



Meeting Report

Vocational Content in Mass Higher Education?

Responding to the Challenges of the Labour
Market and the Workplace

Bonn, Germany
8-10 September 2005



Vocational Content in Mass Higher Education? Responding to the challenges of the labour market and the workplace.

Summary report of the meeting.

UNESCO-UNEVOC International Centre for Technical
and Vocational Education and Training
Hermann-Ehlers Str. 10
53113 Bonn
Germany
Tel: [+49] (228) 8150100
Fax: [+49] (228) 8150199
info@unevoc.unesco.org
www.unevoc.unesco.org

UNESCO European Centre for Higher Education
Stirbei Voda 39st, Bucharest, RO-010102 Romania
www.cepes.ro
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Report prepared by David Johnson, University of Oxford, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, Bonn, Germany, and UNESCO European Centre for Higher Education, Bucharest, Romania.

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Foreword

Enhancing the employability of graduates should be the key task for higher education. But what does employability mean in this context: the direct preparation of students for a certain occupation, or rather to assist students to acquire the social, intellectual and personal skills that equip them to find their place in a rapidly changing, globalised labour market? Or is it a balanced combination of both?

"[...] being able to think, being able to learn particular skills to do a job - particular intellectual skills - and to know what you are doing: this is the key. In terms of the dynamism of the job market, the fact that you are a thinking, reflective person is the most important thing."

(From the opening speech of Mr Peter Smith, Assistant Director-General for Education of UNESCO)

In today's societies, a university degree is no longer a guarantee for obtaining a well qualified, life-time job. The programmes offered by mass higher education institutions often do not meet the demands of the labour market, and often inadequately prepare graduates for the world of work beyond academia.

Is "vocationalisation" the solution for this dilemma, and the way forward to create a link between the supply side of the universities and the demand side of the economies?

To examine these questions and to suggest innovative approaches for those institutional and national decision-makers who are considering establishing or broadening the vocational orientation of their academic programmes, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) and the UNESCO European Centre for Higher Education (UNESCO-CEPES) jointly organised, in cooperation with the Centre for Comparative and International Education, University of Oxford, an international seminar on "Vocational Content in Mass Higher Education? Responses to the Challenges of the Labour Market and the Workplace." Approximately forty experts from a broad cross-section of countries came to Bonn, Germany, from 8 to 10 September 2005, to discuss the nature of vocational content in higher education and evaluate its purpose. This is the final report of that seminar.

It is our hope that the outcomes of the seminar will foster greater discussion and dialogue among all stakeholders regarding this important matter. We also trust that it will facilitate the identification of concrete actions that lead to the improvement of graduate employability.

Our thanks go to all the speakers at the seminar, whose diverse contributions enriched and broadened our perception of vocationalism and higher education. Especially, we would like to thank the Assistant Director-General for Education of UNESCO, Mr Peter Smith, for his inspiring opening speech, and Dr David Johnson for providing the intellectual framework for the seminar.

The papers presented at the meeting can be downloaded from the website of UNESCO-UNEVOC at www.unevoc.unesco.org. It is also planned to revise the papers and commission some additional papers on the topic to be published by the Springer Academic Publishers in a book of readings on "Vocational content in mass higher education? Comparative and International Perspectives in response to the challenges of the labour market and the workplace." jointly edited by UNESCO-UNEVOC, UNESCO-CEPES and Centre for Comparative and International Education, University of Oxford.

Rupert Maclean
Director
UNESCO-UNEVOC
Bonn, Germany

Jan Sadlak
Director
UNESCO-CEPES
Bucharest, Romania

Summary

Higher education has always provided an important foundation in the training of various professions. Indeed, early universities were established for vocational purposes: to provide clerks for Royal Courts and to train priests, doctors and lawyers, and in some countries civil servants for what became increasingly bureaucratic nation states. Directly or indirectly "vocational content" has always been present even in the most academic of disciplines.

Today, in a rapidly changing and globalising economy, accompanied by a fast rise in new information technologies, there are increasing pressures on higher education systems all over the world to rethink knowledge production and learning. The last ten years or so have seen many efforts to reorganise universities and to realign the missions of mass expansion and 'new' vocationalism to meet the demands of the so-called globalised knowledge society. In some cases, major organisational and epistemological shifts in the forms of knowledge production and learning have occurred which have enormous implications for defining the role and mission of the university in modern day society and more important, new challenges for forging knowledge-producing partnerships between the academy and industry in a climate of increasing marketisation of higher education.

In Europe, emphasis is now being placed on learning outcomes and lifelong learning and their implications for degree structure, quality assurance, the European Credit Transfer System (ECTS), consistent with the objectives set within both the Bologna Process and the Copenhagen Declaration.

To date, there are few comprehensive studies that document these changes and which analyse the movement towards more vocational content in mass higher education and the associated implications and challenges of new forms of knowledge production, and new forms of knowledge-producing partnerships.

It is against this background that the seminar launched a wider 'project of enquiry' into vocationalism and mass higher education and the implications and challenges for both the academic sector and the labour sector. The project of enquiry is essentially the ongoing work of the organising partners and many questions arising from the seminar will be addressed in specific ways by these organisations over time. A broad view of what is involved was variously elaborated upon by Rupert Maclean, Director of UNESCO-UNEVOC, Jan Sadlak, Director, UNESCO-CEPES, and Mpenza Kabundi, Director, Skills and Employability Department, ILO, at the start of the seminar.

The main thrust of the seminar was aimed at contributing to the ongoing debate around vocational content in mass higher education and by all accounts, this was seen to be a timely intervention.

In the opening session, Peter Smith, UNESCO's Assistant Director-General for Education gave a keynote address on *Workers as Learners/Learners as Workers: Why the Knowledge Society needs a Thinking Work Force and how to get there*.

This was followed by a background paper by the Rapporteur-General, David Johnson, entitled: *The knowledge economy and the 'new' vocationalism: international and national challenges for mass higher education*.

Three themes were then explored in more depth. These were:

- > Vocational content in mass higher education: International perspectives and policy trends
- > Responding to rapidly changing labour markets through new forms of knowledge production: Organisational and epistemological shifts in higher education

- > Knowledge producing partnerships and collaborative ventures between the academy and industry

Under the first theme *Vocational content in mass higher education: International perspectives and policy trends* four papers from different countries and regions of the world were considered. These were:

- > EU Policy Developments in HE and VET - the merging of the two worlds (Dr Georg Hanf, Federal Institute of Vocational Education and Training (BIBB), Germany)
- > The Changing Status of Vocational Higher Education in Contemporary Japan and South Korea (Dr. Roger Goodman, St. Antony's College, University of Oxford, Dr. Terri Kim, Department of Education, School of Sport and Education, Brunel University, and Dr. Sachi Hatakenaka, Nissan Institute of Modern Japanese Studies, University of Oxford, UK)
- > Technology Education: Threats or opportunities for university - technical and further education (TAFE) collaboration in Australia (Dr. Margarita Pavlova, Griffith University, Australia)
- > Vocational Content in Mass Higher Education: The Arab States Perspective (Dr. Munther W. Masri, National Center for Human Resources Development, Jordan).

