



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training

Managing skills in a time of disruption

UNESCO-UNEVOC TVET learning forum

24-25 May 2018, UN Campus, Bonn, Germany

www.unevoc.unesco.org/learningforum





Managing skills in a time of disruption

UNESCO-UNEVOC TVET Learning Forum

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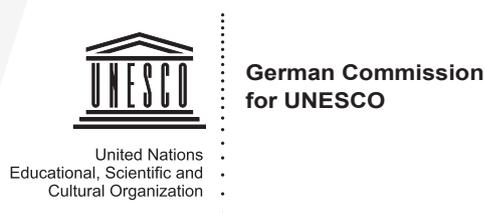


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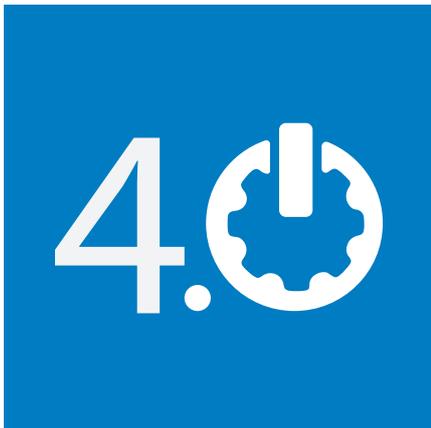
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Concept

Our world today is in an unprecedented flux. Rapid developments with technology, changes in climate, demography and mobility of people are affecting the way we work, live and learn. These changes call for adapting to new lifestyles, business and work orientation. Pressures brought about by demographic changes and international migrations are enormous and have an impact on the economic, social, and cultural fabric of migrants' countries of origin and destination. At the global level, the 2030 Sustainable Development Agenda is driving change in the way development is pursued.

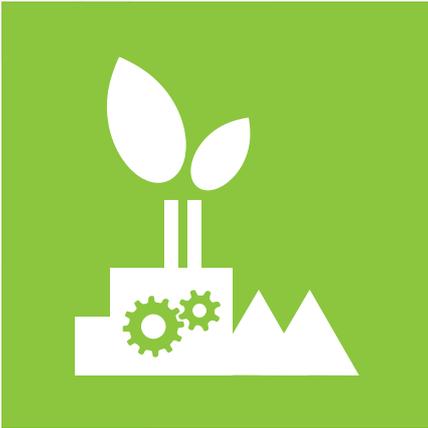
At a recent international TVET forum in Tangshan last year, UNESCO put a spotlight on the contextual factors that are shaping the future of the technical and vocational education and training (TVET) landscape, which include sustainable development, demography, economic, technology and migration patterns. They influence change in the world of work, and often cause varied levels of disruption and innovation in the ways the economy and labour market function, and demand for skills are perceived. For example, new occupations are emerging while others are no longer in demand. Twenty-first century skills including creative, digital, entrepreneurial and transferable skills are at the top of employers expectations for the workforce. Individuals' need for lifelong learning opportunities, re-skilling and upskilling opportunities is high. In this context, traditional approaches for addressing skills development and transitions to the labour market are not sufficient and new ways of addressing skills challenges are emerging. Institutions are starting to break down the factors that can help shape the local, national and global economy, labour markets, education and training and society in a time of disruption. Education systems are investing in new learning pathways, setting-up game-changing initiatives and programmes, supporting new partnerships and networks, and involving new stakeholders.

The push for innovation in TVET institutions management and practice therefore has reached the levels where these institutions are called upon to transform to meet the demands of an emerging digital economy and society. Their transformative capacities are being enhanced to strengthen skills response in the era of digital disruption, innovation and sustainable development.



Digital disruption

Digital technology has permeated the world of work, creating the most prominent disruption of today in the form of digitization - with features that include industry 4.0, smart production, big data and data analytics and Internet of Things. These features are changing the profile of jobs; the demand for a different skills mix is high, often with a bias to digital skills. As a result of massive technological transitions, business structures are changing, some jobs are diminishing because of more efficient and productive automation processes run by machines. A whole value-chain of tasks are affected, rationalizing the need for human intervention. However, new opportunities are also created. Technology is altering the way people are accessing knowledge and services and so the potential of new and long-term job areas and entrepreneurial activities in a digital future are opening up. **How are TVET systems preparing learners for a digital future? How are TVET institutions transforming their programmes, organization and delivery modes to meet the needs? What support is needed to build institutional and teacher capacities? Where will resources come from?**



Climatic disruption

The transition to a green and just economy is a pervasive agenda, and the Sustainable Development Goals (SDGs) serve as turnkey to embrace new alternatives to economic development and social transformation. New societal and cultural demands arise, demanding less environmental impact. Global emission targets are binding economies to become more efficient and to welcome new and alternative sources of energy and other resources. Organizational approaches are changing to adapt their strategies and value chains are getting rationalized to keep pace with the needs of an evolving economy and ecology. **What are TVET systems doing to raise awareness, improve education and build human and institutional capacities? How are institutions increasing skills mitigation and adaptation to prepare for green jobs and actively contribute to climate mitigation and adaptation? What capacities need to be addressed at the institution level? What investments are required and where will resources come from?**



Migration and demographic shift-related disruption

Migration and demographic change are changing the face of the labour market. Not only does the labour market need to be oriented to local skills supply, but also the skills available from migrating populations, and the potential surplus or under-utilization of skills. The displacement of people and populations due to conflict, climate change and employment is driving this trend. Many skilled professionals and individuals are being up-rooted from their original place of work and will need to be integrated in their host countries to become productive. The notion of skills as an international currency can not be fully realized without adequate measures to assess or recognize skills of migrating populations. Traditional skills assessment and recognition methods will need to effectively determine the potential of migrant populations for employment or need for further re-skilling and accommodate the unprecedented impact of digitization, climate change and scale of movement of populations. **Are the tools used by TVET systems to unleash the employment potential of migrating populations adequate? What can be done at the level of the institution to increase labour market intelligence and cooperation with local enterprises? How can institutions improve their capacities to address equity, gender equality, inclusiveness of skills development programmes, leading to employment?**

As a positive force, these disruptions are not only opening up potential areas for innovation in TVET institutions. They are also offering new paths for pursuing an integrated development approach to education and training, consistent with SDG4 and its interactions with other goals. To understand and reinforce ideas for better management of skills response to disruptions, the Forum will discuss the broader issues affecting institutions and their effective delivery of TVET and skills programmes. The challenges and opportunities accompanying disruptions will be elaborated in various discussions hosted in the Forum. The recent and ongoing TVET collaboration projects, research initiatives and their findings will be examined from the lenses of disruptions to create opportunities to reinforce our understanding of what works and inspire modifications in existing institutional approaches where they prove insufficient to address disruptions. To do this, Strategy Lab sessions will dive deeper into the topics and compliment the themes of plenary and panel discussions.

Scope and objectives

The Forum will serve as a venue to discuss the most important disruptions that are influencing the TVET agenda. It will examine the opportunities underpinned in them and explore the extent to which TVET-focused institutional management strategies, research and applications, and practices have tackled the known disruptions affecting TVET today.

Specifically, the Forum seeks to:

- » Discuss the challenges around major disruptions as consequences of digitization, climate change, and displacement of people and demographic change;
- » Examine their implications for institutions engaged in delivering TVET and skills programmes;
- » Showcase system-level and institutional strategies, new knowledge generated, capacitation initiatives and their outcomes as building blocks for mutual learning;
- » Raise awareness about TVET collaboration projects in the UNEVOC Network, including their progress, outcomes and resulting tools and guidelines useful for institutions;
- » Share UNESCO and UNEVOC new initiatives for supporting improved skills response.

Expected outcome and output

- » An improved understanding of the TVET and skills response to issues and potential opportunities discussed around digital disruptions, climatic disruptions and disruptions linked to people's displacement and demographic shifts;
- » Lessons are successfully drawn from international, regional, national and local experiences to inform future discourse/decisions;
- » Innovation strategies in TVET and skills are identified and considered in the UNEVOC database of Promising Practices;
- » A set of recommendations is produced to help institutions develop and manage new skills responses and utilize tools and guidelines developed to improve and monitor positive changes to existing practices.

