



Skills Development for Employability and Citizenship: The South East European Experience within a Global Context.

An experts meeting jointly organised by UNESCO and the Austrian Commission for UNESCO in cooperation with ETF, ILO and the Austrian Federal Ministry of Education, Science and Culture.

Meeting held at the
United Nations Centre, Vienna
21 – 24 November 2004.

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Final report of the meeting.

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Further information on TVET in South East Europe available on websites of UNESCO-UNEVOC www.unevoc.unesco.org and of European Training Foundation www.etf.org

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Foreword

It is commonplace to assert that new emerging labour markets require people with new competencies, new creativity and the ability to adapt to change, and that technical and vocational education and training (TVET) can play a crucial role in preparing people for employability and citizenship. Nowhere in Europe is this task more urgent than in South East Europe where, emerging from a decade and a half of dramatic social, political and economic change, the attainment of skills for employability and citizenship can assist rebuilding communities as well as economies. For these countries, the challenge is not only to reform their TVET systems, but to do so within the context of overcoming the consequences of conflict and instability which prevailed during the 1990s.

To focus attention on these issues, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, together with the Education Sector in UNESCO, the Austrian National Commission for UNESCO, and working closely with the European Training Foundation (ETF), the International Labour Organization (ILO), the UNESCO Institute for Education (UIE) and the Austrian Federal Ministry of Education, Science and Culture, organised a meeting on *Skills Development for Employability and Citizenship* targeted at UNESCO Member States in South East Europe.

The meeting was held in the United Nations Centre in Vienna, Austria, from 21-24 November 2004. This is the Report of that meeting.

Participants expressed high levels of satisfaction with the meeting. Over the three days a picture was painted of countries undertaking regulatory and policy reform, keen to work with one another to share experiences and opportunities to assist implementation. They saw a key role for UNESCO and the other international agencies in coordinating this, and commitments were made to increase activity in the region with the expected result of supporting the improved provision of TVET in South East Europe.

Rupert Maclean
Director
UNESCO-UNEVOC International Centre for Technical and Vocational
Education and Training
Bonn, Germany

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Setting the scene (i)

Some background on TVET in the region

Why a meeting on *Skills Development for Employability and Citizenship: The South East European Experience within a Global Context*, and why now? Some background information helps locate the activity into the realities faced by educational planners and practitioners as they struggle to improve technical and vocational education and training (TVET) in their own countries.

Immediately after World War II, socialist countries in Central, Eastern and South Eastern Europe implemented more or less similar institutional systems of education. These systems were put in place to support rapid industrialisation and were generally geared at occupational profiles in mass industry and large scale administrations. These new education systems were different from those which had existed before World War II and indeed were different from education systems in Western Europe.

During the 1960s the rapid economic modernisation process came to a halt in South East Europe (SEE), as in other countries of Central & Eastern Europe, largely due to the difficulties in achieving internationally competitive production levels and quality of products and services.

A reduction in foreign financial assistance in the 1970s, followed by the collapse of the Soviet Union at the end of the 1980s and armed conflict in the region means that the region has suffered considerable losses of infrastructure, wealth and people.

The region became relatively stabilised at the end of the 1990s and since that time there has been a move from 'reconstruction and stabilisation' to 'stabilisation and association', with the latter indicating a clear objective of integration with the rest of Europe.

During the period since the 1960s, whilst retaining a basic socialist logic, the individual countries of South East Europe diverged in their education policymaking but all had limited contact with international standards, especially in the field of vocational education and training. During the 1990s, the different countries of the region were experiencing different types of impact on their education systems.

Within this context, what is the future for skills development? Although in the first years of this century South East Europe has been growing fast compared to the rest of the world, and the economic climate seems to have improved, in reality, with some exceptions, production levels remain lower than at the end of the 1980s.

Serious economic problems need to be faced in order to support dynamic economic growth and to generate employment. These challenges need to be tackled alongside improving TVET. Labour markets are characterised by low mobility. Those who have a job remain employed if they can, while many new jobseekers and those who lose their job have difficulty finding new employment. Many people work in the large and growing informal sector. Employment levels in the formal sector are stagnating, despite many public industrial enterprises maintaining high numbers of jobs. The participation of women is low. What employment creation there is is mainly in the form of micro-enterprises and small family businesses. Agriculture is increasingly used as a buffer against unemployment for the active population and there has been a revival of subsistence farming.

Overall, the combined effect of industrial decline, modernisation or closure of socially-owned enterprises and economic restructuring, is a dramatic reduction of employment opportunities. As a result it is the informal sector that has created employment opportunities. It is estimated that as many as 50 per cent of the adult population of South East Europe have a marginal attachment to the labour market. As a further consequence of the economic situation, high levels of emigration from amongst well educated people serves to further slow revitalisation.

Against this backdrop, the role of international, bilateral and donor agencies is central. It has to be acknowledged, however, that assistance to improving TVET in South East Europe has been somewhat fragmented and that no comprehensive mapping of activity in this area has so far been undertaken.

In recent years UNESCO and the European Training Foundation have been particularly active in efforts to contribute to stability, peace and development in South East Europe in their various fields of competence, but more is undoubtedly needed.

Recognising the need for enhanced international cooperation in this region, UNESCO convened a High Level Conference on Strengthening Cooperation in South East Europe, held April 2002. This Conference led to the development of a number of programme activities focused in South East Europe. The Conference confirmed UNESCO's belief that the foundation of sustainable peace in the region cannot be based on political settlements and economic considerations alone, crucial though these are. The empowerment of citizens to become active and participating members of their societies is a pre-requisite for the peaceful development of the region.

A number of possible future activities were identified during the 2004 Vienna meeting (see final section of report). UNESCO-UNEVOC will take the lead in scoping and prioritising the various activities. In addition, the Director-General of UNESCO has announced the development of a updated strategy plan for South East Europe to commence in mid-2005, and the deliberations and outputs from the experts at the Vienna meeting will form an input to that important strategy.

Setting the scene (ii)

Opening and Keynote Addresses

The Opening Session, chaired by Mr Rupert Maclean, Director, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, was held within the historic building of the Ministry of Education, Science and Culture. In his opening remarks, Mr Maclean paid tribute to the different organisations and individuals who had come together for three days to discuss how technical and vocational education and training can increase employability and citizenship in South East Europe. He introduced each of the speakers, noting that together they represent an important cross section of the international agencies working with partners within South East Europe for the purpose of increasing growth, peace and stability.

Mr Anton Dobart, Director-General, Federal Ministry for Education, Science and Culture, Austria

Mr Dobart commenced by welcoming participants to Vienna, and to the headquarters of the Ministry for Education, Science and Culture. Reflecting on the presence of this international meeting in Vienna, he commented on the intrinsic value of dialogue amongst participants from different countries in addressing the issues at hand, and also the value to Austria in hosting such a meeting; with flow on effects that can only assist strengthen the progress of the Graz Stability Pact. As the world is in transformation towards a knowledge society, Mr Dobart observed, a sharing of knowledge and interests amongst international colleagues becomes a necessary part of maintaining currency and relevance. Mr Dobart closed his remarks urging participants to find, over the coming days, not only examples of ‘good practice’ for vocational education and training in South East Europe, but also to find examples of ‘next practice.’