Under the second theme *Responding to rapidly changing labour markets through new forms of knowledge production*: Organisational and epistemological shifts in higher education, questions about the nature of vocational content in mass higher education and the implications and challenges for the higher education sector, were raised. Issues such as internal organisation of institutions, staffing, ethics, the nature of learning and epistemology, financing and marketisation of universities were all discussed. Two papers were offered. These were:

- > Dialogues between Vocational Education and Training and Higher Education (Dr. Madlen Serban, National Centre for Vocational Education and Training, Ministry of Education and Research, Bucharest, Romania)
- > Vocationalism in Higher Education: A reflex on the stigmatisation of VET (Prof. Felix Rauner, University of Bremen).

Under the third theme *Knowledge producing partnerships and collaborative ventures between the academy and industry*, new emerging partnerships and questions about the nature of vocational content in mass higher education were explored. Issues included: Who decides the skills mix, how it is met and who pays? Four papers were offered. These were:

- > Changes of the Labour Market and the Consequences for Vocational Training in Universities (Prof. Peter Schulte, University of Applied Sciences, Gelsenkirchen)
- > "E-Learning and Corporate Competence in Higher Education" (Prof. Tapio Varis, University of Tampere, Finland)
- > Employability of Bachelor Graduates from Professional Higher Education Institutions (Dr. Roland Vermeesch, European Association of Institutions in Higher Education (EURASHE)
- > Building Human Resource Highways through Vocational Training (Dr. Man-Gon Park, Colombo Plan Staff College for Technician Education)

In the final session, the Rapporteur-General provided a summary of the issues discussed in the seminar, highlighted those questions that need further research and outlined a number of foci for further development.

Background to the seminar

In public policy, and indeed in the view of private enterprise, the role of higher education institutions (HEIs) is seen to be that of providing graduates who can contribute to national economies and the labour market in a new age of knowledge-based economies. But the world of work is rapidly changing and many question whether the programmes offered in higher education are able to keep pace with the dynamism of the market place.

For some higher education institutions there is a debate about the extent to which the sector can respond appropriately to the skills needs of a rapidly changing and dynamic labour market. Others are re-examining their curricular and programme design and are making efforts to incorporate more fully a vocationally-oriented content which prepares graduates for the world of work beyond academia. This vocational content takes many forms, from work based learning (including internships and work placement schemes), to complementary IT, language, and management skills, in order to equip graduates with abilities supplementary to a solid knowledge base in their future career paths. But what is an appropriate response to the challenges of the workplace? More cynically, is higher education its own market, selling courses and programmes that are suggestive of an entry into the workplace after graduation?

If there is to be a real link between supply side and demand side approaches to the question of learning and vocations, then we must examine how synergies might be developed between higher education and the world of work. What does this mean in practice? Does it imply co-operation that goes beyond organisational co-ordination and advice (e.g. co-operation in working groups, employers' representatives in university committees) to include joint curricula design processes (e.g. joint analysis of current and future work roles in companies, etc.)? Thus, what kinds of institutional arrangements should there be between places of higher education and the world of work?

A rethink of the 'goodness of fit' between what is offered and what is needed to sustain growth in modern day economies has huge implications for the internal organisation of higher education institutions. What happens to its academic and support staff for example? Is it out with the old and in with the new? Does it imply a radical reorientation in the way in which these organisations work, how they go about their business? What are the financial and indeed political implications of remaking the higher education? These are no longer academic questions. There are countless international examples of academic restructuring.

It seemed appropriate therefore, to reflect upon these questions by learning from experiences elsewhere. The advantages of this approach are both to learn from and to inform world-wide debates on higher education policy, but especially in societies with transitional and newly emerging economies, and those in the developing world.

To deliberate the questions raised above, the UNESCO European Centre for Higher Education (UNESCO-CEPES) and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), in collaboration with the Centre for Comparative and International Studies in Education, University of Oxford, organised an international seminar which was held in Bonn on the 8th to 10th of September 2005.

2.1 Aims of the seminar

The seminar aimed to address the complex tension between the growing expressed need for vocational content in higher education [ostensibly to increase employability of higher education graduates] and the con-

text of mass higher education [which, in the opinion of some, is often less conducive to the organisation of vocationally oriented study programmes].

A number of higher education and technical and vocational experts, practitioners and representatives of international agencies were invited to share their experiences and examples of higher education systems which are becoming more vocationally oriented, with those institutional and national decision-makers considering introducing or widening the vocational orientation of their study programmes.

Key questions

A number of key questions were defined in advance of the seminar and speakers were invited to address these. These included:

- > What do we mean by 'vocational content' and how is this interpreted in higher education programmes?
- > What form does the current vocational content in higher education take?
- > How might we analyse demand side and supply side questions in the context of rapidly changing needs of modern day economies?
- > What synergies exist between higher education institutions and the labour market and what new forms of cooperation are appropriate?
- > How far do we remake higher education and what are the political and financial implications?

Anticipated Outcomes

The following outputs were anticipated:

- > a publication arising from the seminar in which trends in the vocationalisation of the content of higher education are highlighted and debated within various national contexts;
- > a comprehensive reader and an extensive bibliography on the subject of mass higher education and vocational content; and
- > a set of conclusions and recommendations proposed by the international seminar aimed at national and institutional policy makers.

Proceedings

In the Opening Session, Rupert Maclean, Director of UNESCO-UNEVOC, gave a welcome speech in which he addressed the present status of vocational education. He elaborated on the policies of students' intake and criteria of selection. Maclean emphasised that with the emergence of new technologies in the work place, there is a need for a revised singular system that values intellectual abilities, rather than one which separates out low achievers into a vocational education track.

Jan Sadlak, Director of UNESCO-CEPES followed. He addressed changes taking place in Europe and stressed that the key concerns were the improvement of the quality of education at higher education institutions, adoption of an agreed credit system, emphasis on cultural integration, and the need for more foreign language teaching. He also stressed the importance of knowledge sharing in the new knowledge economy.

Mpenga Kabundi, Director of the Skills & Employability Department of the International Labour Organisation (ILO) then took the podium. He stressed the need to pay more attention to the life long skills approach. He drew attention to questions concerning the returns to the investment for vocational education and emphasised that changes were needed to make the education system more responsive and more efficient. He emphasised the need for strategic partnerships in a global economy that is driven by knowledge and the need to modernise the skill structure.

The new Assistant Director-General for Education of UNESCO, Peter Smith delivered a keynote speech. He spoke a little about his own professional experience to illustrate the challenges faced by educational systems to prepare people for the labour market. He outlined a number of different goals for education such as educating to solve problems, educating to be critical, helping learners to deal with the new emerging technologies, and avoiding the remedial trap. He made several points about the need to link conceptually, education and work. He referred to the work place as a learning place.

The Rapporteur-General, David Johnson (Centre for Comparative and International Studies in Education, and Fellow of St Anthony's College, University of Oxford) presented the background paper to the seminar. This was organised around the following four themes:

- > Globalisation and its effects on higher education
- > The knowledge economy and the nature of knowledge
- > The triple helix: an analytical model for researching partnerships in knowledge production and utilisation
- > Work-based learning: promising possibilities for an infusion of new vocationalisation in mass higher education

Vocational content in mass higher education: International perspectives and policy trends

In his paper *EU Policy Developments in HE and VET - The Merging of the Two Worlds* Dr. Georg Hanf stressed the diversity of concepts and structure and raised concerns about what he referred to as structural unemployment.