UNEVOC Network engagement

Different world café, short seminar or workshop type-sessions will be organized to serve as 'strategy labs' which will extend the discussions on key issues addressed by the Forum and identify new solutions to manage skill responses to disruptions in the areas of:

TVET Governance

- Diversifying financing and investment in TVET
- Articulating learning pathways for TVET graduates
- Making institutions respond to the demands of green jobs and enhance local community interactions

Institutional programmes

- Preparing TVET teachers for the digital future
- Developing and assessing skills for displaced youth and adults
- Modelling innovation in entrepreneurial learning in TVET

The sessions will be organized/facilitated by different teams from the UNEVOC Network and/or UNESCO units involved in research, capacity building, and collaboration activities. The discussion will focus on one of the issues, share reactions on plenary/panel discussions and conclude with a practical strategy for re-shaping TVET's response to disruptions inspired by available research tools and resources.

Language

The Forum will be conducted in English. Simultaneous interpretation is provided (French, German) in selected sessions.

URL: Please visit www.unevoc.unesco.org/learningforum for updates.

Programme

23 May 2018 (Wednesday)

09:30 - 16:00

Study Visit

Organized by UNESCO-UNEVOC in collaboration with the German Federal Institute for Vocational Education and Training (BIBB) for the UNEVOC Network **[due to limited space available, prior registration is required]**. The visit is designed to connect the issues that are going to be addressed by the UNEVOC TVET Learning Forum, with practical insights and action-oriented work undertaken by institutions for addressing the disruptions, namely, digital, climatic and migration and demographic shifts. The visit also offers participants from the UNEVOC Network and members of the Inter-Agency Group for TVET information about the German flagship initiatives for addressing the three lenses of disruptions.

Sites to visit:

- » Crafts Chambers Koblenz (HWK Koblenz)
- » Federal Institute for Vocational Education and Training (BIBB) - Room 1.402
Address: Robert-Schuman-Platz 3 D-53175 Bonn

16:30 - 18:30

Network meeting

Participants from the UNEVOC Network are further invited to attend a short Networking session that will immediately follow the study visit and informative session at BIBB. The agenda for the meeting will be shared close to the dates of the Forum.

24 May 2018 (Thursday)

07:30 - 08:45

Registration | Arrival of Guests for the Opening Programme
Participants are requested to be seated at the AAH Upper Conference Room before 09:00 A.M.

09:00 - 10:30

Opening Programme

- » **Welcome Remarks**
by *Shyamal Majumdar*, UNESCO-UNEVOC International Centre for TVET
- » **Introduction of the Guest of honour**
by *Reinhard Limbach*, Deputy Mayor of the Federal City of Bonn
- » **Opening Address**
by *Elke Büdenbender*, Office of The Federal President of Germany
- » **Opening Address**
by *Svein Osttveit*, Director (a.i.), Executive Office and Director (a.i.), Division for Policies and Lifelong Learning Systems, UNESCO
- » **Special Remarks**
by *Georg Schütte*, State Secretary, delivered by *Susanne Burger*, Deputy Director General for European and International Cooperation, Federal Ministry of Education and Research (BMBF), Germany
- » **Special Remarks**
by *Roland Lindenthal*, Head of Division, Federal Ministry for Economic Cooperation and Development (BMZ), Germany

Master of Ceremony: *Jens Liebe*, UNESCO-UNEVOC International Centre for TVET

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| | <p>The Forum opens with high-impact messages and perspectives on the state of play of TVET transformations in the face of digital, climatic, economic and demographic disruptions. The session gives visibility to a coherent political-education-training agenda, as it has been modelled in the UNESCO Member States, for example in Germany and Egypt, and implemented through multi-lateral actions of organizations.</p> |
| 10:30 - 11:15 | Coffee/tea break Visit to display area Networking |
| 11:15 - 12:30 | <p>Plenary 1 - A world in flux - what we know about the impact of disruptions</p> <p>Moderator: <i>David Atchoarena</i>, UNESCO Institute for Lifelong Learning</p> <ul style="list-style-type: none"> » Breaking down the silos: new approaches and response for meeting the development agenda by <i>Borhene Chakroun</i>, UNESCO » Digitalization of economies: new demands for skills by <i>Marieke Vandeweyer</i>, Organisation for Economic Co-operation and Development (OECD) » Skills matter: giving migrating populations a head start to employment by <i>Anastasia Fetsi</i>, European Training Foundation (ETF) » Understanding the emerging shifts in the labour market: skills changes for green economies by <i>Srinivas Reddy</i>, International Labour Organization (ILO) <p>Plenary 1 sets the scene by presenting and discussing what we know and understand of the ongoing disruptions taking place, and how they affect TVET systems from international experience and research perspectives. The session kicks off elaborating on how the 2030 Sustainable Development Agenda is driving change in the way development is pursued, particularly in relation to TVET. Thereafter follows a discussion on the major disruptions and trends in the form of response of TVET systems and institutions as well as international organizations working in different areas. The session will particularly look into the disruptions in the transition towards green economies, digitization, and the movement of people due to economic, conflict and environmental conditions.</p> |
| 12:30 - 13:30 | Lunch (Foyer of Upper and Lower Conference Room) |
| 13:30 - 15:00 | <p>Plenary 2 - Managing the effect of disruptions through improved governance of TVET systems</p> <p>Moderator: <i>Pradeep Monga</i>, Deputy Executive Secretary, UN Convention to Combat Desertification (UNCCD)</p> <ul style="list-style-type: none"> » Policy and capacity building approaches in TVET colleges to advance the green agenda by <i>Denise Amyot</i>, Colleges and Institutes Canada (CICan) » Contributions of the Private sector in the governance of TVET systems and institutions by <i>Olivier Charles Oussou</i>, Fédération Ivoirienne des Petites et Moyennes Entreprises (FIPME) et du Conseil National des Branches Professionnelles (CNBP), Ivory Coast » Disruption and Healings: State of the migration challenge in the German VET system by <i>Oliver Diehl</i>, Federal Ministry of Education and Research (BMBF), Germany <p>Plenary 2 addresses country responses and initiatives that seek to improve governance to manage the effects of the disruptions, as elaborated in plenary one, and to contribute to achieving the global 2030 sustainable agenda. The session does this by presenting country experiences as case in point and describe the priorities, and the political responses, tools and reforms developed to improve the governance system to be able to respond to these priorities, and the remaining challenges. The audience is encouraged to reflect on their own countries' contexts and will identify, together with the presenters, possible areas and solutions to counter the remaining gaps.</p> |
| 15:00 - 15:30 | Coffee/tea break |

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| 15:30 - 17:30 | <p>Strategy Labs - Parallel sessions 1 - 3 Actions from the UNEVOC Network and international TVET community</p> <p>'<i>Strategy laboratory</i>' sessions are structured into world café, short seminar or round-table workshops, and are co-organized and facilitated by UNEVOC Centres and development partners in TVET.</p> <p>Session 1 - Diversifying financing and investment in TVET Location: LEU 2705 Co-organizer: NCVET, Australia Collaborators: BIBB, Germany; and Fundacion Paraguaya, Paraguay</p> <p>For information, see page 21</p> <p>Session 2 - Skills, training, and vocational education for migrant and displaced youth and adults Location: LEU 2712 Co-organizer: Nottingham University, United Kingdom</p> <p>For information, see page 22</p> <p>Session 3 - Emerging models for TVET to meet the demands of green jobs and enhance local actions Location: LEU 2516 Co-organizer: Cégep de la Gaspésie et des Îles, campus de Carleton-sur-Mer, Canada Collaborator: Rift Valley Technical Training Institute, Kenya</p> <p>For information, see page 22</p> |
| 18:30 - 20:00 | <p>Cocktail reception hosted by the Federal City of Bonn Venue: Gobelin-Hall in our Old Town Hall / Altes Rathaus Markt 2 53111 Bonn</p> |