Mr Alexander Sannikov, Regional Education Advisor for Europe, UNESCO Paris

On behalf of UNESCO, Mr Sannikov welcomed participants to the experts meeting *Skills Development for Employability: The South East European Experience within a Global Context*. Mr Sannikov, assuring participants of the priority that UNESCO accords to South East Europe, reminded the meeting of the UNESCO organised high-level conference on strengthening cooperation in South East Europe, held in April 2002. That Conference

approved a strategic approach to future action in the region, defining at ministerial level the priorities for cooperation, the modalities for programme implementation and the partnerships to be mobilized for joint action. A number of priority projects in education and other areas of UNESCO's competence identified by the Conference have since been successfully undertaken.

Mr Sannikov reported several important events that have happened, or will soon happen, under UNESCO's aegis. Among them: the *Regional Forum on the Dialogue among Civilizations* held in Ohrid, Former Yugoslav Republic of Macedonia, in August 2003; the inauguration of the reconstruction of the Old Bridge at Mostar (July 2004), for which UNESCO provided technical and scientific coordination of the reconstruction work; the forthcoming (December 2004) Balkan Summit on the development of inter-ethnic and inter-religious dialogue, and also the May 2005 Regional Forum on Cultural Corridors in South East Europe to be held in Varna, Bulgaria. These events all play a part in strengthening cultural and citizenship ties in the region, which UNESCO believes is crucial to underpin economic and political stability.

In terms of education, there was the first Education for All (EFA) National Forum in Podgorica, Montenegro, September 2004, organised with the assistance of UNESCO. To strengthen EFA coordination in the region, a coordination working group was established, including Montenegro (Chair) Former Yugoslav Republic of Macedonia, Moldova and Slovenia. Mr Sannikov reminded the meeting that four years have now passed since the meeting in Dakar launched the Education for All goals, and urged all countries present to ensure that technical and vocational education and training issues are contained within their EFA Plans.

Mr Erhard Busek, Special Coordinator of the Stability Pact for South-Eastern Europe (1994-1995 Minister for Education, 1989-1994 Minister for Science and Research)

Mr Busek, in his capacity as Special Coordinator of the Stability Pact for South-Eastern Europe within the European Union, was able to speak openly about his recent experiences in the region, and the challenges and difficulties he saw ahead. The impact of a number of wars over a short period has been immensely traumatic, and, in his view, continuing. In Mostar for the opening of the reconstructed bridge, he was told 'we may no longer use arms, but for many the battle goes on, in hearts and minds'. Assisting people gain sustainable employment and livelihoods, through improved technical and vocational education and training takes on an added importance in this context. Mr Busek also commented on the need to engage key actors within the region in the field of education. He spoke of the impact of the brain drain, whereby a number of capable and mobile individuals are seeking opportunities elsewhere, outside of the region or outside of the public service. Capable people need to be encouraged to work on educational development issues, to assist their countries through these transition years. When the international agencies have moved on, the local people remain, and he urged agencies at this meeting to consider this

issue and to consider ways to make ‘difficult situations attractive to capable people who want to leave their mark.’

Mr Gerhard Kowar, Deputy Chair, Task Force on Education and Youth, Enhanced Graz Process, Stability Pact for South Eastern Europe

Mr Kowar provided information on the objectives and activities of the Task Force on Education and Youth, established as part of the Enhanced Graz Process. The initiative to support education reform in South East Europe was launched in December 2002. The objective is the promotion of sustainable educational reforms that are oriented to EU standards, while taking the specific situations of each country into consideration. It is hoped that the activities will lead not only to improved educational outcomes in the region but also, in the longer term, to the inclusion of all South East countries within an extended European education arena. The objectives of the Task Force include the promotion of regional networks and structures, which extend the exchange of information and strengthen the involvement of regional expertise.

Ms Muriel Dunbar, Director, European Training Foundation

As Director of the European Training Foundation, charged by the European Union to assist partner countries, candidate countries and neighbouring countries reform and improve their TVET systems, Ms Dunbar delivered a keynote address that canvassed a broad range of issues facing the countries of South East Europe. One very specific task ETF has is to help candidate countries prepare for their integration into the EU, and to this end the ETF has assembled a team of experts able to advise on TVET reform and how it relates to sustainable reform on human capital, human resources and employment policies.

Before providing a broad survey of recent history in the region - notes from which inform in the section *Setting the Scene (i)* – Ms Dunbar reminded participants that when we speak of skills development institutions in South East Europe we speak only of government or donor-funded provision. There is, as yet, no broader training market in the region.

All countries in South East Europe have, on their own or with donor assistance, started to address problems of chronic under-funding and slow modernisation of their TVET systems. However, Ms Dunbar reported, current assessment shows the following structural problems which need to be faced:

- centralised governance systems with low involvement of social partners
- weak school infrastructure and inappropriate school network
- low relevance and flexibility of skill development programmes and outdated learning concepts
- low levels of mobility across education and training
- outdated teacher/trainer workforce
- absence of continuing vocational training options

The goal of European integration has provided the governments of South East Europe with an important impetus for modernisation of their societies, and all countries in the region have been active in the formulation of policies for reform. The ETF is concerned, however, at the lack of attention when it comes to priority setting, and to understanding and using critical levers for change. The current process of reform can be characterised as education-led, supply driven, top-down. Reform has also followed a rather legalistic approach, which, whilst necessary is not sufficient. Systems do not change automatically when new regulations are created, unless effort is made to ensure their implementation.

Sustained effort is needed to support countries commitment to: decentralisation of governance of TVET; reinforcement of local partnerships; modernisation of curricula; access for adults to TVET; structural change in education systems; support for entrepreneurship education; and improvement of information systems to monitor reform and performance. Experience from elsewhere shows that all stakeholders need to own reforms in order to make them sustainable. Ms Dunbar urged three steps to maximise success:

- reduce the current distance between government policy makers and practitioners in each TVET institution
- establish a permanent system of in-service training to increase teacher performance
- establish strong country-wide professional support structures for the development and implementation of new curricula concepts.

Priority issues for the near future are:

- the need to translate policy objectives into action
- the need to set up or reinforce the institutional framework for managing reform and monitoring progress
- the need to intensify the involvement of social partners at all levels in TVET reform.

As work with partner agencies within the region takes shape, and education plays its role in overall social development, the emphasis of activity shifts from ‘reconstruction and stabilisation’ towards ‘stabilisation and engagement’. Given the similarity of problems across South East Europe, there is considerable scope, Ms Dunbar concluded, for regional cooperation and support as countries try to find answers to the same difficult questions.

Skills development in a global context

Plenary Sessions 1 and 2 provided a broader context in which to base discussion on TVET in South East Europe

Chaired by Ms Gabriele Eschig, Secretary General, Austrian Commission for UNESCO, plenary sessions 1 and 2 served to provide a broader context in which to locate discussion of the issues faced in re-invigorating technical and vocational education and training in the South East region of Europe. The sessions allowed participants to hear two presentations by Mr Sam Ian Cummings of the ILO, one regarding the framework for TVET in use by the ILO and the second regarding particular perspectives from the Asia Pacific region, a presentation by Mr Sulieman Sulieman from the UNESCO Bureau for Education in the Arab States, and also from Ms Lynne Chisholm, CEDEFOP, who provided information on how Europeans perceive the importance of skills training.