In the paper *The Changing Status of Vocational Higher Education in Contemporary Japan and South Korea* Dr. Roger Goodman, Dr. Terri Kim and Dr. Sachi Hatakenaka drew attention to the growing status of vocational

higher education in Japan (*senmongakko*) and Korea (*jeonmun daehack*). The authors remark that 'the most conspicuous feature of both Japanese and Korean tertiary education systems is the speed with which they have grown. Both countries have 'mass higher education' systems...' They suggest that economic, political and demographic factors have encouraged 'hyper-competition between institutions' that have given rise to *senmongakko*, Japan's two-year post secondary vocational schools. Almost exactly the same pattern appears to be emerging in Korea. In general, there appears to be a division of functions in Japan between universities/junior colleges that teach theories and principles and *senshu gakko/senmongakko* which teach market-oriented skills. In Korea, higher education is dominated by four-year universities, but the two-year *jeonmun daehack* produce marketable diplomas that are well received in the labour market. According to Goodman, Kim and Hatakenaka, the employment rate of *jeonmun daehack* graduates in 2004 was over 20% higher than that of four-year university graduates.

In her paper on *Technologies Education: Threats or Opportunities for University - Technical and Further Education (TAFE) Collaboration in Australia*, Dr. Margarita Pavlova presented a case study of the developing collaboration between a university Bachelor of Technology Education program and a TAFE (Technical and Further Education) institution within the Australian context. Pavlova remarked that the collaboration needs to be understood in terms of the interrelationships between the structure of educational qualifications and the occupational structure of the labour force, on the one hand, and between education and social change, on the other. The agreement between TAFE and the university is founded on the principle that aims to 'link teaching and research with industry engagement and with communities.' The initiative, according to Pavlova, searches for 'a productive balance between the human-oriented approach and the economy-oriented view of the relationship between university education and the labour market' and includes 'increased opportunities for students to obtain socially valued qualifications and work that is personally and socially meaningful, and the knowledge, skills and attributes they need to contribute to their workplace, profession and community', staff development opportunities, and links between schools, employers and the community.

In his paper *The Vocational Content in Mass Higher Education: The Arab States Perspective*, Dr. Munther Masri highlighted an important tension between what he called 'life vocation' and 'specific vocation'. He argued for example that higher education is in itself a vocational education. Masri is particularly concerned about the relevance dimensions of education and the fit-for-purpose of the competencies and skills produced. He argues that there is a need for a better consideration of the skills and competencies required for the world of work. He stressed that there is a demand-supply dilemma in Higher Education and that perhaps the focus should be on on-the-job-training rather than on vocationalising higher education. This, Masri acknowledged will raise questions about quality assurance in the system. He feels that in the Arab States, there is a misleading social demand for higher education and that young people have very little information about the market place and the kinds of jobs that they might be able to access with their degrees.

Responding to rapidly changing labour markets through new forms of knowledge production: Organisational and epistemological shifts in higher education

Dr. Madlen Serban delivered a paper entitled *Dialogues between Vocational Education and Training and Higher Education*. Drawing upon the Copenhagen Declaration, she highlighted the challenges for TVET within a European context. Serban argued that there are a number of similarities between TVET and Higher Education and that the dialogue between them might be better framed within the language of life-long learning. She remarks: 'TVET and Higher Education could be mentioned together if accepted they are part of one education and training system...' However, she argues that there is a short-sightedness in Higher Education circles which

pays lip service to the notion of lifelong learning but does not go beyond the narrowness of its own courses. She comments:

'While politicians and higher education representatives agree on the need to provide lifelong learning, many higher education institutions - and in particular traditional universities - are reluctant to going beyond the lip-service they are paying and to develop concrete activities. While they agree that lifelong learning is important in the overall development of education and training, they hesitate to accept a central role for higher education in it.'

Serban goes on to argue that both Higher Education and TVET are ultimately concerned with employability. Part of this is seen as a joint responsibility to regional development, but also to national and international development. She holds: 'The challenge of regional development on higher education remains the relevancy of the education supply. Does a university educate only for a region within the context of globalisation and internationalisation? Maybe not, but its contribution to regional development is an important aim'.

In his paper on *Vocationalism in Higher Education: A Reflex on the Stigmatisation of VET*, Prof. Felix Rauner argued that historically, universities were protected from 'vocationalisation'. He cited Wilhelm von Humboldt, Prussian Minister for Culture and Schooling to make this point. Today however, universities are 'drifting' towards TVET against the backdrop of prejudices about its academic and economic value. He shows how Hong Kong was able to fight off the prejudices by establishing top-up degrees to improve the permeability between TVET and Higher Education. In China, TVET is becoming very popular and instead of it being marginalised, it is becoming an independent branch of the university sector. All of this according to Rauner points to the need to rethink the organisation of TVET within Higher Education. He describes two scenarios. The first being a 'college for all' scenario in which he argues for a set of top ranking universities which are highly selective and a second set of universities which are more inclusive, in which entry qualifications are relatively low. He argues:

'This scenario solves the fundamental contradiction between the programmatic formula "college for all" with a corresponding educational policy on the one hand and the necessity to qualify two thirds of the workforce for the intermediate sector on the other by means of an absorption and transformation of TVET by the universities. Universities become institutions of vocational education and training, and the label "higher vocational education" serves the purpose of image-making.'

The second scenario involves modern apprenticeships and top-up qualifications. Rauner argues that this calls for a developed TVET system 'which offers attractive educational paths for those two thirds of employees working in the intermediate sector. This requires that the stigmatisation of technical and vocational education and training is effectively opposed and that vocational qualifications give access to university education (top-up approach).' Rauner concludes that it is only possible to escape the stigmatisation of vocational education and training by integrating TVET into the academic system, with all the labels of university education. He recognises that the economy of each country will dictate the extent to which his proposals can be realistically adopted.

Knowledge producing partnership and collaborative ventures between the academy and industry

In the paper *Changing of the Labour Market and the Consequences for Vocational Training in Universities*, Prof. Peter Schulte, remarks that it would be a mistake to harden the divide between theoretical knowledge and vocational practice. He refers to a finding from a current empirical study of graduates in Germany which

points to the fact that some graduates are dismissed soon after they find work because of a lack of theoretical application to vocational problems. In Schulte's words:

'...graduates who have problems in finding a job and then after short time are dismissed. The reason employers often mention is the fact that graduates are not able to implement their theoretical knowledge in vocational practice.'

Schulte argues that the main challenge in creating a partnership between industry and the academy lies in having a clear understanding of competencies. He suggests the following: professional competence, methods expertise (the ability to implement knowledge for solving vocational tasks), social competence including teamwork, and individual competence that includes entrepreneurship and managerial abilities. But agreement on competencies is hardly sufficient. Schulte argues that 'vocational competence is differently understood by universities as qualification providers and the industry as "buyer" of graduates' and as such, 'up-to-date vocational challenges and medium-term developments of the labour market should be necessary contents of the curricula of study courses'. He concluded the paper by making a number of suggestions as to course design and content.