25 May 2018 (Friday)

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| 09:00 - 10:15 | <p>Plenary 3 - Enhancing pathways for learning</p> <p>Moderator: <i>Loukas Zahilas</i>, European Center for the Development of Vocational Training (Cedefop)</p> <ul style="list-style-type: none"> » Work-based Learning – as a pathway for competency-based education by <i>Agnes Dietzen</i>, Federal Institute for Vocational Education and Training (BIBB), Germany » Developing entrepreneurial talent to enhance transition to work by <i>Inge Gorostiaga</i>, Institute for Innovation in Basque Technical and Vocational Education and Training (TKNIKA), Basque Country/Spain » Removing dead-ends for TVET graduates by <i>Simon Field</i>, Skills Policy Ltd., France » Recognition of prior learning and re-intergation of migrants by <i>Susan de la Rama</i>, Technical Education and Skills Development Authority (TESDA), Philippines <p>Plenary 3 discusses the relevant and accessible learning pathways, and how they help young people and adult to adapt to labour market disruptions and ensure their employment and self-development. Young people and adults, especially those from disadvantaged groups, need to have their skills recognized and talents developed, corresponding to their potentials and the needs of the society. Flexible and innovative pathways to learning and employment should be inclusive; create opportunities to upskill young people and adults and develop careers that match their professional aspirations. Their capacity to dare, adapt to and innovate should be nurtured so they may efficiently deal with a constantly changing world. The session discusses different policy and institutional approaches and routes that can support and enhance learning pathways for young people, disadvantaged and vulnerable groups including women, and displaced individuals.</p> |
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| 10:15 - 10:45 | Coffee/tea break and networking |
| 10:45 - 12:45 | <p>Strategy Labs - Parallel sessions 4 - 6 Actions from the UNEVOC Network and international TVET community</p> <p>Session 4 - Preparing TVET teachers for the digital future of work Location: LEU 2705 Co-organizer: Fontys University, the Netherlands Collaborator: Oslo Metropolitan University, Norway</p> <p>For information, see page 24</p> <p>Session 5 - Pathways of progression between TVET and Higher Education Location: LEU 2712 Co-organizer: UNESCO; and Skills Policy Ltd. Collaborators: Cedefop</p> <p>For information, see page 24</p> <p>Session 6 - Modelling innovative entrepreneurial learning in TVET Location: LEU 2516 Co-organizer: TKNIKA, Basque Country/Spain Collaborators: Duoc UC, Chile; and Fundacion Paraguaya, Paraguay</p> <p>For information, see page 26</p> |
| 12:45 - 14:00 | Lunch break and Networking |
| 14:00 - 15:00 | <p>Panel Discussion 1 - Innovation in teaching, learning and technology application: understanding the new demands</p> <p>Moderator: <i>Louis Aquilina</i>, Malta College of Arts, Science and Technology, Malta</p> <ul style="list-style-type: none"> » <i>Regina Flake</i>, Cologne Institute for Economic Research, Germany » <i>Abdi Tiony</i>, Rift Valley Technical Training Institute, Kenya » <i>William Silva de Paula</i>, CONIF Teaching Chamber/Federal Institute of Mato Grosso, Brazil » <i>Robert Schuwer</i>, Fontys University, the Netherlands <p>Panel discussion 1 examines the context of the Fourth Industrial Revolution, and how digitization and technological progress are increasingly upending ideas on how the world of work operates, and creating an existential anxiety about the future of human capital to meet the changing skill demands. As digitization subsumes an increasing number of tasks performed by people, there is a critical need to make the learners of today equipped with the right set of competencies to deal with the emerging skills requirements. The development of such competencies depends on the quality and content of teaching, the competencies and pedagogies of teachers, and their abilities to develop skills adaptable to digital society and workplace. This session will unpack these demands and revisit institutional practices that support digital and TVET skills development and transform teacher's education and training.</p> |
| 15:00 - 16:00 | <p>Panel discussion 2 - Managing the skills potential in disrupted workplaces</p> <p>Moderator: <i>Manuela Prina</i>, European Training Foundation (ETF)</p> <ul style="list-style-type: none"> » <i>Hélène Guiol</i>, UNESCO Youth, Literacy and Skills Section » <i>Davor Miskulin</i>, Burning Glass Technologies » <i>Carolyn Medel-Anonuevo</i>, UNESCO Regional Office for Southern Africa (ROSA) |

Panel discussion 2 discusses how skills anticipation methods can support managing skills potential in disrupted workplaces. The challenge of equipping the workforce with the skills needs of the future is a concern in almost all countries. What methods to use and what results can be claimed are questions emerging as in need of global answers. Having more clarity around them will allow to empower policy makers, educators, employers, and workers to use at best the skills potential in the present and future. The session focuses its lens on the importance of using data and data analytics as basis for well-informed decisions in the fields of employment and skills. The notion that data is only useful if positive actions can be designed around them, and if they lend themselves useful as a basis for decisions that have social and economic impact, is weighed. The different applications of data in education and employment also is examined in terms of the degree of their usefulness in shaping public policies, aligning institutional programmes that respond to technological advancements, satisfying skill demands in the labour market and providing strategic directions on career decisions for youth and adults.

16:00 - 16:15

Coffee/tea break

16:15 - 17:30

Closing Plenary session: Way forward and recommendations for managing TVET systems and institution response

Moderator: *Borhene Chakroun*, UNESCO

Part 1: 3-minute pitch from the Strategy Labs sessions co-organizers

- » *Phil Loveder*, NCVET, Australia
- » *Volker Wedekind*, University of Nottingham, United Kingdom
- » *Rodrigo Alvarez*, Duoc UC, Chile
- » *Pierre-Luc Gagnon*, CEGEP, Canada
- » *Katerina Ananiadou*, UNESCO
- » *Robert Schuwer*, Fontys University of Applied Sciences, Netherlands

Part 2: Panel discussion

- » **Multilateral organization:** *Shyamal Majumdar*, UNESCO-UNEVOC
- » **Private sector:** *Olivier Charles Oussou*, Fédération Ivoirienne des Petites et Moyennes Entreprises (FIPME) et du Conseil National des Branches Professionnelles (CNBP), Ivory Coast
- » **Skills sector:** *Jacqueline Tanzer*, WorldSkills Champions Trust Representative for Europe
- » **Youth sector:** *Maria Budig*, Student/intern, Minerva Schools at KGI/Clean Energy Associates Shanghai

The **closing plenary** will look at the key messages of the two-day discussion, in particular, the resulting strategic recommendations from the Strategy Labs sessions and the most important insights generated from the different sessions. With the aim to drive a post-Forum agenda powered by strategic and action-oriented plans for transforming TVET's response, the session will highlight new strategic leads for improving TVET response to digital and climatic disruptions, and mobilize partnerships for developing and sharing systems-level and institution-based responses to migration-related disruptions.

Key TVET players will be invited to give closing arguments to push forward an actionable agenda for TVET institutions and networks, reflecting a transformed face of TVET for 2030, one that is socially relevant and impact-driven, ecologically responsive and economically viable.

26 May 2018 (Saturday)

09:00 - 13:00

UNESCO TVET Community Meeting (by invitation only)

Venue: UNESCO-UNEVOC Conference Room (2516, 25th floor, Langer Eugen building)

Reminder: Please bring your Laissez-passer to enter the UN Campus.

Speaker profiles

Opening programme



Elke Büdenbender

Elke Büdenbender was born in the Weidenau district of Siegen on 14 January 1962.

She has been married to Frank-Walter Steinmeier since 1995. They have one daughter.

Elke Büdenbender attended intermediate secondary school in Siegen, after which she trained as an industrial clerk at a company of machine building industry in Siegen. She attended Siegerland College in Siegen in 1982 and then worked as a clerk at a logistics company.

In 1985, she began her degree in law at Justus Liebig University in Giessen, where she passed her first state law examination in 1991. From 1987, she worked as a student assistant and later as a research assistant to Professor Brun-Otto Bryde at the Chair of Public Law. She completed her practical legal training at Hanover Regional Court in 1994, when she passed her second state law examination. Thereafter Ms Büdenbender worked as a judge at Hanover Administrative Court. She has been a judge at Berlin Administrative Court since 2000. (She is currently on long-term leave.)



Georg Schütte

State Secretary
German Federal Ministry of Education and Research (BMBF),
Germany

Georg Schütte has been State Secretary at the Federal Ministry of Education and Research (BMBF) since December 2009. Prior to this, he had been Secretary General of the Alexander von Humboldt Foundation in Bonn, an organization that enables foreign scientists and scholars to spend research periods in Germany.

From 2001 to 2003, he held the position of Executive Director at the German-American Fulbright Commission in Berlin and in this capacity was able to contribute to academic exchange and a better understanding between Germany and the United States. During this period, he was also a member of the EU Commission's expert group on 'Benchmarking Human Resources'. In addition to holding other distinguished positions, Georg Schütte was also Head of the Strategy Department at the Alexander von Humboldt Foundation.

Georg Schütte was a fellow of the *Studienstiftung des Deutschen Volkes* and a grantee of the German-American Fulbright Commission. Between 1984 and 1989, he studied journalism at the University of Dortmund, Germany, and television and radio at the City University of New York, the United States of America. He subsequently worked on his doctoral thesis at Siegen University, Germany, under the DFG SFB 240 special research programme on screen media, and was a Visiting Fellow at Harvard University in 1992.



Roland Lindenthal

Head of the Division for Education and the Digital World
Federal Ministry for Economic Cooperation and Development (BMZ),
Germany

Prior to his current position, Roland Lindenthal had been responsible in the Ministry for German development cooperation with South Africa and Namibia (2007-08), as well as for UN Affairs (1999-2000) and development statistics (1996-1998).