Mr Sam Ian Cummings, ILO Regional Office for Asia and the Pacific, Bangkok

Mr Sam Ian Cummings, Senior Specialist of the ILO Sub-Regional Office for Asia and the Pacific, spoke first about the framework for TVET used by the ILO and, in a subsequent presentation, about skill needs in Asia and some challenges and approaches to training in that region.

In regard to the ILO framework for TVET, Mr Cummings reported on ILO Recommendation 195, adopted in 2004, which encourages Member States to develop their education and training strategies with the involvement of social partners, encourage investment in education and training from both enterprises and individuals, promote access for all, and, by effective education and training, increase opportunities of decent work within the often overlooked informal economy. Whilst the ILO believes that TVET, within a culture of lifelong learning, is of vital importance, it recognises that the impact of education and training is much enhanced as part of broader economic and labour market policies.

Mr Cummings reported on the priority given to assisting governments assess and redefine their role in the provision of education and training in relation to the role of others. At the macro policy level, this can be expressed thus:

- Governments have primary responsibility for education, pre-employment training, and training for the unemployed and people with special needs
- The social partners can play a significant role in further training, and (particularly employers) in workplace learning and skills development
- Individuals are expected to make use of the opportunities for education, training and lifelong learning.

As international programmes, the priority areas being pursued by the ILO are skills and employability for poverty reduction, training and employability for youth, and reviews of training systems and policies.

For his second presentation (a little later in the day) regarding key issues for TVET in a number of Asian countries, Mr Cummings reported that public TVET systems face significant challenges to stay responsive to the needs of enterprises, which operate in rapidly changing competitive market environments. Often the public training systems are not flexible enough to meet these demands, and a limited involvement of the private sector into the planning and implementation of training often results in a lack of knowledge of the actual demands of the enterprises. But training is no longer the responsibility of the public TVET systems only; enterprises must also invest in training their workforce and workers need to invest in their own skills if they want to remain employable.

Governments in the region are recognising the need to change their role towards one of bringing cohesion to an increasingly dispersed or autonomous delivery system. The ILO is working with governments to assist them develop a clear vision and policy framework that improves the functioning of the labour market, guides investments in skills development, supports information flows, and establishes systems for accounting and measuring human capital investment. Consideration should also be given to promoting the development of competency-based qualifications and national, portable frameworks for qualifications. Recognising that the fast growing informal economy represents an area of employment expansion through much of Asia, the ILO emphasises the importance of fostering approaches that allow for skills development in the informal, as well as the formal economies.

Mr Sulieman A Sulieman, UNESCO Regional Bureau for Education in the Arab States, Beirut

In his presentation, Mr Sulieman Sulieman of the UNESCO Regional Bureau for Education in the Arab States focussed on national and regional experiences in the area of TVET in the Arab States. He gave special reference to regional programmes and actions aimed at strengthening TVET as an integral component of lifelong learning; orienting TVET for sustainable development; and providing TVET for all.

In this context, Mr Sulieman spoke about the challenges which affect the reform of TVET in the Arab States, i.e. globalisation and the resulting mobility of the workforce; harnessing human resources for sustainable social and economic development that is independent of non-renewable, exhaustible oil and mineral resources; building a broad base of a flexible, educated and technologically skilled workforce for sustainable human development; and reform of the education and training systems to cope with the emerging new modes of production and styles of management and administration.

The UNDP Arab Human Development Report of 2002 identified ‘three deficits’ to socio-economic development in the region: the freedom deficit; the women’s empowerment deficit; and the human capabilities / knowledge access deficit. Many policy makers in the region see reform of the education and training systems as a crucial means to address these deficits. But approaches to reform are still in the early stages of development. Some key issues identified for new orientations in TVET in the Arab region are: linking TVET to EFA and the Millennium Development Goals; technological and vocational guidance and counselling for students at secondary level; cooperative learning experiences between schools and workplaces; identification and sharing of best practices in curriculum development and instructional materials at national and regional level; and inclusion of the private sector in programme planning, development and implementation.

Ms Lynne Chisholm, CEDEFOP, Professor, University of Innsbruck and Expert Advisor to CEDEFOP

Ms Lynne Chisholm, representative of CEDEFOP, explored the issue of citizens’ views of the need for learning and skills development in Europe, and drew some implications from this for vocational education and training policy, in particular for new/candidate European Union countries. Ms Chisholm’s presentation was based on the findings of the 2003 lifelong learning *Eurobarometer* which surveyed the views of European citizens in the 15+ age cohort from 15 pre-2004 Member States of the European Union, plus Iceland and Norway. Ms Chisholm focused on European citizens’ attitudes to, and participation in education and training, paying special attention to learning related to work, employment and career, and taking up the examples of ICT skills and linguistic and intercultural skills.

The data presented shows that roughly two thirds of the respondents say they had not participated in education and training during the 12 months prior to the survey. Some of the key findings of the *Eurobarometer*

presented by Ms Chisholm were that learning takes place in many different ways, including informally; that recognition of achieved results or qualifications is important for the individual, including at the workplace; that motivation for participation in education and training is multi-faceted and not only job-related or career-driven; and that the most frequent reason given for not participating in education or training is 'lack of time'.

Despite the lack of participation in education and training, citizens realise that there is a 'new skills' gap. While agreeing that ICT skills as well as foreign language and intercultural skills are useful, large proportions of the respondents report that they cannot use the computer or use foreign languages. Suggested key points for action to address this situation are to provide learning in a real-life context and close to the workplace; to lend positive support to teachers and trainers to enable them to turn policies of lifelong and workplace learning into practice; and to create flexible learning opportunities to release time and space for learning as an integral part of a balanced adult working life.

Skills development in transition economies

Plenary 3 focused on concrete examples of successful ways to develop skills in transition economies

Chaired by Mr Alexander Sannikov, Regional Education Advisor for Europe, UNESCO, this session provided an opportunity to hear how three international organisations provide concrete assistance within South East Europe with the objective of increasing the skills necessary for successful development in transition economies. The three international organisations invited to present were the United Nations Industrial Development Organization (UNIDO), the European Training Foundation (ETF) and KulturKontakt, an Austrian cultural education organisation that works in Central, East and South East Europe.

Ms Doris Hribnigg, Liaison Officer for UNIDO Partnerships with NGOs and Civil Society Organisations

In her presentation, Ms Doris Hribnigg, Liaison Officer for UNIDO Partnerships with non-government organisations (NGOs) and civil society organisations (CSOs), presented a programme planned by UNIDO on skills development through NGOs/CSOs. The aim of this activity is to establish and/or improve the capacities of industry-linked community service organisations providing services for micro- and small-scale enterprises in agro-industry, environment and energy sectors.

Many micro- and small-enterprises require support and training in order to upgrade their productive capacities to compete in local, national and international markets. Community service organisations can often provide these services well. UNIDO helps these organisations improve their services. It does this by up-grading their technology, improving their access to information, managerial and business services, and by facilitating access to micro-finance schemes and through the exchange of experience. The role of CSOs as multipliers will be strengthened through the provision of *train the trainer* activities for CSO staff. The types of organisations targeted for this activity are enterprise associations, professional associations, technological associations, cooperatives, specialised NGOs,

and chambers of commerce. The skills transfer to micro- and small-enterprises in South East Europe represents concrete results from effective non-formal training.