The paper *E-learning and Corporate Competence in Higher Education* by Prof. Tapio Varis, also highlighted the importance of defining knowledge. He argued that the mission of the university in this respect includes establishing global partnerships, community development, and he commented on the importance of E-learning, and E-health care. The role of E-Learning in Higher Education includes 'Learning to learn; learning to work; facilitating job opportunities; providing each citizen with skills and knowledge to live and work'. He questioned whether the responsibility for learning rested with society or the learner.

The paper *Employability of Bachelor Graduates from Professional Higher Education Institutes*, by Dr. Roland Vermeesch reflects on the Bologna Process and in particular on the question of the 'employability of graduates'. Vermeesch argued that the Bologna Process has had a positive effect on the notion of employability because of a creation of an 'integrated two-cycle system' for all participating countries. Higher education is booming with a 'proliferation of professional bachelor degrees'. But, while higher education in Europe is becoming more diversified, 'there is a general awareness in most countries of a need for vocationally and professionally oriented courses (and education systems?), as may be seen from the new content of the restructured bachelor and master programmes'. Vermeesch looked at the notion of professional higher education and reviewed the specific features of profession-orientated Higher Education Institutions across Europe. He then went on to focus on the qualifications framework and quality assurance in higher education and life-long learning before turning to some initial findings of an EURASHE study on the employability status of bachelor graduates. He concludes that 'Employability in the context of the Bologna process' points at the major 'recognition problem' of the bachelor degree, both in the world of labour and in government positions. He provided some emerging data for the Czech Republic, based on a survey on the Cooperation between HEIs and production and service companies:

- > firms do not differentiate between a bachelor and a masters degree; graduates are perceived to be at the same level;
- > firms are often not prepared to take bachelors as tertiary education graduates; they regard them as "better" secondary school graduates and their salary range reflects this fact;
- > similarly, there is no corresponding salary class for bachelor's study graduates in the state institutions;
- > an important percentage of the firms stated that they do not search graduates actively.



The final paper, *Building Human Resource Highways through Vocational Training*, was presented by Dr. Man-Gon Park. Dr Park raised a number of points including that there needs to be a harmonisation and standardisation between human resource development systems and the labour market. He argued that education is the key to development and TVET is the master key for human resources development. Park provided a summary of the status of TVET in Asia and the Pacific Region. He referred to demographic trends that show an increasing Asian population but also an increasing aging population. There is also massive and rapid urbanisation and a key challenge for human resource development in the region is 'Brain Drain'. There are also still worrying trends of disparity in educational access and quality. It is necessary therefore to look at the potential for TVET for poverty alleviation through the provision skills. Park also highlighted the digital divide and space divide in the region and argued for the potential of an e-highway as an answer to rapid human resource development and equity.

Conclusions

A number of important issues emerged from the various papers and the discussions that followed each paper. Some of these issues were picked up in the final session by the Rapporteur-General. They are summarised as follows:

There seems to be an emergent pattern in many of the countries considered, of a closer relationship between higher education, the state and employers – the so-called triple helix – and how this influences the agenda around mass higher education and vocational content economy.

There was much discussion around the Bologna Process and employment and employability of graduates. This is a burning issue for European higher education and might require a more specific seminar with a more targeted audience. Aligned with the debates around the Bologna Process are questions about modes of provisions, regulation, and deregulation, but these do seem to have a certain generalisability if we look at the debates in Korea and Japan.

What counts as skills, competencies and learning dispositions, especially in a rapidly changing global economy is another question that occupied the participants. It seems that while many papers allude to new skills and different forms of knowledge required by graduates, very little is given in the way of what such skills are. For example, does vocational content mean hard skills, i.e., technical abilities suited to a range of jobs? Or does it mean softer, more transferable skills – a kind of ‘Learnability’. Many employers would argue that their companies are more likely to recruit for adaptability and fresh ideas, away from specific skills and competencies and towards employability skills such as participation, communication, teamwork and problem solving (Barlex, 2005). How this fits with notions of vocational content of higher education is unclear and it is such questions that need further exploration.

Annexes

I: Programme for the meeting

Thursday	8.9.2005
Whole day	Arrival of participants
from 16:00	Registration
18:00-20:00	Welcome Reception
Friday	9.9.2005
09:00	<p>Welcome and Introduction</p> <ul style="list-style-type: none"> > Mr. Rupert Maclean, Director, UNESCO-UNEVOC > Mr. Jan Sadlak, Director, UNESCO-CEPES > Mr. Mpenza Kabundi, Director, Skills & Employability Department, ILO
09:20	<p>Keynote Address and Background Paper</p> <p>Chairperson: Mr. Rupert Maclean, Director, UNESCO-UNEVOC</p> <p>Keynote Address: "Workers as Learners/Learners as Workers: Why the Knowledge Society needs a Thinking Work Force and how to get there."</p> <ul style="list-style-type: none"> > Mr. Peter Smith, Assistant Director-General for Education, UNESCO <p>Background Paper: "The Knowledge Economy and 'New' Vocationalism: International and National Challenges for Mass Higher Education."</p> <ul style="list-style-type: none"> > Dr. David Johnson, Centre for Comparative and International Studies in Education, and Fellow of St Anthony's College, University of Oxford, UK [Rapporteur-General]
10:50	Group Photograph
11:00	Refreshment break
11:30	<p>Session 1: Vocational Content in Mass Higher Education: International perspectives and policy trends</p> <p>Chairperson: Prof. Janos Bogardi, Director, UNU-EHS</p> <p>"EU Policy Developments in HE and VET - The Merging of Two Worlds?"</p> <ul style="list-style-type: none"> > "Dr. Georg Hanf, Senior Researcher, Federal Institute for Vocational Education and Training (BIBB), Germany <p>"The Changing Status of Vocational Higher Education in Contemporary Japan and South Korea"</p> <ul style="list-style-type: none"> > Dr. Roger Goodman, Nissan Professor of Modern Japanese Studies, University of Oxford, Dr. Terri Kim, Research Lecturer, Department of Education, School of Sport and Education, Brunel University, and Dr. Sachi Hatakenaka, Research Associate, Nissan Institute of Modern Japanese Studies, University of Oxford, UK <p><i>Presentations followed by discussion.</i></p>
13:00	Lunch break