Mr Lindenthal is an economist and has worked for the International Labour Organization (ILO) in both Headquarters (Geneva, 1990-96) and the field (South Africa and Indonesia), and for the United Nations Development Programme (Country Office Zimbabwe and Indonesia).



Svein Østtveit

Director (a.i.), Executive Office, and Director (a.i.), Division for Policies and lifelong Learning Systems
Education Sector, UNESCO

Svein Østtveit is Director of the Executive Office in the Education Sector of UNESCO, a position he holds since his appointment in 2011. He is also currently interim Director of the Division for Policies and Lifelong Learning Systems.

Mr Østtveit joined UNESCO as an Associate Expert in 1989. From 1993 to 1995, he served as Chief Technical Adviser for a UNESCO project that addressed distance education for nomadic women in Mongolia, and continued to provide technical advice in connection with the project as a freelance consultant until 1996.

Mr Østtveit returned to UNESCO Headquarters in Paris, France, as a Senior Programme Specialist in the Education for All (EFA) Division, section for Special Project for Youth, and from 1998 to 2000 served as Executive Secretary for the EFA Forum Secretariat. Before taking up his current position, Mr Østtveit worked as a Senior Programme Specialist in the Division for Educational Policies and Strategies, as Chief Coordinator of the Executive Office in the Education Sector, and as Chief Strategic Planning and Monitoring of the Executive Office in the Education Sector.



Reinhard Limbach

Deputy Mayor of Bonn

Reinhard Limbach is the Deputy Mayor of the City of Bonn, Germany.

Mr Limbach was born in Bonn and has been working in the real estate sector since 1983. He became a certified real estate manager in 1987 and founded his real estate company in 1994.

Mr Limbach has been member of the Christian Democratic Union (CDU) since 1984 and City Councilor of Bonn since the year 2005. In July 2014, he was elected Deputy Mayor of Bonn. His thematic work focusses on planning, economy, finance and municipal facility management.



Shyamal Majumdar

Head of Office
UNESCO-UNEVOC International Centre for TVET

Shyamal Majumdar is the Head of the UNESCO-UNEVOC International Centre for TVET located in Bonn, Germany, a position he has held since 2011.

Prior to joining UNESCO-UNEVOC, he was the Director General of the Colombo Plan Staff College for Technician Education (CPSC), Manila, Philippines. Mr Majumdar was also the Vice President of International Vocational Education and Training Association (IVETA) and Professor at the National Institute of Technical Teachers Training and Research (NITTTR) in India.

Mr Majumdar has worked as a TVET expert for over 25 years in various capacities. He was engaged in several development-oriented, research and capacity building projects in member states in collaboration with UNESCO, World Bank, ADB, FAO and other bilateral partners. He has received various international awards including the IVETA Award and CPSC TVET Leadership Award.

Mr Majumdar holds a Bachelor's Degree in Electronics and Communication Engineering, a Master's Degree in Telecommunications Engineering, and Ph.D. in Educational Computing.



Jens Liebe

Senior Programme Expert
UNESCO-UNEVOC International Centre for TVET

Jens Liebe is a Senior Programme Expert at UNESCO-UNEVOC International Centre for TVET. He leads the development of the UNEVOC TVET Leadership Programme, is part of the UNEVOC Network Secretariat, acts as Regional Focal Point for Europe, CIS and North America, and provides the Head of UNEVOC with developmental and management support.

Prior to joining UNESCO-UNEVOC, Mr Liebe held positions as Programme Officer and Assistant Director of the UN-Water Decade Program on Capacity Development (UNW-DPC), as a Senior Scientist at the Center for Development Research (ZEF) of the University of Bonn, where he served as scientific coordinator of the interdisciplinary "GLOWA Volta Project", and with the German Technical Cooperation in Zambia. He has extensive international work experience, particularly in Africa, but also in Europe, Asia and Latin and North America. He enjoys working at the interface of science and implementation and has published extensively.

Mr Liebe holds a Ph.D. in Biological and Environmental Engineering from Cornell University, the United States of America, and a Master of Science in Geography from the University of Bonn, Germany.

Plenary and panel discussion (A-Z)

**Rodrigo Alvarez**

Deputy Director of Student Innovation and Entrepreneurship
Duoc UC, Chile

Rodrigo Alvarez is the Deputy Director of Student Innovation and Entrepreneurship at Duoc UC, a private non-profit professional institute in Chile. Duoc UC is an innovative institution with strong connections with the industry, characterized by recognizing and adapting to the industry's needs, and therefore offering pertinent and up-to-date undergraduate courses in a competency-based educational model.

Mr Alvarez has been working at Duoc UC for 12 years, and in total has over 18 years of work experience in the development of innovation methodologies in education, consultancy, research and development, and product design. Mr Alvarez is a designer and has been a founding partner of three different award-winning entrepreneurship linked to engineering and design.

**Denise Amyot**

President
Colleges and Institutes Canada (CICan)

Denise Amyot is the President and CEO of Colleges and Institutes Canada (CICan), a position she holds since 2013 following a distinguished career in the public service.

Over the years, Ms Amyot has occupied a number of high profile leadership positions in several federal departments including Human Resources Development Canada, National Defense, Natural Resources Canada, Canadian Heritage, and the Public Service Commission.

Prior to joining CICan, she was the President and CEO of the Canada Science and Technology Museums Corporation, a federal crown corporation that includes three national science museums. In addition to holding other distinguished positions, she served as Senior Vice-President of the Leadership and Talent Management Sector at the Canada Public Service Agency (now the Treasury Board), where she led and managed leadership development programmes, and helped develop policies for employees and executives throughout Canada's public service. She has been involved in the World Federation of Colleges and Polytechnics and, after four years and a half at its helm, continues to sit on its Board as past Chair of the Federation.

Denise Amyot holds a Master's Degree in Education and three Bachelor Degrees in Biology, Arts/Humanities and in Education.

**Louis Aquilina**

Director of Partnerships and the International Office
Malta College of Arts, Science and Technology

Luis Aquilina is the Director of Partnerships and the International Office at the Malta College of Arts, Science and Technology (MCAST).

Mr Aquilina is responsible for the college's partnerships with other countries and industry. He identifies and develops collaboration agreements and manages MCAST's European Union Erasmus+ programme, enabling students and teachers to gain experience outside of Malta.

An electrical engineer by trade, Mr Aquilina has 22 years of working experience in the semiconductor and manufacturing sector. He joined MCAST in 2009 as a senior lecturer in robotics, electrical engineering and quality assurance.

**David Atchoarena**

Director
UNESCO Institute for Lifelong Learning (UIL)

David Atchoarena is the Director of the UNESCO Institute of Lifelong Learning in Hamburg, Germany.

Until recently, Mr Atchoarena was the Director of the Division for Policies and Lifelong Learning Systems at UNESCO, Paris. He also worked at the UNESCO International Institute for Educational Planning (IIEP) where, as the Head of the Training and Education Programmes Unit, he helped develop the capacities of officials from ministries of education. Prior to working for UNESCO, Mr Atchoarena served as Chargé de Mission at the National Agency for Lifelong Education in the French Ministry of Education, and as a project coordinator in the Ministry of Finance and Planning in Saint Lucia.

Mr Atchoarena holds a Doctorate in Economics from the University of Paris I, Panthéon Sorbonne, France.



Maria Budig

Youth representative

Currently, Maria Budig is working towards her Bachelor's Degree in International Relations at Minerva Schools at KGI. With her university emphasizing the importance of experiential learning, Ms Budig will get the opportunity to live and study in 7 different cities throughout the next 4 years including places like Seoul, Hyderabad, or London.

After being engaged with Model United Nations for more than 6 years, this summer Ms Budig decided to intern in the communications sector of UNESCO-UNEVOC and is furthermore working remotely for the Clean Energy Associates in Shanghai, whom she will be joining full-time in August.

In the past, Maria has been advocating for immigrant and LGBTQ rights through her collaboration with the American Civil Liberties Union, as well as several theatres and film productions in San Francisco.



Borhene Chakroun

Chief of Section of Youth, Literacy and Skills Development
UNESCO

Borhene Chakroun is the Chief of Section of Youth, Literacy and Skills Development at UNESCO, Paris.

Mr Chakroun has conducted a range of policy reviews and skills systems diagnosis in different contexts. He has authored and co-authored various articles and books in the field of skills development. Much of his most recent work focuses on global trends in reforming skills systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

During the 1990s, Mr Chakroun worked as trainer, chief trainer, and project manager. He has also worked as short-term consultant for the European Union, World Bank and other international organizations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Mr Chakroun worked as Senior Human Capital Development specialist.