Mr Søren Nielsen, Expert in Teacher and Trainer Training, European Training Foundation

Mr Søren Nielsen, Expert in Teacher and Trainer Training for the ETF, spoke of the skills needed in transition economies as they change from a socialist planned system of production to a market economy with profit production.

Mr Nielsen reminded participants of the profound changes in economic and labour market policies that have occurred over the past ten to fifteen years in South East Europe; changes which necessitate a complete re-think in skills development. The previous socialist planning systems used in many countries in South East Europe relied on fixed volumes of production whereby state-owned companies received annual production targets and there was little external pressure to economise or increase productivity. Jobs were secure and there was little incentive for individuals to invest in personal skill development.

Now, with the emergence of a labour market linked to the new market economic models, workers skills need continuous upgrading. Whilst there is wide agreement on the need, few countries have appropriate 'signal systems' that allow TVET providers adjust training to meet current and future demand.

In order to provide concrete support to TVET reforms, the ETF aims to bring the TVET systems closer to the skills needed in each country. The ETF focuses, first, on building capacity amongst educational planners to define occupational sector priorities, competences and skills required (and to construct the institutions and tools to do this). The ETF then works with local institutions to develop curricula profiles and specific programmes with measurable standards before the programmes are rolled out and delivered at schools, technical institutions and in workplaces.

Mr Nielsen reported that the ETF has a long-term commitment to quality assurance so that due attention is given to effective feedback through evaluation, monitoring, quality control and tracer studies of student outcomes. Many challenges need to be faced in the coming years, as countries in South East Europe strive to balance the demands of society, enterprise and individual learners; develop systems that combine enterprise flexibility with national standardisation; and increase the quality and relevance of technical and vocational education and training.

Ms Monika Mott, Head of Education, KulturKontakt Austria

In her presentation, Ms Monika Mott, Head of the Education Department of KulturKontakt Austria, focussed on concrete examples of the work they do in training for citizenship in South East Europe. The key concept used by KulturKontakt for this is 'education for democratic citizenship' which they define as the knowledge, skills, attitudes and values needed to actively participate in a democratic, pluralistic society and thus contribute

to social cohesion. Through the active promotion of education for democratic citizenship within countries in transition, KulturKontakt helps provide the environment for the full utilisation of skills and competencies needed to contribute to development.

Referring to a regional stocktaking research on policies for education for democratic citizenship from the year 2001, Ms Mott referred to the compliance gap: in all countries in South East Europe, policies are in place, but there was at that time (and still largely is) a lag with implementation. For many countries of the region, curricula goals for education for democratic citizenship have been defined – whether as a separate subject and/or as cross-curricula – but they are not actively pursued. Also, teaching and learning materials are often lacking, and teachers and trainers are not well prepared to adequately fulfil their new role.

So far, education for democratic citizenship is generally restricted to general education curricula. But there are many aspects that could well be promoted in the context of TVET, and hence reach a broader audience. It is commonly accepted that TVET can go beyond hard vocational skills; crosscutting areas are, for example, the areas of social dialogue, business ethics and the promotion of sustainable economic development. Ms Mott suggests that TVET institutes and training centres could make greater efforts to become places of participation, which encourage initiative, teamwork and creativity. TVET institutions can provide good examples of how to manage diversity and ensure social inclusion.

Ms Mott closed her presentation by reminding participants that while some steps towards a holistic approach which integrates TVET and education for democratic citizenship have already been made, this is an area on which greater efforts could be usefully focused.

The four roundtable sessions

Two sets of concurrent sessions focused detailed consideration on four important topics

The three-day Vienna meeting was structured in such a way as to allow considerable time for smaller groups of people to work together. Participants were twice invited to join one of two concurrent group sessions. Each session lasted for approximately three hours. Typically the sessions were organised as ‘roundtables’ starting with presentations from selected participants followed by an in-depth, moderated discussion or small group work. The purpose was to allow each participant the opportunity to participate in thorough discussion on two different topics, with direct focus on the situation in transition economies. The rapporteurs of the groups presented the outcomes of the sessions during the closing session.

The four topics were:

- Lifelong Learning policies and the development of learning societies
- Skills needed for employability and citizenship in South East Europe
- The changing role of teachers and trainers
- Improving quality as well as quantity of TVET – approaches to quality assurance.

Group A: Lifelong Learning policies

Moderated by Ms Madhu Singh from the UNESCO Institute of Education, the members of Group A took part in an analysis of trends in lifelong learning in selected countries in transition. The UNESCO Institute of

Education is giving considerable focus to this issue, emanating, in part, from the mid-term review of developments since the 5th International conference on Adult Education (known as CONFINTEA V).

Presentations were given by participants from four countries in transition, each of them with distinct recent histories and different periods of time in transition. Each presenter offered an overview of lifelong learning policies and programmes in their country as well as providing an often frank assessment of challenges faced. The presenters were:

- Ms Tatjana Koke, Latvia
- Ms Agnieszka Majcher-Teleon, Poland
- Ms Michaela Andresova, Czech Republic
- Ms Mirjana Borota Popovska, Former Yugoslav Republic of Macedonia.

In the roundtable discussion following the presentations, the participants of Group A agreed that lifelong learning policy development should be based on humanistic and democratic ideals. Lifelong learning can be an effective means of strengthening social inclusion; it increases a person's ability to develop new competencies and enables them to keep up with a changing society. Lifelong learning policies should also focus on meeting the skills development needs of all sectors of society; retraining ageing populations, integrating immigrants and preparing society for economic development.

A number of common concerns arose from discussion. Before countries reach their full potential as learning societies, a number of challenges have to be addressed. These usually relate to problems with implementation. For example, certificates from different training providers are often not transferable, and yet portability of qualifications is a basic tenet for a learning society. Often the training content and qualifications are inadequate for the needs of the employers and teachers and trainers are not adequately prepared for their new role as facilitators for learning within the framework of lifelong learning.

But also a change of attitude is necessary. The concept of lifelong learning involves taking individual initiative to attain your own learning goals, but the culture under the previous governments tended to discourage people to make their own decisions or to individually plan their careers. To accept the concept of individual commitment requires a big cultural change that many, including young people, seem reluctant to take. The practice of investing personal time and money is unfamiliar. Furthermore, employers need to be convinced of the benefits lifelong learning or training has for their employees and consequently for their enterprises. At the moment, participants stressed, many employers do not see these benefits and are not willing to invest in further training.

In order to address these problems, governments in transition economies should give greater emphasis to defining a vision and culture of lifelong learning, starting with building foundations for lifelong learning already in school and out of school contexts, which also include language,

communication and ICT skills. Key personnel like learning advisors could be more involved in the process and inform and encourage learners to understand learning as a lifelong process. In order to ensure the sustainability and relevance that lifelong learning offers, these should not only cover specific vocational skills, but also include all forms of knowledge; formal, non-formal and informal, and their link to livelihoods and forms of life. Furthermore, with regard to the relevance of lifelong learning programmes, it is also crucial to involve the public and private sector when it comes to defining competency and qualification requirements. This could lead to a change of attitude of all involved stakeholders.

The involvement of international agencies was sought. Participants welcomed the opportunity to cooperate on a regional basis, identifying good models and strengthening an exchange of experiences. This process could be promoted by the UNESCO Institute for Education which has recently completed an international review of progress with lifelong learning policies and programmes.