14:30	<p>Session 2: Vocational Content in Mass Higher Education: International perspectives and policy trends (continued)</p> <p>Chairperson: Mr. Jan Sadlak, Director, UNESCO-CEPES</p> <p>"Technology Education: Threats or Opportunities for University-Technical and Further Education (TAFE) Collaboration in Australia."</p> <ul style="list-style-type: none"> > Dr. Margarita Pavlova, Senior Lecturer, Griffith University, Australia <p>"Vocational Content in Mass Higher Education: The Arab States Perspective."</p> <ul style="list-style-type: none"> > Dr. Munther W. Masri, President, National Center for Human Resources Development, Jordan <p><i>Presentations followed by discussion.</i></p>
16:00	Refreshment break
16:30	<p>Session 3: Responding to rapidly changing labour markets through new forms of knowledge production: Organisational and epistemological shifts in higher education</p> <p>Chairperson: Dr. John Simiyu, Head, Department of Technology Education, Moi University, Kenya</p> <p>"Dialogues between Vocational Education and Training and Higher Education."</p> <ul style="list-style-type: none"> > Dr. Madlen Serban, Director, National Centre for Vocational Education and Training, Ministry of Education and Research, Bucharest, Romania <p>"Vocationalism in Higher Education: A Reflex on the Stigmatisation of VET"</p> <ul style="list-style-type: none"> > Prof. Felix Rauner, Professor for Vocational Education and Electrotechnology, University of Bremen, Germany <p><i>Presentations followed by discussion.</i></p>
Saturday	10.09.2005
09:15	<p>Session 4: Knowledge producing partnerships and collaborative ventures between the academy and industry</p> <p>Chairperson: Mr. Lazar Vlasceanu, Programme Specialist, UNESCO-CEPES</p> <p>"Changes of the Labour Market and the Consequences for Vocational Training in Universities."</p> <ul style="list-style-type: none"> > Prof. Peter Schulte, Rector, University of Applied Sciences, Gelsenkirchen, Germany <p>"E-Learning and Corporate Competence in Higher Education"</p> <ul style="list-style-type: none"> > Prof. Tapio Varis, UNESCO Chair in Global E-learning with Applications to Multiple Domains, University of Tampere, Finland <p><i>Presentations followed by discussion.</i></p>
10:45	Refreshment break

11:15	<p>Session 5: Knowledge producing partnerships and collaborative ventures between the academy and industry (continued)</p> <p>Chairperson: Mr. Mpenga Kabundi, Director, Skills & Employability Department, ILO</p> <p>"Employability of Bachelor Graduates from Professional Higher Education Institutions"</p> <ul style="list-style-type: none"> > Dr. Roland Vermeesch, President, European Association of Institutions in Higher Education (EURASHE) <p>"Building Human Resource Highways through Vocational Training"</p> <ul style="list-style-type: none"> > Dr. Man-Gon Park, Director General & CEO, Colombo Plan Staff College for Technician Education <p><i>Presentations followed by discussion.</i></p> <p><i>Distribution of Seminar Evaluation Sheets</i></p>
12:45	Lunch break
14:15	<p>Closing Session: Summary, reflections and an agenda for further research and development</p> <p>Chairperson: Prof. Klaus Hüfner, Chairperson of the UNESCO-CEPES Advisory Board</p> <p>Report by the Rapporteur-General</p> <ul style="list-style-type: none"> > Dr. David Johnson, Centre for Comparative and International Studies in Education, and Fellow of St Anthony's College, University of Oxford, UK <p><i>Report followed by discussion</i></p> <p>Closing Comments</p> <p><i>Collection of Seminar Evaluation Sheets</i></p>
15:15	End of Seminar
15:15	<p>Meeting of Conference Secretariat and Rapporteurs</p> <p>Venue: UNESCO-UNEVOC International Centre, Room 215</p>

II: List of Participants

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
1	Anz, Christoph <i>Deputy Director</i>	Education / Vocational Training BDA Confederation of German Employers' Associations	House of German Business Breite Str. 29 10178 Berlin Germany	Tel.: [+49] (0) 30 2033-1502 Fax: [+49] (0) 30 2033-1505 C.Anz@bda-online.de
2	Baur, Max P. <i>Vice-President</i>	University of Bonn	Sigmund-Freud-Str. 25 53105 Bonn Germany	Tel.: [+49] (0) 228 287 5400 Fax: [+49] (0) 228 287 5032 max.baur@ukb.uni-bonn.de
3	Bogardi, Janos <i>Director</i>	Institute for Environment and Human Security United Nations University	Görresstr. 15 53113 Bonn Germany	Tel.: [+49] (0) 228 422 855 02 Fax: [+49] (0) 228 422 855 99 bogardi@ehs.unu.edu
4	Carapinha, Bruno Alexandre <i>Student Representative</i>	National Council of Education, Portugal	Rua Carlos Duarte Canecas, 14-2ºE 2700-163 Amadora Portugal	Tel.: [+351] 91 897 80 45 Fax: [+351] 31 797 90 93 brunocarapinha@gmail.com
5	Cincu, Imelda <i>Translator for Prof. Schulte</i>	University of Applied Sciences	Neidenburger Strasse 43 45877 Geisenkirchen Germany	Tel.: [+49] (0) 209 95 96 461 Fax: [+49] (0) 209 95 96 562
6	Goodman, Roger <i>Nissan Professor of Modern Japanese Studies</i>	Nissan Institute of Japanese Studies University of Oxford	27 Winchester Road Oxford OX2 7NA UK	Tel.: [+44] (0) 1865 274576 Fax: [+44] (0) 1865 274574 roger.goodman@nissan.ox.ac.uk
7	Grieb, Ina <i>Director</i>	Carl-von-Ossietsky University Centre for Continuing Education	Ammerländer Heerstraße 114-118 26129 Oldenburg Germany	Tel.: [+49] (0) 441 798 4419 Fax: [+49] (0) 441 798 4411 ina.grieb@uni-oldenburg.de

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
8	Guzmán, Josefa <i>Coordinator of the Technical Education Programme</i>	Instituto Tecnológico de Costa Rica UNEVOC Centre Costa Rica	Costado sur de la Biblioteca del ITCR Urbanización Campus Cartago Costa Rica	Tel.: [+506] 550 2376 Fax: [+506] 550 2442 jguzman@itcr.ac.cr
9	Hanf, Georg <i>Senior Researcher</i>	Federal Institute for Vocational Education and Training (BIBB) International Cooperation in VET, Education marketing UNEVOC Centre Germany	Robert-Schuman-Platz 3 53175 Bonn Germany	Tel.: [+49] (0) 228 107-0; (0) 228-107-1602 Fax: [+49] (0) 228 107-2968, (0) 228-107-2971 hanf@bibb.de
10	Hatakenaka, Sachi <i>Research Associate</i>	Nissan Institute of Japanese Studies University of Oxford	43 Soho Lofts Richmond Mews London W1D 3DD UK	Tel.: [+44] (0) 20 7734 0648 Fax: [+44] (0) 20 7734 3997 sachihata@aol.com; sachi@alum.mit.edu
11	Hartmann, Eva <i>Researcher</i>	Faculty of Social Sciences (ZENAF) J.W.G. University of Frankfurt	P.O.Box 111 932 60054 Frankfurt/M. Germany	Tel.: [+49] (0)69 798 22 879 E.Hartmann@soz.uni-frankfurt.de
12	Hippach-Schneider, Ute <i>Researcher</i>	Federal Institute for Vocational Education and Training (BIBB) International Cooperation in VET, Education marketing, UNEVOC Centre Germany	Robert-Schuman-Platz 3 53175 Bonn Germany	Tel.: [+49] (0) 228 107-0 Fax: [+49] (0) 228 107-2968 hippach-schneider@bibb.de
13	Hüfner, Angelika <i>Deputy Secretary-General</i>	Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (KMK)	Lennéstraße 6 53113 Bonn Germany	Tel.: [+49] (0) 228 501 602 Fax: [+49] (0) 228 501 764 a.huefner@kmk.org
14	Hüfner, Klaus <i>Chairman</i>	UNESCO-CEPES Advisory Board	Brücknerstraße 46a 12247 Berlin Germany	Tel.: [+49] (0) 30 771 8282 Fax: [+49] (0) 30 771 4525 Khuefner@aol.com