Borhene Chakroun is an engineer and has a Ph.D. in Education Sciences from Bourgogne University, France.



Willian Silva de Paula

Rector

Federal Institutes of Mato Grosso, Brazil

Willian Silva de Paula is the Rector of the Federal Institutes of Mato Grosso (IFMT) in Brazil, a position he has held since December 2016. He is also on the Teaching Chamber of the National Council for the Federal Network of Vocational, Scientific and Technological Education Institutions (Conif) in Brazil.

Mr de Paula has over 20 years of experience in teaching and pedagogy. He joined the Federal Agrotechnical School of Cuiabá as a professor in 1996 and worked as a pedagogical coordinator, chief of staff and teaching director. In the IFMT, prior to becoming the Rector, Mr de Paula was the Pro-Rector of Teaching, and the Pro-tempore Director of the Confresa and Lucas do Rio Verde campuses.

Mr de Paula holds a Degree in Literature from the Faculdade Integrada de Cuiabá (FIC), Brazil, and a Master's Degree in Education from the Federal University of Mato Grosso (UFMT).



Oliver Diehl

Senior Expert

Federal Ministry of Education and Research (BMBF), Germany

Oliver Diehl is a Senior Expert at the German Federal Ministry of Education and Research (BMBF).

Before taking up his current position, Mr Diehl was Assistant Head of Basic Policy Issues in Vocational Education and Training at the BMBF. He joined the Ministry in 2002 and previously held positions in the areas of cooperation with Latin America, Mediterranean countries and Africa, as well as work related to sustainability, culture, environment, and basic energy research. From 2011 to 2013, he was the Head of BMBF's FONA (Research for Sustainable development) Brussels Liaison Office.

Mr Diehl also worked with the Italian Environment Ministry as a Fellow of the Federal German Presidency/Bosch Foundation, and at Future Technologies Consulting, VDI Technology Centre, in Düsseldorf.

Mr Diehl holds a Ph.D. in Social Psychology from Mainz University, Germany, where from 1999 to 2013 he also lectured in the field of cultural/cross-cultural psychology.



Agnes Dietzen

Head of the Competence Development research section
Federal Institute of Vocational Training and Education (BIBB),
Germany

Agnes Dietzen is the Head of the research section on Competence development at the Federal Institute of Vocational Training and Education (BIBB) in Germany.

Her areas of research in competence-based TVET include competence assessments and measurement, particular in the domain of social competences, conditions of qualification and competence development within companies, HRD strategies of companies, and work-based learning.



Anastasia Fetsi

Head of the Operations Department
European Training Foundation (ETF)

Anastasia Fetsi is Head of the Operations Department in the European Training Foundation (ETF), a position she has held since January 2015.

She is an economist and has a long experience on skills development policies in transition economies and in particular in the countries of Central and Eastern Europe, Western Balkans, Central Asia and North Africa. As staff member of the ETF, she analysed the relevance of vocational education and training systems to labour market developments and designed European Union funded programmes in vocational education and training and employment. She also provided policy advice to ministries of education and labour in the ETF partner countries on issues related to education and training and its links to the labour market. Ms Fetsi leads the implementation of innovation and learning projects, for example, on the transition from school to work, flexicurity and the role of lifelong learning, skills anticipation and matching.



Simon Field

Expert and Director
Skills Policy Ltd., France

Simon Field is the founder and Director of Skills Policy Ltd..

Simon Field is a leading expert on the international comparative analysis of country skills systems. As leader of the OECD's work on vocational education and training over many years, he led reviews of vocational skills systems in more than 30 countries throughout the world.

He is the lead author of two major comparative reports on country skills systems in *Learning for Jobs and Skills beyond School*, as well as many reviews of individual countries.



Regina Flake

Economist
Cologne Institute for Economic Research, Germany

Regina Flake is an economist at the Cologne Institute for Economic Research. Her work focuses on vocational education and training and international occupational training research.

Since 2015, Ms Flake is also responsible for the Centre of Competence for Securing a Skilled Labour which provides information and support for small and medium-sized enterprises. The centre is co-financed by the German Ministry for Economic Affairs and Energy (BMWi).

Ms Flake studied International Economics in Germany, France and Mexico, and completed her Ph.D. at the Ruhr Graduate School for Economic Research, Germany.



Inge Gorostiaga

Manager, Entrepreneurship and Innovation
TKNIKA, Basque Country/Spain

Inge Gorostiaga is a Manager for Entrepreneurship and Innovation at TKNIKA. She coordinates the Irekin Programme on boosting entrepreneurial culture and entrepreneurship. The programme is aimed at teachers of the Basque Network of VET Centres. She also collaborates in the coordination of the Ikasenpresa Programme to support the implementation of entrepreneurial culture, aimed at students.

She has working experience as TVET Teacher and European project manager. As a panellist, she has taken part in several workshops and seminars organized by national, European and international institutions.

Ms Gorostiaga has a Degree in Business Management from the Basque Public University and a Degree in Teaching from the BAM Teacher Training University School in Bilbao.



Hélène Guiol

Programme Specialist
UNESCO

Hélène Guiol is Programme Specialist in TVET within the Youth, Literacy and Skills Development Section at UNESCO Headquarters in Paris, France.

Ms Guiol joined the section in charge of TVET in 2013 and has been providing technical assistance for the TVET thematic area of the flagship UNESCO capacity development programme (CapED), implemented in 25 Member States. In addition, she coordinates UNESCO's work focused on anticipation of future skills needs in the Mediterranean region through the Networks of Mediterranean Youth (NET-MED Youth) project, as well as an Inter-Agency Working Group focusing on work-based learning (WBL). Prior to joining UNESCO, she worked for eight years in an Apprenticeship Vocational Training Centre in Paris, France. She was involved in developing partnership with enterprises and in organizing alternance schemes.

Ms Guiol holds a Master's Degree in International Cooperation in Education and Training from University Paris-Descartes (Paris-V), and a Master's Degree in Modern History from University Paris-Sorbonne (Paris-IV), France.



Carolyn Medel-Anonuevo

Senior Programme Specialist and Head of Education Unit
UNESCO Regional Office of Southern Africa (ROSA)

Carolyn Medel-Anonuevo is the Senior Programme Specialist and Head of the Education Unit at the UNESCO Regional Office of Southern Africa (ROSA) in Harare, Zimbabwe.

Prior to joining UNESCO ROSA, she worked for 22 years at the UNESCO Institute for Lifelong Learning in Hamburg, Germany, where she was the Deputy Director for eight years. At the Institute, she worked in the areas of gender, literacy, adult education, citizenship education and HIV preventive education, all in the context of lifelong learning. She also taught at the University of the Philippines, and was the Executive Director of the Centre for Women's Resources, a national centre devoted to providing popular education to women and undertaking participatory research with urban poor women, women in rural areas, and women workers.

As a researcher, she has worked with the World Bank, the ILO, UNIFEM, and UNICEF in conducting studies on urban poor women, child labour, and national mechanisms for gender mainstreaming.



Davor Miskulin

Head of International Business Development
Burning Glass Technologies

Davor Miskulin is Head of International Business Development at Burning Glass Technologies.

Burning Glass labour market data drives national, state, and local government initiatives on four continents, and supports hundreds of educational institutions and major employers. Mr Miskulin has spearheaded the internationalization of AI recruitment technologies and labour market analytics at Burning Glass Technologies, and he has a deep insight into industry from the vendor as well as user perspectives.

He has worked in a diverse range of industries (labour market analytics, recruitment technology, manufacturing, merchant banking and humanitarian) across five continents and has lived in four countries.

Mr Miskulin holds a Master of IT in Business from the RMIT University in Melbourne, Australia, and a Bachelor of Science in Mechanical Engineering from the University of Zagreb, Croatia.



Pradeep Monga

Deputy Executive Secretary
United Nations Convention to Combat Desertification (UNCCD)

Pradeep Monga is the Deputy Executive Secretary of the UNCCD. In his position, Mr Monga provides strategic support to the Convention. The Convention contributes to the global efforts to reverse and prevent desertification and land degradation and to mitigate the effects of drought in affected countries, with the aim to support poverty reduction and environmental sustainability.

Prior to joining the UNCCD, Mr Monga held senior positions in UNIDO (Director of Energy and Climate Change), the UNDP (Sustainable Development Advisor and the GEF Coordinator) and the Government of India (Indian Administrative Service). He has also undertaken several international assignments with the Food and Agriculture Organization (FAO) of the United Nations, the World Bank and other multi/bi-lateral organizations and resource institutions including WRI and TERI.