Throughout the roundtable discussion, repeated mention was made of the main challenge being one of implementation, not of policy formulation. Numerous examples of lack of resources for implementation were cited, although the point was also made of the primary importance of political support in implementing change. In addition, considerable emphasis was given to the real difficulty of re-directing the provision of learning opportunities in the new environment. As one participant from Eastern Europe summarised the challenge “it’s not as though the Russian teacher can become an English teacher between Friday and Monday”.

Group B: Skills needed for employability and citizenship

Moderated by Mr Rupert Maclean, Director of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, the Group B roundtable was divided into two parts. During the first part, five speakers presented a description of the current situation and outlook for the future of TVET in selected countries:

- Mr Anatol Gremalschi, Republic of Moldova
- Ms Efka Heder, Croatia
- Mr Konstantin Petkovski, Former Yugoslav Republic of Macedonia
- Ms Maida Ganibegovic, Bosnia & Herzegovina
- Mr László Nagy, Hungary.

Each presenter had been asked to structure their presentation around the issues identified for discussion. In this way, all participants in group B were able to hear some detailed analysis of the issues from five different countries. Copies of the country reports from this (and other) roundtable

sessions are available on the UNESCO-UNEVOC website (www.unesco.unevoc.org) and hence emphasis here is given over to the subsequent discussion.

In the second part of the session, and reflecting on the information from the presentations, participants were asked to split into three smaller groups to provide answers to the following questions:

1. What are the main skills needed for employability and citizenship in the sub-region?
2. To what extent are the TVET systems in the region adequately addressing these needs?
3. What support could UNESCO and UNEVOC give?

As each subgroup reported back their views it became increasingly obvious that there was a high degree of concurrence amongst all three groups on the future skills needed. Apart from the occupational skills necessary to learn a trade, the main skills needs identified were:

- the capacity for mobility,
- the capacity for flexibility,
- foreign language skills
- information and computer technology (ICT) skills,
- entrepreneurial skills
- economic literacy skills, as well as
- life, civic and social skills.

Importantly, these skills were also identified by the *Eurobarometer* Survey and by other speakers, such as Søren Nielsen and Monika Mott, during the plenary sessions. Participants agreed that policy leaders in their countries are already aware of these skill gaps, and have commenced to address them, at least at the policy/planning level. But problems occur when it comes to the sustainable implementation of these policies. A lack of resources and a lack of adequately trained TVET teachers and trainers often hinder the process of implementing changes. Furthermore, there is a need to establish or improve standards and to develop or revise curricula to adequately take into account these new skills needs. A clear message emerged not only of similar perspectives but also of similarity of ‘phase of implementation’.

In their efforts to change or improve their TVET systems, participants ask for support from UNESCO through the facilitation of networking and exchange between countries of the region, in order to share good practices and experiences. They would like to see regional support network for TVET a set-up as well as an e-forum or interactive webportal on an international or regional scale. In addition, some regional workshops on sharing resource materials on the priority skill areas would be very welcome.

Another skill gap identified relates to the TVET teachers themselves. There were suggestions on the usefulness of capacity building offers such as Mobile Training Teams or the organisation of a summer school course for TVET teachers. To enhance the role and quality of TVET teachers and trainers it was suggested to work together at a regional level to implement a teacher training concept and model for career development of teachers. These issues received further attention in group C.

There was also some discussion on the potential for a masters level programme for TVET professionals, which also allows for accreditation of non-formal learning of TVET developers and implementers by the European Credit Transfer System (ECTS).

Group C: The changing role of teachers and trainers

Teachers and trainers are the key actors for innovation, says moderator Mr Søren Nielsen from the European Training Foundation. That's why, he stressed in his introduction to the Group C roundtable, the final outcomes of the many reforms of modernisation and structural change of the VET systems in each of the countries in South East Europe are to a large extent dependant on the motivation and competence of the individual teacher or trainer. An effective interaction between teacher/trainer and learners lies at the centre of quality TVET. Indeed, an overall improvement in vocational skills for employability and citizenship can only be realised if there is an improvement in the quality, effectiveness and relevance of teaching.

In recognition of this, the roundtable discussion of Group C concentrated on current approaches to teacher training in South East Europe and emphasised the importance of teacher training reform to overall VET reform. The focus of the roundtable was on four questions:

1. How can teacher and trainer training programmes be reformed at the systematic level?
2. How can continuing teacher training be organised closer to VET schools/ institutes and teachers?
3. How can grass-roots innovative development work be a vehicle to develop new teacher roles?
4. What steps towards strategic development of schools/institutes are possible?

The discussions were preceded by presentations on five different examples of innovation impacting directly on raising the quality of teachers/trainers. Reflecting the different positions held by each individual, each presentation provided an overview from a different level or in a different framework; variously that of a TVET teacher, a TVET institute principal, a senior policy maker or a university lecturer on teacher education. The presenters were:

- Ms Natasha Angeloska-Galevska, Former Yugoslav Republic of Macedonia
- Ms Vesna Hrvoj-Sic, Croatia
- Mr Ramë Likaj, Kosovo
- Ms Tatijana Glisic, Serbia & Montenegro
- Mr Radoslav Milošević, Serbia & Montenegro

The presentations allowed participants to learn about a new career development model for teachers being developed in Macedonia, the inservice programme for institute principals now underway in Croatia which seeks to increase the capacity of TVET principals to lead and manage change, the complete redevelopment of the TVET system in Kosovo and the changes to teacher/trainer training underway in Serbia and in Montenegro.

Amongst the participants in Group C there was a high degree of agreement that sustained action was necessary to capitalise on, and to more broadly implement, the sorts of innovations shared during the presentations. As well as increased financial commitments from donors, there is also an urgent need for all countries to develop national action plans for the improvement of TVET teachers and trainers and to develop clear and concrete ‘bridging’ objectives.

The ETF already plays a key role in bringing together innovators, such as the roundtable presenters, from various parts of South East Europe. It does this through its VET Teacher and Trainer Network, geared towards creating a critical mass of quality teachers and trainers in the region. It also holds a thematic workshop each year in one South East European country, with the next one scheduled January 2005, in Tirana, Albania. As the meeting in Vienna shows, there are many lessons to be learned from within the experience of the South East European region. The VET TT Network is built on the philosophy that donors need to identify and empower key actors from the region and then try to establish two-way learning. The ETF regional VET TT Network is expected now to function as a ‘community of practitioners’ in the innovation of teaching and learning. There was strong support for this network, and support also for an emerging role for UNESCO, within the understanding for the need for good collaboration and cooperation between players.

Once again, the point was made that there are many similarities between countries in the region, not only with issues and challenges faced, but also in terms of significant cultural and linguistic relationships, and that this easily provides for a meaningful approach to innovation in the region.

Group D: Improving quality as well as quantity

Quality assurance can play a relevant role in improving the coherence between training provision and skill need. Ms Fernanda Oliveira Reis, from the European Commission, opened Group D with a comprehensive

overview of the steps being taken to raise the quality of VET in Europe, as part of the Copenhagen process, through the introduction of an European wide cooperative approach to quality assurance. Indeed, quality assurance is one of the main objectives set by the Copenhagen declaration in 2002. European cooperation in this field aims at promoting exchange of models and methods, as well as developing common criteria and principles for quality in vocational education and training. As a consequence of this cooperative and consensus building-process, concrete results have been achieved which are being taken over at both policy and practical levels, within and across several countries.