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
15	Kabundi, Mpenga <i>Director</i>	Skills and Employability Department International Labour Organisation (ILO)	4, route des Morillons 1211 Geneva 22 Switzerland	Tel.: [+41] (22) 799-6453 Fax: [+41] (22) 799-6310, -8573 kadundim@ilo.org
16	Kleiveland, Jostein <i>Associate Professor</i>	Faculty of Technical and Vocational Teacher Education Akershus University College UNEVOC Centre Norway	Postbox 423 N- 2001 Lillestrøm Norway	Tel.: [+47] 64849163; 95028349 Fax: [+47] 67117001; 67117008, 6484 9001 Jostein.kleiveland@hiak.no
17	Kim, Terri <i>Research Lecturer</i>	Department of Education, School of Sport and Education Brunel University	Halsbury Building, H220 Brunel University West London Uxbridge, Middlesex UB8 3PH UK	Tel.: [+44] (0) 1895 267 163 Fax: [+44] (0)1895 269805 Terri.Kim@brunel.ac.uk; terri.c.kim@gmail.com
18	Lambertz, Günter <i>Head of Department</i>	Ausbildungspakt, Ausbildungsförderung, Koordinierung Deutscher Industrie- und Handelskammertag (DIHK)	Breite Straße 29 10178 Berlin Germany	Tel.: [+49] (0) 30 20308 2514 Fax: [+49] (0) 30 20308 52514 lambertz.guenter@berlin.dihk.de
19	Le Mouillour, Isabelle <i>Senior Researcher</i>	Centre for Research on Work and Higher Education (WZ I) University of Kassel	Mönchebergstr. 17 34109 Kassel Germany	Tel.: [+49] (0) 561 804 2047 Fax: [+49] (0) 561 804 7415 LeMouillour@hochschulforschung.u ni-kassel.de
20	Lyons, Noel <i>Executive Director</i>	International and Enterprises Box Hill Institute of TAFE	465 Elgar Road Box Hill Victoria 3128 Australia	Tel.: [+61] 3 92869540 Fax: [+61] 3 9286 9070 n.lyons@bhtafe.edu.au
21	Maddock, John <i>Chief Executive Officer</i>	Box Hill Institute of TAFE	465 Elgar Road Box Hill Victoria 3128 Australia	Tel.: [+61] 392869267 Fax: [61] 38905209 j.maddock@bhtafe.edu.au

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
22	Malina, Barbara Section Head	German Commission for UNESCO Section for Education and Communication/Information	Colmantstraße 15 53115 Bonn Germany	Tel.: [+49] (0) 228 60497-17 Fax: [+49] (0) 22860497-30 malina@unesco.de
23	Masri, Munter President	National Centre for Human Resources Development	P.O. Box 560 Al Jubheia Jordan	Tel.: [+962] (6) 5336690 Fax: [+962] (6) 5340356 mmasri@nchrd.gov.jo
24	Mpandey, Basina Deputy Vice Chancellor	Kyambogo University UNEVOG Centre Uganda	P.O. Box 1 Kyambogo Kampala, Uganda	Tel.: [+256] 41 285272 Fax: [+256] 41 222643
25	Park, Man-Gon Director General	Colombo Plan Staff College for Technician Education for Human Resources Development in Asia and the Pacific Region	Building Block C, DepEd Complex Meralco Ave. Pasig City, Metro Manila Philippines	Tel.: [+63] 2 633 7713 or 633 8413 Fax: [+63] 2 633 8425 or 631 0996 mpark@cpsctech.org or mpark@pknu.ac.kr Web: www.cpsctech.org
26	Pavlova, Margarita Senior Lecturer	Vocational, Technology and Arts Education Griffith University	Mt Gravatt Campus Brisbane, Queensland 4111 Australia	Tel.: [+61] (0) 7-3875 5715 Fax: [+61] (0) 7-3875 6868 m.pavlova@griffith.edu.au
27	Rauner, Felix Professor for Vocational Education and Electrotechnology	Institute of Technology and Education University of Bremen	Am Fallturm 1 28359 Bremen Germany	Tel.: [+49] (0) 421-218 46 34 Fax: [+49] (0) 421-218 46 37 itbs@uni-bremen.de
28	Schulte, Peter Rector	University of Applied Sciences Gelsenkirchen	Neidenburger Strasse 43 45877 Gelsenkirchen Germany	Tel.: [+49] (0) 209 95 96 461 Fax: [+49] (0) 209 95 96 562 schulte@fh-gelsenkirchen.de; rektor@fh-gelsenkirchen.de
29	Serban, Madlen Director	National Centre for Vocational Education and Training Development Ministry of Education and Research	St. Spiru Haret, 10-12 Sector 1, Bucharest Romania	Tel.: [+40] (0) 21 311 11 62, Fax: [+40] (0) 21 312 54 98 madlen.serban@tvet.ro

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
30	Simiyu, John <i>Head of Department</i>	Department of Technology Education Moi University UNEVOC Centre Kenya	Chepkoiel Campus P.O. Box 1125 Eldoret Kenya	Tel.: [+254] 47532032090 jwsi54@yahoo.com
31	Ueno, Maomi <i>Associate Professor</i>	Nagaoka University of Technology	1603-1 Kamitomioka Niigata, 940 - 2188 Japan	Tel.: [+81] 258 47 9356 Fax: [+81] 258 47 9350 ueno@kjs.nagaokaut.ac.jp
32	Varis, Tapio <i>Professor and Chair</i>	UNESCO Chair in global e-learning with applications to multiple domains University of Tampere Faculty of Education	Tampereen Yliopisto Ammattikasvatuksen tutkimus- ja koulutuskeskus (Korkeakoulunkatu 6) PL 229 13101 Hämeenlinna Finland	Tel.: [+358] 50-567 9833 tapio.varis@uta.fi
33	Vermeesch, Roland <i>President & Vice-Chancellor</i>	European Association of Institutions in Higher Education (EURASHE) Hogeschool West-Vlaanderen	Wolvengracht 38-2 1000 Brussels Belgium	Tel.: [+32] (0) 2 211 41 97 Fax: [+32] (0) 2 211 41 98 roland.vermeesch@howest.be
34	Watters, Elizabeth <i>Consultant</i>	European Research for Intercultural Understanding	Plittersdorfer Strasse, 45 Bad Godesberg 53173 Bonn Germany	Tel.: [+49] (0) 228 3728480 elizabethwatters@eircom.net
35	Yunos, Jailani Md <i>Dean</i>	Kolej Universiti Teknologi Tun Hussein Onn UNEVOC Centre Malaysia	Beg Berkunci 101 86400 Parit Raja, Batu Pahat Johor Malaysia	Tel.: [+60] 7 454 1050 Fax: [+60] 7 453 8285, 453 6337 jailani@kuittho.edu.my