A Fulbright scholar, Mr Monga has presented technical papers in over 70 international seminars and workshops in the field of energy, environment and sustainable development.



Olivier Charles Koffi Oussou

President
Conseil d'Administration de CREDIT ACCESS SA, Ivory Coast

Since 2014, Olivier Charles Koffi Oussou Oussou has been involved in reforming the TVET system in the Ivory Coast through the Enterprise School Partnership Development Unit (CDPE), the private sector's focal point for mobilizing professionals.

In addition to being the President of Conseil d'Administration de CREDIT ACCESS SA, Mr Oussou also holds numerous other distinguished positions. Amongst others, he is the Secretary of the Labour Law Commission, Social Affairs, Employment and Training of the Ivorian Federation of Small and Medium-sized Enterprises (FIPME), a member of the Professional Training and Research Commission of the General Confederation of Enterprises of Ivory Coast (CEGCI), and is a member of the National Council of Professional Branches.

Mr Oussou holds a Degree in Business Law from the Université Félix Houphouët-Boigny, Ivory Coast, a Master in International Management and International Affairs from the Institute of Business Administration of the Jean Moulin University Lyon 3, France, and certificates in intellectual property law from the World Intellectual Property Organization.



Manuela Prina

Acting Head of the Strategic Development Department
European Training Foundation (ETF)

Manuela Prina is Acting Head of the Strategic Development Department at the European Training Foundation (ETF), the European Union (EU) agency supporting the development of human capital in countries outside the EU.

At the ETF, Ms Prina has been the team leader of the ETF flagship project, the Torino Process, from 2015 to 2018 and led the implementation of the fourth round of the project covering 25 partner countries. She also held numerous other positions in the ETF, including leading capacity-building projects and the Governance Community of Practice under the Thematic Development Department. Prior to working at the ETF, Ms Prina worked as Social Sector Specialist at the Asian Development Bank (ADB) in Manila, the Philippines, where she led the education portfolio in the region including primary, secondary and TVET projects.

Ms Prina holds a Ph.D. in Economic Policy from the Faculty of Political Sciences of the Catholic University of Milan, Italy, with a focus on human capital and development. She holds a Master's of Science in Economics and International Relations (from ASERI), and a Master's of Arts in Education and Social Sciences from the Catholic University of Milan.



Maria Susan Dela Rama

Executive Director of the Certification Office
Technical Education and Skills Development Authority, Republic of the Philippines

Maria Susan Dela Rama is the Executive Director of the Certification Office of the Technical Education and Skills Development Authority (TESDA) in the Philippines.

Ms Dela Rama is also currently the Executive Director of the eTESDA programme. The eTESDA unit develops online programmes that can be accessed for free by millions of Filipinos, and develops other programmes to promote the use of digital technology in TVET.

Before her current assignment, she was Executive Director of the Planning Office and had been assigned to field operations and public information. She was instrumental in having TESDA recognized as a UNEVOC Centre.



Srinivas Reddy

Chief of Skills and Employability Branch
International Labour Organizations (ILO)

Srinivas Reddy is Chief of Skills and Employability Branch at the International Labour Organization in Geneva since January 2018.

Prior to taking up his current position at ILO Headquarters, Mr Reddy was Country Director of the ILO Country Office in Bangladesh from 2013 to 2017. Additionally, he has worked in ILO offices in India, Indonesia and Bangladesh.

Mr Reddy has over 30 years of professional experience in industrial relations, skills development, social dialogue, and human resource and general management. He has had extensive experience as a skills development specialist and industrial relations expert working with a wide range of partners including employers and workers organizations. Before joining the ILO, Mr Reddy was employed by the Government of Andhra Pradesh in India.



Robert Schuwer

Expert and Lector (Professor) on Open Educational Resources
Fontys University of Applied Sciences, School of ICT, the Netherlands

Robert Schuwer is an expert in open and online education and is a Lector (Professor) for open educational resources (OER) at Fontys University of Applied Sciences, School of ICT in Eindhoven, the Netherlands.

Mr Schuwer has more than 20 years of experience in the field, and has since 2016 been designated the UNESCO Chair on Open Educational Resources and their adoption by teachers, learners and institutions.

Robert Schuwer holds a Ph.D. in Technical Sciences – Artificial Intelligence from Eindhoven University of Technology, the Netherlands.



Jacqueline Tanzer

WorldSkills Champions Trust Representative for Europe

Jacqueline Tanzer competed in Graphic Design Technology at the WorldSkills competition in São Paulo in 2015. Ms Tanzer has competed at numerous regional and international skills competitions. She currently works as a graphic designer at MPREIS, a widespread supermarket chain in Tyrol.



Abdi Tiony

Head of Department – E-Learning and External Linkages
Rift Valley Technical Training Institute, Kenya

Abdi Tiony is the Head of the Department for E-Learning and External Linkages at the Rift Valley Technical Training Institute, in Eldoret, Kenya. He is also the UNEVOC Centre coordinator.

Mr Tiony has over 15 years of experience in teaching and was previously a senior lecturer. He holds a Master's in Education in Technology Education from Moi University, Kenya, and a Bachelor of Education in Technology Education from the University of Eldoret, Kenya. Additionally, Mr Tiony also holds a certificate in designing and facilitating online course from the Open Polytechnic of New Zealand.



Marieke Vandeweyer

Labour market economist
Employment, Labour and Social Affairs Directorate, OECD

Marieke Vandeweyer is a labour market economist at the Employment, Labour and Social Affairs Directorate of the Organisation for Economic Cooperation and Development (OECD).

She has worked on a range of issues since joining the organization in 2014, including skills activation policies and labour market reforms. Ms Vandeweyer currently works on the OECD's Getting Skills Right project, analysing the match between skills demand and supply. She is actively involved in work related to the responsiveness of adult learning systems to changing skill needs, the returns to informal learning, the measurement of skills imbalances, and community education and training in South Africa.

Ms Vandeweyer holds a Master of Science in Business Engineering and a Master of Science in European Politics and Policies, as well a Ph.D. in Economics from the University of Leuven, Belgium.



Loukas Zahilas

Head of the Department for VET Systems and Institutions
European Centre for the Development of Vocational Training (Cedefop)

Loukas Zahilas is the Head of the Department for VET Systems and Institutions at Cedefop, the European Centre for the Development of Vocational Training.

Mr Zahilas joined Cedefop in 2006 working on qualifications and the common EU tools. He is currently a member of Cedefop's management team. His department's work supports the European Commission, Member States and social partners to foster policy developments and accelerate the pace of VET reforms. It focuses on strengthening cooperation to further development and informs political discussions on the future of VET beyond 2020.

After a six-year stint in the pharmaceutical industry, Mr Zahilas concentrated his efforts entirely on education and training, an area in which today he has more than 22 years of professional experience, mainly acquired in the Greek Ministry of Education, the University of Athens and Cedefop. He served for many years at various Directorate posts representing Greece in EU bodies and groups.

Mr Zahilas studied Chemistry and Information Technologies and has a Ph.D. in Educational Policies (qualifications frameworks).

Strategy labs

'*Strategy laboratory*' sessions are structured into world café, short seminar or round-table workshops, and are co-organized and facilitated by UNEVOC Centres and development partners in TVET. Blocks of two-hour duration sessions extend the discussion on key issues and opportunities addressed by the Forum (digital disruptions, climatic disruptions and migration and demographic shifts), and examine disruptions – their implications for TVET and skills development – and available tools and resources to turn these disruptions into a positive force. The sessions conclude with concrete recommendations for further attention and action by the TVET community and institutions.

Strategy lab 1: Financing and investment in TVET

24 May, 15:30 - 17:30, LEU 2705

The seminar-round-table discussion elaborates on the strategies and enablers for decision-making and financing or investing in TVET. Case examples will be presented to examine the available tools, models and strategies for financing TVET, one of which is a guiding tool developed by NCVER and UNESCO-UNEVOC that aims to foster an understanding of the return on investment to TVET. The notion that these tools and models, and their results/outcomes, could be strategic points to trigger improved investments or scaling up of financing of TVET and training delivery, will be explored and discussed. The session broadly reviews the potential of financing and diversification of investment in TVET as necessary elements to equip TVET Institutions with the means to effectively respond to the digitization of work and adapt skills development strategies according to the trends and needs of sustainable development.

Co-organizer and collaborator



Phil Loveder

Manager, Stakeholder engagement
National Centre for Vocational Education Research, Australia

Philip Loveder is the Manager for stakeholder engagement at the Australian National Centre for Vocational Education Research (NCVER).