A comprehensive background paper on existing national and international standards and norms, their application, strengths and weaknesses; a proposal for a Common Quality Assurance Framework (CQAF) that includes common core criteria and a set of indicators as well as an European guide to self-assessment; a mapping of bodies involved in quality assurance across Europe and the establishment of a virtual community for a wide range of stakeholders working in this area. The ministers responsible for vocational education and training, the European Commission and the social partners will meet in Maastricht by December 2004 to review progress, acknowledge achievements so far and give advice on priorities and strategies in order to follow up the progress made since 2002.

This introduction allowed all participants in group D to have a common level of understanding of the issues at the broadest level. The roundtable then continued with four presentations on experiences from the field. The presenters were:

- Ms Jill Attewell, United Kingdom
- Ms Ildikó Görgényi Modla, Hungary
- Ms Antoaneta Voikova, Bulgaria
- Ms Magdalena Balica, Romania

Each presenter provided an analysis of the background, history, recent developments, models and strategies in place to develop quality assurance in each of the four countries.

Whilst each of these countries had different experiences and different models, and were at different stages of development or implementation there certainly were a number of common concerns and issues identified that could benefit from combined action. An overarching observation made by the group was regarding the fundamental difference between the UK approach and the approaches in Hungary, Bulgaria and Romania. In essence, Hungary, Bulgaria and Romania described quality assurance systems that are national, systemic, centralised and far-reaching, whereas the UK has moved towards a more devolved system. This relies to a large extent on the combination between self-assessment of providers and external monitoring, through the inspectorate system. The UK approach focuses mainly on learning outcomes and allows more of a case-by-case approach.

Through further discussion the group also identified common issues and elaborated some proposals for implementation. Common to all countries was a desire for increased involvement of stakeholders, i.e. teachers, partners, parents, learners, in the process; a recognition of the importance of motivating teaching staff and management to embrace quality assurance; a need for the setting up appropriate indicators and benchmarks for accountability and effectiveness of providers indicators. There was also agreement on the need to address new (for most) questions such as finding a balance between centralised and self-assessment procedures, and on the crucial question of finding a way to accurately evaluate actual learning outcomes. There was also discussion on the need to ensure how more resources, both in terms of finance and in terms of political will, can be allocated to quality assurance.

A number of proposals for implementation were identified. It was suggested that UNESCO, whilst strengthening the network of UNEVOC centres, could create UNEVOC groupings around specific themes, such as quality assurance. This could be done, in part, by making use of the already existing networks and lists available through ETF, EC, CEDEFOP, and others.

Before this could be done in a coherent way, it would be useful to carry out a mapping exercise to clarify who is doing what in the region and what are the roles and modes of cooperation of the relevant bodies. This should also enable the agencies like ETF, UNESCO, EC to work together in a more effective and efficient way and to avoid overlap and duplication. Participants would also like to see more cooperation between the different UNEVOC Centres in the South East Europe region, supported by the UNESCO-UNEVOC International Centre. Another important framework for cooperation could be to develop some pilot projects and initiatives on quality assurance in partnership with the enhanced Graz Process.

Looking back, looking forward

The final morning allowed for reflection on the three day meeting, and some ideas for the future

Summation

Ms Karina Veal, Rapporteur-General for the meeting, gave a summation that canvassed the range of issues and activities mentioned over the previous three days. She commenced by reflecting on how to best measure success for a meeting during which so much time has been spent in discussion of current problems and in dialogue over potential future actions. What is the difference between idle discussion, on the one hand, and productive analysis and planning on the other? The answer comes from the participants themselves, she suggested, since the energy and enthusiasm that is here on the final morning is testimony to the relevance and utility of the meeting as a whole.

The mood for the three-day meeting was set during the opening session during which a number of people with a broad understanding of educational development in South East Europe gave opening and keynote addresses. As some focused on the difficulties, some on recent history and others on the sorts of initiatives already underway, a picture was painted of people extremely ready and willing to take the next steps. Steps which, in the words of keynote speaker Ms Muriel Dunbar, would effect a shift from ‘reconstruction and stabilisation’ towards ‘stabilisation and engagement.’

At the macro-level, Ms Veal reported, participants at the meeting gained a consistent view of some of the overarching challenges. Time and time again participants spoke of the problems of structural rigidities; of low relevance and flexibility of TVET programmes; of outdated curricula; of insufficient numbers of high quality teachers and trainers. The meeting heard of the problems in establishing solid adult learning systems suitable to support life-long learning; and of difficulties in moving old-fashioned, centralised ways of governance with low involvement of social partners into newer models of governance.

In terms of implementation, Ms Veal agreed with the assessment of many of the participants who spoke about the need for cultural change to effectively implement TVET reform. Many participants come from cultures that, until recent times, did not encourage personal initiative, and this is at odds with a culture of commitment to life-long learning. Attention should also be paid to some interesting ‘undercurrent’ discussions on issue such as authority, identity and freedom, as the shift occurs in some cultures from ‘imposed’ identity to ‘self-generated’ identity.

So, what are the priorities on which participants, whether from countries within South East Europe, from neighbouring countries or from international agencies should work, following on from this meeting? The most frequently mentioned include: making governance structures work; involving social partners better; modernising the content of TVET; supporting teachers and trainers in TVET; improving access for adults to retraining opportunities; having more entry and exit points for training; improving portability of qualifications; fostering TVET in areas where stability and security is a priority; integrating citizenship education into TVET; improving tools for educational management and monitoring; improving quality assurance processes; and fostering networks and contacts throughout the region.

For countries in transition, conventional wisdom places an emphasis on the image of a window of opportunity for action and change, an opportunity - either taken or missed - with a long-term impact. With TVET policies and plans largely in place, it is time now to support rapid implementation across South East Europe. Ms Veal concluded her Rapporteur-General’s report with the words of William Shakespeare who described such a moment thus, in his play *Julius Caesar*:

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves,
Or lose our ventures.

Future activities

Mr Sannikov, Regional Education Advisor for Europe, UNESCO and Mr Maclean, Director of UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training gave short closing addresses and, on the basis of ideas proposed by participants, suggested the following areas for further scoping and possible collaborative action:

Learning culture – working together to tackle the difficult issue of how to develop and foster a culture of learning which includes the concept of

individual responsibility for skills acquisition, within societies where this approach has not always been the norm;

Social partnerships - assisting countries in the region increase their knowledge of, and develop strategies for, intensifying the active involvement of social partners at all levels of TVET reform;

TVET teaching – supporting networks of TVET teachers and trainers in the region to increase their skills professionalism and assist them to support TVET reform;

Quality assurance – working with countries in the region develop quality assurance systems that take account of regional perspectives and which allow for growth of a responsive and diverse provider base;

Education for All – encouraging countries in the region to include skills development strategies as part of their overall Education for All (EFA) Plans;

Entrepreneurship training – working with countries in the region to roll out entrepreneurship training suitable for micro- and small- business development; and

Recognition of qualifications – assisting countries in the region commence regional as well as national initiatives in qualification recognition so that longer-term prospects for mobility are increased.

In addition to exploring future work on these issues, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training is committed to **increasing the number of UNEVOC centres** in South East Europe.

All international agencies present at the meeting were cognisant of the need for clarity amongst the various agencies working in the area, and were supportive of a regional TVET **mapping exercise** to identify current and planned activities for technical and vocational education and training in the region. The information collected by the mapping exercise could be presented by country, by agency and by theme.