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
UNESCO				
36	Alsaid, Anwar <i>Education Programme Specialist</i>	UNESCO Office Kabul	UN Compound P.O. Box 5 Kabul Afghanistan	Tel.: [+93] (0)70 277 485, (0)79 489 263 Fax: [+93] (0)202104079 anwar.alsaid@undp.org
37	Hollander, Astrid <i>Associate Expert</i>	UNESCO-UNEVOC International Centre	Görresstr. 15 53113 Bonn Germany	Tel.: [+49] (0) 228-243 37 36 Fax: [+49] (0) 228-243 37 77 a.hollander@unevoc.unesco.org
38	Maclean, Rupert <i>Director</i>	UNESCO-UNEVOC International Centre	Görresstr. 15 53113 Bonn Germany	Tel.: [+49] (0) 228-243 37 0 Fax: [+49] (0) 228-243 37 77 r.maclean@unevoc.unesco.org
39	Sadlak, Jan <i>Director</i>	UNESCO European Centre for Higher Education (CEPES)	Stirbei Voda 39st Bucharest, RO-010102 Romania	Tel.: [+40] (0) 21 315 99 56 Fax: [+40] (0) 21 312 35 67 j.sadlak@cepes.ro
40	Smith, Peter <i>Assistant Director General for Education</i>	UNESCO Headquarters Education Sector	7, Place de Fontenoy 75352 Paris 07 Sp France	Tel.: [+33] (0) 1 456 810 47 Fax: [+33] (0) 1 456 856 27 p.smith@unesco.org
41	Vlasceanu, Lazar <i>Programme Specialist & Deputy Director</i>	UNESCO European Centre for Higher Education (CEPES)	Stirbei Voda 39st Bucharest, RO-010102 Romania	Tel.: [+40] (0) 21 313 08 39 Fax: [+40] (0) 21 312 35 67 l.vlasceanu@cepes.ro
42	Wells, Peter <i>Programme Specialist</i>	UNESCO European Centre for Higher Education (CEPES)	Stirbei Voda 39st Bucharest, RO-010102 Romania	Tel.: [+40] (0) 21 313 08 39 Fax: [+40] (0) 21 312 35 67 p.wells@cepes.ro

Nr.	Name	Organisation	Postal Address	Phone, Fax, Email
Resource Person				
43	Johnson, David <i>University Academic & Rapporteur-General</i>	Centre for Comparative and International Studies in Education University of Oxford	15 Norham Gardens Oxford OX2 6PY UK	Tel.: [+44] (0) 1865 274055 Fax: [+44] (0) 1865 274027 david.johnson@edstud.ox.ac.uk
Support Staff				
44	Ehlers, Max <i>Head of IT</i>	UNESCO-UNEVOC International Centre	Görresstr. 15, 53113 Bonn, Germany	
45	Eichner, Yael <i>Project Assistant</i>	UNESCO-UNEVOC International Centre	Görresstr. 15, 53113 Bonn, Germany	
46	Gardesie, Lolo <i>Intern</i>	UNESCO-UNEVOC International Centre	Görresstr. 15, 53113 Bonn, Germany	
47	Leibbrand, Tabea <i>Conference Assistant</i>			

III: Evaluation

Consistent with good organisational practice an attempt was made to evaluate the seminar. We were interested in establishing whether the aims were clear, how relevant the seminar was to current concerns in higher education and the employment sector and whether it met the expectations of participants. Further, whether the organisation and logistics were satisfactory and finally, what participants thought of the subject content and the quality of the discussions.

An evaluation sheet was distributed to all the participants. Out of 36 participants, 23 responded . The responses are organised in three sections thus:

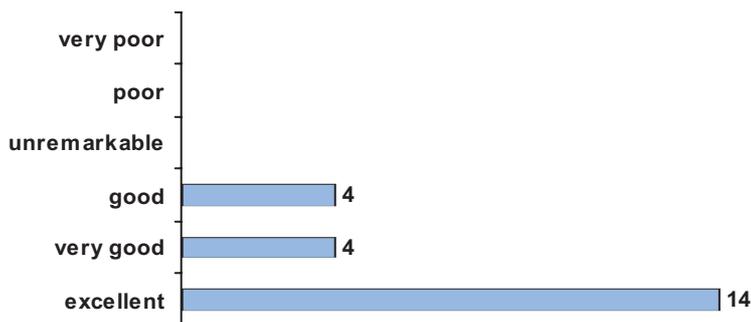
1. Aims, relevance and expectations
2. Logistics and organisation
3. Content and discussions

The responses are shown below.

1. Aims, relevance and expectations.

The majority of participants (14/22) rate the aim of the seminar to be excellent while the rest rate it as very good or good. 12/22 rated as excellent the relevance and appropriateness of the seminar to their usual areas of work. 10 saw it as very good or good while 1 thought that it was unremarkable. Only 6/22 rated as excellent the extent to which the seminar met their expectations but 9/14 said it was very good and 7, good. Figures 1-3 below show how participants rated the aims, relevance and expectations.

Figure 1: Aim of seminar



¹ A number of questions were only answered by 22 or 21 respondents

Figure 2: Importance to your area of work

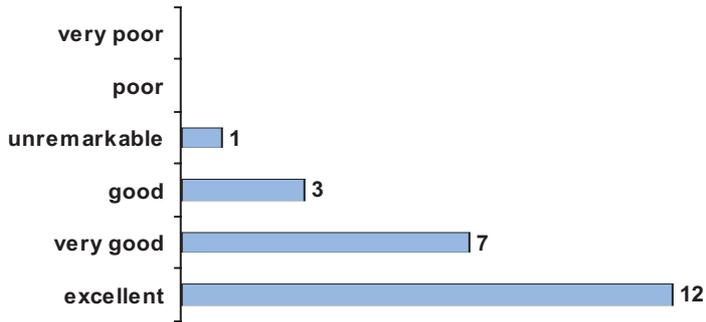


Figure 3: Degree of expectations met



2. Logistics and organisation

On the whole participants were pleased with the organisation of the seminar. 9/22 rated as excellent the helpfulness of the information sent out prior to the seminar. The rest (13/22) rated this as very good to good. The majority of participants (17/22) rate the organisation, logistics and venue to be excellent. Six thought it was very good to good. 11/22 rated the seminar time-table to be excellent while the other half thought it was very good to good. Figures 4 - 6 below show how participants rated the organisation, logistics and venue.