Mr Loveder has over 30 years' experience in educational research, business development and management in the TVET and university sectors. He is currently the regional coordinator of the UNEVOC Network for the Pacific Island region and is currently research leader of a major international study on measuring the enterprise and social returns to investment in training. Recently he was adviser to the APEC integrated referencing project for skills recognition and mobility and consultant to the technical assessment group for the Funding and Financing in the Pacific Island region project. He was also the joint convener of the Future of Australian Apprenticeships national forum in Canberra and co-authored a recent paper on Australian Apprenticeships and Industry 4.0 presented to the fourth International Apprenticeships conference in Seoul, Republic of Korea.



Luis Cateura

Head of the Self-Sufficient Schools Programme
Fundación Paraguaya, Paraguay

Luis Cateura is the Head of the Self-Sufficient Schools Programme at the Fundación Paraguaya in Paraguay.

Mr Cateura joined the Fundación Paraguaya in 2002 and worked as the Manager of a large microfinance office and lead different projects such as the Women's Village Banking Programme and the first Self-Sufficient School in Paraguay. He has also provided technical assistance to other schools in Latin America and Africa, establishing the Fundación Paraguaya's office in Tanzania and its programme for disseminating the Self-Sufficient School model in the country.

Before joining the Fundación Paraguaya, Mr Cateura held management positions in hotels and also worked in the tax and financial department in the Municipality of Asuncion.

Mr Cateura holds a Bachelor's degree in Business Administration, a Teaching certificate and has attended training on Strategic Planning, Marketing and Project Management.



Resource persons

Harald Pfeiffer, BIBB Germany

Pooja Gianchandani, German Chancellor's Fellow programme

Strategy lab 2: Skills, training, and vocational education for migrant and displaced youth and adults

24 May, 15:30 - 17:30, LEU 2712

In the context of unprecedented movements of people under forced or voluntary circumstances, vocational education and skills development systems need to address the needs of these displaced or migrating people. These needs vary from recognition of prior learning and experience, to language and cultural adaptation or induction into productive economic activity. Following a brief introductory overview of the diverse categories of migrants and displaced people and their distinct needs, and outlining of some of the responses in different contexts, the session will be conducted using a variation of Nominal Group Technique to identify existing practices and priorities in participating countries. These will be shared within the group and then ranked in terms of priority for further elaboration within the UNEVOC network. The session will conclude with developing a set of specific action steps that the group believe would benefit network members if dealing with the challenges of migration and displacement.

Co-organizer and collaborator

**Volker Wedekind**

Associate Professor of Vocational Education
Centre for International Education Research (CIER), University of Nottingham, United Kingdom

Volker Wedekind is Associate Professor of Vocational Education at the Centre for International Education Research (CIER), one of six research centres in the School of Education, University of Nottingham.

His most recent research focused on vocational education policy in South Africa, and curriculum responsiveness in vocational systems to labour market trends. His current work focuses on vocational education and migration, understanding vocational education in different contexts, and the historical development of vocational systems in sub-Saharan Africa. He teaches courses in research methods and education and development at undergraduate and post-graduate levels.

Prior to joining the University of Nottingham, he held positions at the Universities of KwaZulu-Natal and Witwatersrand in South Africa, including periods as Head of School and Deputy Dean and Research Chair in Vocational Education and Pedagogy.

**Simon McGrath**

Associate Head of School
University of Nottingham, United Kingdom

Simon McGrath is an Associate Head of School at Nottingham University, as well as the UNESCO Chair in International Education and Development.

Mr McGrath has published on a number of aspects of education-development links, especially at the post-school level. He is particularly interested in exploring alternative theories of vocational education and training for development. He has engaged in policy advice and evaluation research for a range of national and international organizations, and is currently most active in work for the United Kingdom's Department for International Development (DFID), UNESCO and the Commonwealth Secretariat.



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Strategy lab 3: Emerging models for TVET to meet the demands for green jobs and enhance local actions

24 May, 15:30 - 17:30, LEU 2516

The importance of TVET for countries to transition to sustainable economies is increasingly recognized as it plays a critical role in skilling the future labour force. Among the priority action areas of UNESCO's Global Action Programme on Education for Sustainable Development is to transform training and learning environments and accelerate sustainable solutions at the local level. UNESCO-UNEVOC's Greening practical guide also leads institutions to engage in greening communities and interact with local actors. What it takes for institutions to do this to have a maximum impact for local communities, jobs and enterprises, needs to be understood. Participants will have the chance to engage with UNEVOC Centres who have implemented programmes on community engagement and greening TVET, map emerging models, and finally develop a set of recommendations essential for TVET to meet the demands of green jobs and enhance local actions.

Co-organizer and collaborator



Pierre-Luc Gagnon

Research Project Manager
CIRADD, Cégep de la Gaspésie et des Îles, Canada

Pierre-Luc Gagnon is a Research Project Manager at the Research Initiation and Sustainable Development Support Centre (CIRADD), a research centre affiliated with the Cégep de la Gaspésie et des Îles, a TVET institution in Québec, Canada. He is also the UNEVOC Centre coordinator at the Cégep de la Gaspésie et des Îles.

Mr Gagnon has been involved in numerous research projects on a range of topics, including community engagement. He has also been involved in the development of programmes; for example, he has been involved in the development of a TVET/CBET programme in Grenada, titled Environmental Sustainability Practices, which also includes the transfer of a scientific research module.

Before working at the CIRADD, he worked for seven years as a teacher’s assistant and then went on to teach. In 2012, he completed his Ph.D. in Political Science, focusing on sustainable development.



Daniel LaBillois

Academic Advisor
Cégep de la Gaspésie et des Îles, Canada

Daniel LaBillois is an Academic Advisor at the Cégep de la Gaspésie et des Îles, a TVET institution in Québec, Canada.

Mr LaBillois gives pedagogical advice, facilitates meetings, and provides information and development services as well as feedback to both teaching and support staff. His main areas of focus include curricula, learning and teaching strategies, assessment types and methods as well as research and innovation. Mr LaBillois is also involved in the college’s strategic plans design and implementation processes.

Mr LaBillois conducts research and his interests include pedagogy in higher education, educational innovations, teacher support and distance learning. He has been serving on the sectoral committee on education of the Canadian Commission for UNESCO from 2007 to 2016.

Mr LaBillois holds a Diploma in Teaching in Higher Education from Sherbrooke University and a Bachelor of Business Administration from Laval University, Canada.



Abdi Tiony

Head of Department – E-Learning and External Linkages
Rift Valley Technical Training Institute, Kenya

Abdi Tiony is the Head of the Department for E-Learning and External Linkages at the Rift Valley Technical Training Institute, in Eldoret, Kenya. He is also the UNEVOC Centre coordinator.

Mr Tiony has over 15 years of experience in teaching and was previously a senior lecturer. He holds a Master’s in Education in Technology Education from Moi University, Kenya, and a Bachelor of Education in Technology Education from the University of Eldoret, Kenya. Additionally, Mr Tiony also holds a certificate in designing and facilitating online course from the Open Polytechnic of New Zealand.



Strategy lab 4: Preparing TVET teachers for the digital future of work

25 May, 10:45 - 12:45, LEU 2705

The workshop seeks to create awareness and insight into what it means to be a TVET teacher in the (near and distant) future, influenced by developments in ICTs. It will gather a set of action proposals and cases from participants, as input for a set of recommendations for TVET institutions on policy and administrative level to better prepare TVET teachers for the digital future. The session features input from UNEVOC and OsloMet, as well as other members of the UNEVOC Network.

Co-organizer and collaborator

**Robert Schuwer**

Expert and Lector (Professor) on Open Educational Resources
Fontys University of Applied Sciences, School of ICT, Eindhoven, the Netherlands

Robert Schuwer is an expert in open and online education and is a Lector (Professor) for open educational resources (OER) at Fontys University of Applied Sciences, School of ICT in Eindhoven, the Netherlands.

Mr Schuwer has more than 20 years of experience in the field, and has since 2016 been designated the UNESCO Chair on Open Educational Resources and their adoption by teachers, learners and institutions.

Robert Schuwer holds a Ph.D. from Eindhoven University of Technology, the Netherlands, in Technical Sciences – Artificial Intelligence.

**Arne Ronny Sannerud**

Professor
Department of Vocational Teacher Education, Oslo Metropolitan University, Norway

Arne Ronny Sannerud is a Professor in the Department of Vocational Teacher Education at Oslo Metropolitan University, Norway. He is also a Visiting Professor at Kyambogo University in Kampala, Uganda.