Appendix 1: Programme for the meeting

Sunday	21.11.2004 Venue: Austrian Federal Ministry for Education, Science and Culture, Minoritenplatz 5, 1014 Vienna Audienzsaal
from 15:00	Registration at Hotel Ibis Wien Messe. Upon the registration participants will be given all relevant information on the Meeting, associated events and the city of Vienna.
16:45	Participants assemble in the lobby of hotel IBIS to transfer from Hotel IBIS to Ministry of Education, Science and Culture
17:30	Opening Session Chair: Mr Rupert Maclean, Director, UNESCO-UNEVOC International Centre, Bonn Welcome and Opening Remarks <ul style="list-style-type: none"> • Mr Anton Dobart, Director General, Federal Ministry for Education, Science and Culture, Austria • Mr Alexander Sannikov, Regional Education Adviser for Europe, UNESCO Paris Introductory Presentations <ul style="list-style-type: none"> • Education and training in the 21st century with a special focus on South-Eastern Europe Mr. Erhard Busek, Special Coordinator of the Stability Pact for South-Eastern Europe, former Austrian Minister for Education and Culture • The Education Reform Initiative of South Eastern Europe: a regional network to promote the wider European area of education. Mr Gerhard Kowar, Task Force Education and Youth, Enhanced Graz Process • Skills Development for Employability and Citizenship in South East Europe: An overview of issues, concerns and prospects Ms Muriel Dunbar, Director, European Training Foundation (ETF)
19:15	Group Photograph & signing up for Group Sessions on the following days
19:30	Reception Hosted by the Austrian Ministry of Education and Science

Monday	22.11.2004 Venue: UN premises at Vienna International Centre (VIC), Gate 1, Wagramer Str. 5 (22 nd district), 1400 Vienna Conference Room III
07:45	Participants assemble in the lobby of Hotel IBIS Wien Messe
08:15	Arrival and registration for accreditation at VIC
09:00	Plenary 1 Room III, Building C, 7th floor (III / C07) Chair: Mr Sulieman Sulieman, UNESCO Regional Bureau for Education in the Arab States <i>Keynote:</i> Skills Development for Employability and Decent Work: An overview of present trends. Mr Sam Ian Cummings, ILO Regional Office for Asia and the Pacific <i>Presentation followed by discussion</i>
09:30	Group Session Participants choose between two options: Group A: Lifelong learning policies and the development of learning societies. Room D0780 (Building D, 7th floor) An analysis on the "Learning society" and trends in lifelong learning in selected countries based on the mid-term review of developments since the 5th International conference on Adult Education (CONFINTEA V). A roundtable discussion drawing on the experiences of four European countries. <i>Moderator: Ms Madhu Singh, UNESCO Institute for Education (UIE)</i> <i>Speakers:</i> <ul style="list-style-type: none"> • Ms Michaela Andresova, Czech Republic • Ms Mirjana Borota Popovska, Republic of Macedonia • Ms Tatjana Koke, Latvia • Ms Agnieszka Majcher-Teleon, Poland Rapporteur: Jill Attewell Group B: Skills needed for employability and citizenship in South East Europe. Room C0343 (Building C, 3rd floor) A description of the current situation of TVET in selected countries in terms of best and innovative practices. A roundtable discussion drawing on the perspectives of selected UNEVOC Centres. <i>Moderator: Mr Rupert Maclean, UNESCO-UNEVOC</i> <i>Speakers:</i> <ul style="list-style-type: none"> • Mr Anatol Gremalschi, Republic of Moldova • Ms Efka Heder, Croatia • Mr Konstantin Petkovski, Republic of Macedonia • Ms Maida Ganibegovic, Bosnia & Herzegovina • Mr László Nagy, Hungary Rapporteurs: Ramë Likaj & Efka Heder
11:00	Refreshment break & signing up for field visits

11:15	<p>Group Session continued Group A continues: Small group work to develop policies and strategies for lifelong learning; some ideas and techniques. Group B continues: Small group work on understanding skills development needs and future demand; some ideas and techniques.</p>
12:30	Lunch break
14:00	<p>Plenary 2 Room III, Building C, 7th floor (III / C07) Chair: Ms Gabriele Eschig, Secretary General, Austrian Commission for UNESCO</p> <p>Skills Development in a Global Context</p> <ul style="list-style-type: none"> • Arab Region (Mr Sulieman Sulieman, UNESCO Regional Bureau for Education in the Arab States) • Asia & Pacific (Mr Sam Ian Cummings, ILO Regional Office for Asia and the Pacific) • European Union (Ms Lynne Chisholm, CEDEFOP) <p><i>Presentations followed by discussion</i></p>
16:00	Refreshment break
16:30	<p>Plenary 3 Room III, Building C, 7th floor (III / C07) Chair: Mr Alexander Sannikov, Regional Education Adviser for Europe, UNESCO Paris</p> <p>Skills development in transition economies: Concrete Examples</p> <ul style="list-style-type: none"> • Productive employment in transition economies (Ms Doris Hribernigg, UNIDO) • Skills needed in transition economies (Mr Søren Nielsen, ETF) • Training for citizenship in South East Europe (Ms Monika Mott, KulturKontakt) <p><i>Presentations followed by discussion</i></p>
18:00	End of Day 1
19:30	Participants assemble in the lobby of Hotel IBIS Wien Messe for transfer to the City Hall
20:00	<p>Reception Hosted by the City of Vienna and the Austrian Commission for UNESCO City Hall, Stadtsenatssitzungssaal, Lichtenfelsgasse 2, Feststiege 1</p>

Tuesday	23.11.2004
08:30	Participants assemble in the lobby of the Hotel IBIS
09:00	<p>Field Visits Organised by the Austrian Ministry of Education, Science and Culture</p> <p>Group 1: Upper Secondary Technical College (Höhere Technische Lehranstalt), Thaliastraße 12; 1160 VIENNA</p> <p>Group 2: (Mrs.) Dr. Michaela Mayrus, Vienna Economic Chamber The dual system and the role of the Economic Chamber in Vocational Education</p> <p>Group 3: Upper Secondary College for Industry and Trade (Höhere Lehranstalt für wirtschaftliche Berufe) Straßergasse 37 -39, 1190 VIENNA</p> <p>Group 4: Vocational School for Electrical Engineering 2 (Berufsschule für Elektrotechnik 2), Mollardgasse 87, 1060 VIENNA</p>
12:30	Lunch break Return to venue at VIC
14:30	<p>Group Session Participants choose between two options:</p> <p>Group C: The changing role of teachers and trainers. Room C0343 (Building C, 3rd floor) The focus is on current approaches to teacher training in South East Europe and emphasises the importance of teacher training reform as a pre-requisite for TVET reform. A roundtable which draws upon the perspectives from representatives of six South East European countries. <i>Moderator: Mr Søren Nielsen, ETF</i></p> <p><i>Speakers:</i></p> <ul style="list-style-type: none"> • <i>Ms Natasa Angeloska-Galevska, Republic of Macedonia</i> • <i>Ms Vesna Hrvoj-Sic, Croatia</i> • <i>Mr Ramë Likaj, Kosovo</i> • <i>Mr Maksim Konini, Albania</i> • <i>Ms Tatijana Glisic, Serbia & Montenegro</i> • <i>Mr Radoslav Milošević, Serbia & Montenegro</i> <p>Rapporteur: Vesna Hrvoj-Sic</p> <p>Group D: Improving quality as well as quantity of TVET – approaches to quality assurance. Room D0780 (Building D, 7th floor) <i>Moderator: Ms Fernanda Oliveira Reis, European Commission</i></p> <p><i>Speakers:</i></p> <ul style="list-style-type: none"> • <i>Ms Jill Attewell, United Kingdom</i> • <i>Ms Ildikó Görgényi Modla, Hungary</i> • <i>Ms Antoaneta Voikova, Bulgaria</i> • <i>Ms Magdalena Balica, Romania</i> <p>Rapporteur: Magdalena Balica</p>
17:30	End of Day 2
Evening	Free evening in Vienna