Figure 4: Helpfulness of information sent out before the seminar

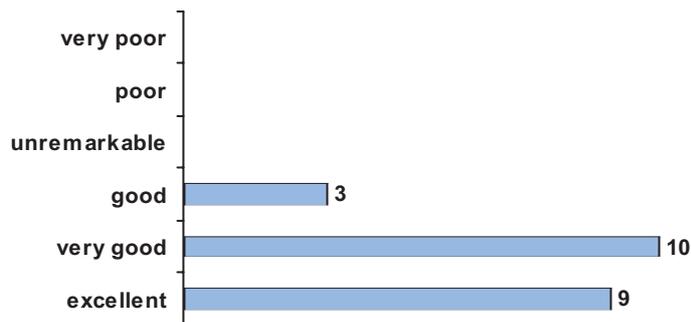


Figure 5: Organisation, logistics, venue

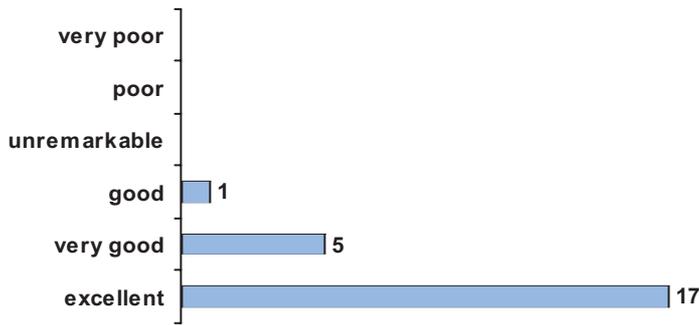
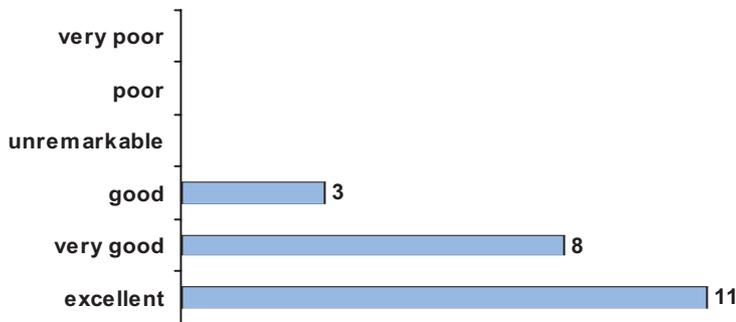


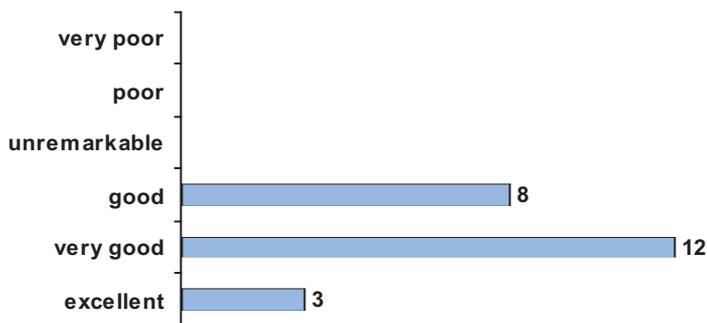
Figure 6: Seminar time-table

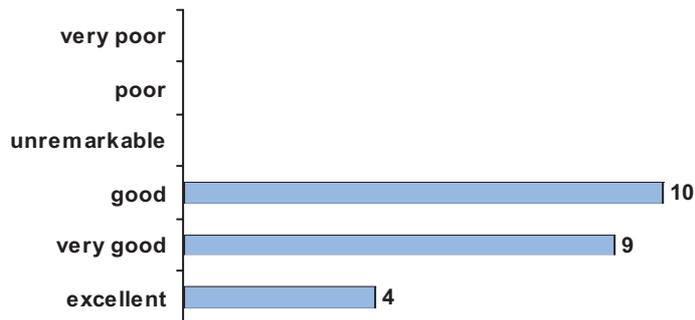
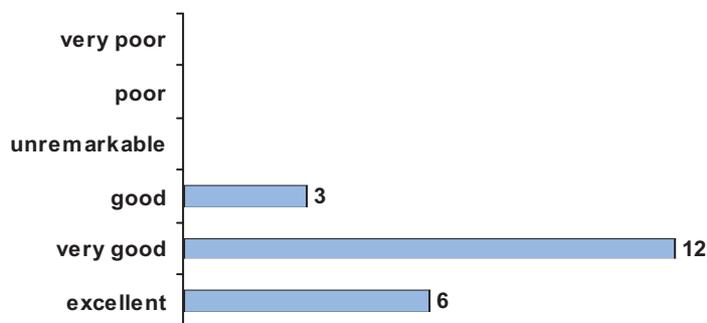


3. Content and discussions

On the whole participants thought that the quality of the content and discussions and the range of participants were good. 3/22 rated as excellent the quality of the papers, while 19 thought they were very good to good. 4/22 rated as excellent the quality of the discussion while 18 thought that these were very good to good. Six rated as excellent the range of participants while 16 thought that it was very good to good. Figures 7 - 9 below show how participants rated the content, discussions and participants.

Quality of papers



Quality of discussions*Range of participants*

Other Comments and Observations

A number of qualitative comments were made. These are given below:

- (1) Great start for the discussion, need to continue.
- (2) This is a good process and offers excellent opportunity for self-reflection.
- (3) A very useful 2-day workshop. Good network of individuals and some very interesting papers. The organisation of the workshop was excellent.
- (4) Thank you so much for the excellent organisation of the seminar throughout the whole sessions.
- (5) Wonderful arrangement & excellent participation. I have learned many things from seminar. Keep it up!
- (6) I wish to thank Rupert for inspiring this seminar; also I wish to express appreciation for the hard work of Astrid, Max, Lolo, Yael, Tabea. All arrangements were superb.
- (7) Fantastic planning. The benefits of broader perspectives on Australia and SE Asia may have contributed more to debate. The overview of Europe and Middle East were excellent.
- (8) More time for discussions. (3)
- (9) One or two of the case studies went to the micro level hence I am not sure they were representative of their country or region. Discussions marked down only because we needed more time - nearly always. A professionally conducted seminar which addressed the agenda extremely well.

Suggestions for improvement

- (1) The circulation of written papers before their presentation might have been good and helped us to think through some of their content before discussion. (3)
- (2) Range of participants: could have been interesting to associate four participants from the industries (employers) and the government (policies) to enrich the discussion from a policy perspective.
- (3) With increase of time (days) more discussions, effective views, inputs and contributions could be made.
- (4) A follow up seminar with a specific theme / focus to address the question "How to vocationalise the HE content? What would be the requirements for that? A module development maybe envisioned.
- (5) Looking at mechanisms to share experience, i.e.
 - > Lessons learned, features: positive, negative, political, etc.
 - > Integration between both streams of TVET and Higher Education
 - > Industry participation may also be useful albeit selection and approach would need to be considered: WB etc. would also be good.
 - > Case studies of key WB and ADB project interventions in various parts of the world.
- (6) At the conclusion of each session it may have assisted if there was an attempt to draw out 3 or 4 generally agreed themes especially given the attrition rate of attendees. We may have lost some of our brain power for the last session. The closing session could have been used more productively using the collective knowledge of the participants instead of the rather long summary by Dr. David Johnson although this can be dealt with in the post seminar papers. Care needs to be taken to ensure that the paper covers more than the University aspects. Also it should include TVET and schools. Many thanks for an interesting seminar. Congratulations and thanks again.
- (7) Improve organisation of commuting.