Mr Sannerud trained and worked as an engineer and entrepreneur in the energy sector, and as a vocational teacher and teacher trainer. He has been teaching and mentoring Master's and Ph.D. students in vocational pedagogy for 20 years. His areas of research are work-based learning and curriculum development. He has extensive experience with education projects in the Norwegian industry. Currently he work on a Master's programme in vocational pedagogy in Uganda in close collaboration with the world of work.



Strategy lab 5: Pathways of progression between TVET and higher education

25 May, 10:45 - 12:45, LEU 2712

In its 2015 Recommendation concerning TVET, UNESCO recommends that “Member States should develop pathways and facilitate transitions between secondary, post-secondary and tertiary education (...). Effective learning pathways allow people with TVET qualifications or backgrounds to benefit fully from further learning should they wish to. They may reduce inequalities, help to meet economic demands for higher-level skills and increase the attractiveness of initial TVET programmes by removing the perception of them as ‘dead-end’ tracks. This strategy lab conducted in the form of a workshop, aims to discuss the different types of tools available for facilitating the establishment of effective learning pathways, drawing on an analytical study conducted recently by UNESCO. Guidelines that can help policy-makers with the implementation of such pathways will also be presented and discussed. The session will also feature input from Cedefop, drawing on the outcomes of a study on the changing role of TVET with a focus on expansion and diversification of TVET provision in the European context in the last 20 years.

Co-organizer and collaborator



Simon Field
Expert and Director
Skills Policy Ltd.

Simon Field is the founder and Director of Skills Policy Ltd..

He is a leading expert on the international comparative analysis of country skills systems. As leader of the OECD's work on vocational education and training over many years, he led reviews of vocational skills systems in more than 30 countries throughout the world.

Mr Field is the lead author of two major comparative reports on country skills systems in Learning for Jobs and Skills beyond School, as well as many reviews of individual countries.



Anastasia Pouliou
Support Expert
European Centre for the Development of Vocational Training (Cedefop)

Anastasia Pouliou is a Support Expert at the European Centre for the Development of Vocational Training (Cedefop) since 2015. Her main fields of activities include European Union tools, qualifications, learning outcomes and the support of coordination of the Changing nature and role of VET in Europe project. She has worked on the application of learning outcomes approaches in European countries and is co-author of the European handbook on defining, writing and applying learning outcomes for VET qualifications. She also contributes to Cedefop's medium-term priorities and promotes Cedefop's work on qualifications related issues, especially in meetings, working groups and international conferences.

Before joining Cedefop, she worked three years as an educational consultant in the Greek Ministry of Education, and five years as Head of the European Affairs Unit in the Organisation for Vocational Education and Training.

Ms Puoliou studied English language and literature in the University of Athens, Greece, and has a Master's degree in Education with a special focus on learning outcomes. She has published articles in academic journals.



Katerina Ananiadou
Programme Specialist
UNESCO

Katerina Ananiadou is a Programme Specialist at the section of Youth, Literacy and Skills Development at UNESCO in Paris.

From 2011 to 2016, she worked at UNESCO-UNEVOC where she was responsible for knowledge management and research activities in the field of TVET and for implementing and promoting cooperation and capacity development activities within the UNEVOC Network.

Prior to joining UNESCO, Ms Ananiadou worked for four years as a policy analyst at the Centre for Educational Research and Innovation (CERI) of the OECD, among others on systemic innovation in TVET and the New Millennium Learners project. Before that, she was a researcher at the Institute of Education in London, specialising on adult literacy and numeracy and workplace learning.

Ms Ananiadou has an academic background in Psychology and Cognitive Science, which she studied at the Universities of Athens (Bachelor of Arts), Cardiff (Master of Science) and Warwick (Ph.D.).



CEDEFOP

European Centre for the Development of Vocational Training



United Nations
Educational, Scientific and
Cultural Organization

Education Sector

Strategy lab 6: Modelling innovative entrepreneurial learning in TVET

25 May, 10:45 - 12:45, LEU 2516

The session aims to stimulate exchange and discussion on innovative strategies and approaches to integrate innovative entrepreneurial learning in TVET at the systems and institutional level. There are different strategies and approaches to introduce and mainstream entrepreneurial learning in TVET. An initial review of the existing policies and practices undertaken by UNESCO-UNEVOC, together with UNESCO Paris and UNEVOC Centres in 2017, identified different drivers that are contributing to the development of entrepreneurship capacity of the TVET systems in view of mainstreaming entrepreneurial learning in TVET. Using a world café method, this session zooms into the identified drivers, creates a platform to share innovative practices by UNEVOC Centres, and discusses how these drivers interact with other factors, the challenges and the effective strategies and innovations envisaged for enhancing entrepreneurial learning in TVET.

Co-organizer and collaborator**Inge Gorostiaga**

Manager, Entrepreneurship and Innovation
TKNIKA, Basque Country/Spain

Inge Gorostiaga is a Manager for Entrepreneurship and Innovation at TKNIKA. She coordinates the Irekin Programme on boosting entrepreneurial culture and entrepreneurship. The programme is aimed at teachers of the Basque Network of VET Centres. See also collaborates in the coordination of the Ikasapresa Programme to support the implementation of entrepreneurial culture, aimed at students.

She has working experience as TVET Teacher and European project manager. As a panellist, she has taken part in several workshops and seminars organized by national, European and international institutions.

Ms Gorostiaga has a Degree in Business Management from the Basque Public University and a Degree in Teaching from the BAM Teacher Training University School in Bilbao.

**Rodrigo Alvarez**

Deputy Director of Student Innovation and Entrepreneurship
Duoc UC, Chile

Rodrigo Alvarez is the Deputy Director of Student Innovation and Entrepreneurship at Duoc UC, a private non-profit professional institute in Chile. Duoc UC is an innovative, open institution with strong connections with the industry, characterized by recognizing and adapting to the industry's needs and therefore offering pertinent and up-to-date undergraduate courses in a competency based educational model.

Mr Alvarez has been working for Duoc UC for 12 years, and in total has over 18 years of work experience in the development of innovation methodologies in education, consultancy, research and development, and product design. Mr Alvarez himself is also a designer and has been a founding partner of three different award-winning entrepreneurialships linked to engineering and design.



Tknika

LANBIDE HEZIKETARAKO BERRIKUNTZA ZENTROA
CENTRO DE INNOVACIÓN PARA LA FORMACIÓN PROFESIONAL

**fundación
paraguaya**

**Luis Cateura**

Head of the Self-Sufficient Schools Programme
Fundación Paraguaya, Paraguay

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UNEVOC TVET Learning Forum Secretariat

Overall guidance and supervision by

Shyamal Majumdar, Borhene Chakroun and David Atchoarena

Steering and planning groups

Programme development

Kenneth Barrientos, Asheh Takeh, Wouter de Regt, Miki Nozawa and Peter Greenwood

Strategy Labs coordination

Strategy Lab 1: Kenneth Barrientos; **Strategy Lab 2:** Jens Liebe; **Strategy Lab 3:** Wouter de Regt; **Strategy Lab 4:** Max Ehlers; **Strategy Lab 5:** Jean Hautier; and **Strategy Lab 6:** Miki Nozawa, Zubair Shahid and Kamal Armanious

Session planning

Opening session: Shyamal Majumdar, Kenneth Barrientos, Asheh Takeh; **Plenary 1:** Miki Nozawa, David Atchoarena; **Plenary 2:** Wouter de Regt, Pradeep Monga; **Plenary 3:** Jean Hautier, Loukas Zahilas; **Panel discussion 1:** Zubair Shahid, Louis Aquilina; **Panel discussion 2:** Kamal Armanious, Helene Guiol, Manuela Prina; **Closing session:** Borhene Chakroun, Shyamal Majumdar, Kenneth Barrientos and Peter Greenwood

Study Visit

Kamal Armanious and Michael Schwarz

Travel and Logistics coordination

Caro Bajer, Carolin Schauandt, Ulrike Kraemer, Asheh Takeh and Leyla Guemues

Website, webcast and other digital assets

Max Ehlers, Wouter de Regt, Aldrich Mejia and Kenneth Barrientos

Publications and Network display

Wouter de Regt, Kamal Armanious and Hayoung Park

Technical plans and arrangements

Max Ehlers with the UN Bonn Central Services Unit

Design and multimedia

Aldrich Mejia and Hayoung Park

Press and Social media

Zubair Shahid, Maria Budig and Miki Nozawa with UN Bonn Communications Group

Volunteers mobilization

Carolin Schauandt

Procurement and other administrative requirements

Caro Bajer, Ulrike Kraemer and Carolin Schauandt



UNEVOC

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