Wednesday 24.11.2004	
10:00	<p>Plenary 4 Room III, Building C, 7th floor (III / C07) Chair: Ms Muriel Dunbar, Director, ETF</p> <ul style="list-style-type: none"> • Presentations on results from the Groups A, B, C, D – followed by discussion • Summing up of the proceedings – Ms Karina Veal, Rapporteur-General • Where do we go from here – Concrete Action Plan for UNESCO and partner agencies with regard to follow-up activities Mr Alexander Sannikov, UNESCO Paris; Mr Rupert Maclean, UNESCO-UNEVOC; other partner agencies
12:00	<p>Closing Room III, Building C, 7th floor (III / C07) Chair: Mr Rupert Maclean, UNESCO-UNEVOC</p> <p>Closing remarks by:</p> <ul style="list-style-type: none"> • Ms Gabriele Eschig, Austrian Commission for UNESCO • Senior participant (TBD) • Mr Alexander Sannikov, UNESCO Paris
12:30	<p>Lunch break Followed by departure of participants who are not participating in the UNEVOC Network Meeting. End of main programme of meeting</p>

UNEVOC Network Meeting Participants: representatives from UNEVOC Centres, and those who wish to join the UNEVOC Network	
13:30	<p>Moderators: Mr Rupert Maclean and Ms Astrid Hollander</p> <ul style="list-style-type: none"> • Overview of Programme Activities, and current developments, at the UNESCO-UNEVOC International Centre • The UNEVOC Network – Action Plan for its Revitalisation • Report on the UNESCO Experts Meeting on “Learning for Work, Citizenship and Sustainability” <p><i>Presentations followed by discussion.</i></p> <p><i>More detailed information will be provided to participants in a separate programme sheet.</i></p>
16:00	<p>End of Day 3 Departure of participants</p>

Appendix 2: List of participants at the meeting

Nr.	NAME	ORGANISATION	POSTAL ADDRESS	PHONE, FAX, EMAIL
1	Andresova, Michaela <i>Deputy Secretary-General</i>	Czech Commission for UNESCO	Skokanska 3 169 00 Praha 6 Czech Republic	Tel.: [+420] 220 466 700 Fax [+420] 220 466 500 unesco@mzv.cz
2	Angeloska-Galevska, Natasa <i>Vice Dean</i>	Faculty of Philosophy University St. Cyril and Methodius	Partizanski odredi 25/1/4 Skopje 1000 Rep. of Macedonia	Tel.: [+389] 2 3217 085 or 3116 282 Fax: [+389] 2 3118 143 natasa@fzf.ukim.edu.mk
3	Attewell, Jill <i>Research Manager</i>	Learning and Skills Development Agency	Regent Arcade House 19 - 25 Argyll Street London W 1 F 7LS United Kingdom	Tel.: [+44] (0) 20 7297 9000 Fax: [+44] (0) 20 7297 9001 jattewell@lsda.org.uk
4	Balica, Magdalena <i>Researcher</i>	Institutul de Stiinte ale Educatiei / The Institute of Educational Sciences Vocational training	str. Stirbei voda no. 37 RO-70732 Bucuresti Romania	Tel/ Fax: [40] 21 315 87 05 Magda.balica@ise.ro
5	Borota Popovska, Mirjana <i>Head</i>	Centre for Management and Human Resource Development Institute for Sociological Political and Juridial research, University St. Cirilo & Methodius	Naroden Front, 23, 4/6 1000 Skopje Macedonia	Tel.: [+389] (2) 3063 827 ex. 238 Fax: [+389] (2) 3061 282 mborota@isppi.ukim.edu.mk
6	Busek, Erhard <i>Special Coordinator of the Stability Pact</i>	Austrian Federal Ministry for Education, Science and Culture	50, rue Wiertz, 1050 Brussels Belgium	Tel: [+32] (2) 40187 00
7	Celmeta, Erleta <i>Director</i>	Instituti i Studimeve Pedagogjike / Institute of Pedagogical Researches Department of Vocational and Technical Education	Rr. Naim Frasheri Tirana Albania	Tel.: [355] (42) 256 441 Fax: [355] (42) 23860 E_celmeta@hotmail.com

8	Chisholm, Lynne <i>Univ. Prof</i>	University of Innsbruck Institute of Education and CEDEFOP	Leopold-Franzens-Universität Innsbruck Innrain 52 6020 Innsbruck Austria	Tel.: +43 512 507 40 41 Fax: +43 512 507 28 80 Lynne.Chisholm@uibk.ac.at
9	Cummings, Sam Ian <i>Senior Specialist</i>	ILO Sub-Regional Office for Asia & Pacific	P.O. Box 2-349 Rajdamnern Bangkok, 10200 Thailand	Tel.: [+662] 288 2304 Fax: [+662] 288 3060 Fax: [+662] 288 3062 cumplings@ilo.org
10	Djukanovic, Bojka <i>National EFA coordinator</i>	Ministry of Education of Montenegro	Danila Bojovica bb 81400 Niksic Serbia & Montenegro	Tel.: [+381] 69 046 749 Fax: [+381] 83 247 109 bojkadj@cg.yu
11	Dobart, Anton <i>Director General, General Education</i>	Austrian Federal Ministry for Education, Science and Culture	Berggasse 21/14a 1090 Vienna Austria	Anton.Dobart@bmbwk.gv.at
12	Dunbar, Muriel <i>Director</i>	European Training Foundation	Villa Gualino Viale Settimio Severo, 65 10133 Torino Italy	Tel: 0039-011-6302248 Fax: 0039-011-6302369 e-mail: muriel.dunbar@etf.eu.int
13	Eschig, Gabriele <i>Secretary-General</i>	Austrian Commission for UNESCO	Universitätsstrasse 5 1010 Vienna Austria	Tel: [+43] (1) 526 13 01 -12 Fax: [+43] (1) 526 13 01 -20 or -3120 eschig@unesco.at
14	Ganibegovic, Maida <i>Head of Department</i>	Dental School University of Srajevo	Bolnieka 4 a 71000 Sarajevo Bosnia & Herzegovina	Tel.: [387] (71) 203417 Fax: [387] (71) 443340, 664381 mganibeg@utic.net.ba
15	Gentleman, Sylvia <i>Programme Manager</i>	Learning and Skills Development Agency	Regent Arcade House 19 - 25 Argyll Street London W 1 F 7LS United Kingdom	Tel.: [+44] (0) 20 7297 9000 Fax: [+44] (0) 20 7297 9001 sgentleman@lsda.org.uk

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