

BILT Learning Forum

## New Qualifications and Competencies: building the future of TVET

Conference Programme

Co-hosted by the  
Centre for Study and Research on Training and Qualifications (Cereq), France  
Human Resource Development Council (HRDC), Botswana, and  
Human Resources Development Service of Korea (HRDK), Republic of Korea

## Conference objectives and format

The BILT Learning Forum on ‘New qualifications and competencies: Building the future of TVET’ is organized by the BILT project team at BIBB and UNESCO-UNEVOC, and co-hosted by three UNEVOC Centres: Centre for Study and Research on Training and Qualifications (Cereq), France, Human Resource Development Council (HRDC), Botswana, and Human Resources Development Service of Korea (HRDK). The Forum addresses UNEVOC Centres and other interested TVET stakeholders from around the globe.

This conference represents a milestone for BILT as it marks the beginning of a new project phase. Shifting from the project’s broad focus on the overarching theme of ‘new qualifications and competencies’, it makes a transition to the next phase with an emphasis on new qualifications and competencies for greening and digitalization in TVET and explores the future of TVET.

## Learning Forum

With BILT, TVET stakeholders engage to enter into international dialogue and peer learning, to exchange on what works well and to jointly prepare TVET systems for the future. BILT’s core ambition is to produce knowledge on the theme of new qualifications and competencies as well as allow TVET stakeholders to learn from each other and exchange innovative practices that respond to current challenges.

On Day 1 of the BILT Learning Forum, our audience will have first-hand access to the ‘New qualifications and competencies for future-oriented TVET systems’ publication, which aims to cater to the diverse needs of TVET-related institutions by exploring and understanding the three I’s process from their unique perspectives. Illustrated with case studies and practical examples, the publication proposes solutions to specific challenges. Participants have the opportunity to discuss the core results with the authors of the three-volume publication. Building on the findings of the publication, a panel discussion is dedicated to the crucial role of social partners for strong and modern TVET systems.

On the second day of the Forum, participants will learn about digital media tools for TVET in an ‘International Roadshow’. Different digital learning applications are demonstrated and their potential uses and benefits for the teaching and learning practice are discussed. Following the roadshow, TVET practitioners share their views on the relevance of the BILT themes as a transition to the ‘Innovation and Learning Practices marketplace’.

Day 3 of the Forum will put the future of TVET and of the BILT project at the centre of attention. The BILT Agenda 2025 will be presented with the goal of generating broad awareness of the project focus for the next four years. Based on the findings of current research and ongoing international projects, a panel discussion on the future of TVET will wrap up the conference.

### Forum

Bringing together TVET stakeholders – especially from Europe, Africa and Asia-Pacific – is a core element of BILT and of this Forum. Beyond the panel presentations and discussions, we offer participants a space to mingle and network, and to enter into 1:1 or small group conversations.

One opportunity to do so is by visiting the marketplace. This is a virtual exhibition area that displays and highlights '[Innovation and Learning Practices developed by TVET institutions from Africa, Asia and Europe](#)'. The booths of the marketplace allow for self-directed exploration of content by the conference participants and enable live and direct exchange via chat or video call with those implementing these practices on the ground. UNESCO-UNEVOC, BIBB and the co-host institutions, will also be represented with staffed booths.

The second opportunity to meet fellow TVET practitioners is the **networking lounge**. Several virtual coffee tables can be accessed to join informal discussions on specific areas of interest, supported by networking moderators.

## Expected outcomes

The BILT Learning Forum is a key step to achieve the BILT milestones:

- Launch of the new project phase
  - The BILT agenda 2025 is presented.
  - The dual transition to Greening and Digitalization is announced as BILT's new focus theme under the umbrella of 'New Qualifications and Competencies'.
  - A call for expression of interest in the co-development and piloting of a NQC self-reflection tool is announced.
- Peer learning and improved knowledge
  - The 'New qualifications and competencies for future-oriented TVET systems' publication is launched.
  - 'Innovation and Learning Practices' are presented in the marketplace.
  - Digital media tools for TVET are explored and their practical applicability is discussed.
  - The role of social partners in achieving BILT's goal to make TVET systems future-proof is explored.
- Stronger UNEVOC and TVET stakeholder network
  - Several opportunities for engagement and direct exchange foster existing and facilitate new relationships among participants.

## Background

### New qualifications and competencies for future-oriented TVET publication

The three-volume publication has been compiled as part of the Bridging Innovation and Learning in TVET (BILT) project and is authored with inputs of more than 30 TVET experts from Africa, Asia and Europe.

Each volume aims to cater to the diverse needs of TVET-related institutions by exploring and understanding the Three I's process: the accurate and timely identification of new qualifications and competencies, their integration into appealing and flexible curricula and training regulations, and their implementation through innovative teaching and learning practices and in adequate learning environments.

The three volumes are unique in their context-specific scope: recognizing that stakeholders at each level face different, but related challenges, the insights contained in these documents are aimed at creating complementary approaches to governance, advocacy and delivery of NQCs in TVET. In addition, case examples show how existing and promising practices used in other TVET settings could inspire replication and/or adaptation within other contexts.

### Innovation and Learning Practices and BILT Learning Labs

In the context of the BILT project, an [Innovation and Learning Practice](#) is a new approach that makes TVET more relevant to the needs of the economy, society and the environment. These practices address current challenges related to global trends in TVET systems in Africa, Asia and the Pacific, and Europe.

The publications portray initiatives that belong to one of the BILT work streams: [New Qualifications and Competencies](#), [Greening](#), [Digitalization](#), [Entrepreneurship](#), or [Migration](#). They offer a learning opportunity for other TVET stakeholders, with the possibility to adapt and replicate key elements of the approach in their specific context.

A new webinar format, the 'BILT Learning Labs', has been developed to allow TVET stakeholders to explore specific 'Innovation and Learning Practices' from Africa, Asia-Pacific, and Europe in greater detail. The Learning Labs focus on the transferability of practices.

### **Self-Reflection Tool**

The BILT project is currently developing one of the publication volumes on “TVET Delivery: providing innovative solutions” into a Self-Reflection Tool. The Tool is intended to encourage TVET providers to assess their preparedness to identify new qualifications and competencies, integrate them into curricula and implement them in adequate learning environments.

A pilot phase is planned for the first quarter of 2022, when selected UNEVOC Centres will be invited to co-develop and pilot the Self-Reflection Tool, to implement a Self-Reflection Workshop with the support of the BILT team and to provide feedback. These UNEVOC Centres will also play a relevant role in scaling up the methodology in their respective region by disseminating the updated tool in the framework of multiplication workshops with further TVET providers.

## About the BILT project

The BILT project is a reference point for innovation and learning in TVET through UNEVOC Network collaboration within Europe, and in a bridging process with African and Asian partners. The project complements national developments to explore and support innovative, market-oriented and attractive modes of learning and cooperation in TVET.

With qualifications and competencies in view, the BILT project supports collaboration activities that are targeted to better understand the state-of-play and enhance national as well as multi-national TVET capacities to generate new knowledge and to share information on TVET practices, e.g. through innovation and learning as well as implementation examples.

In 2021, a structured exchange on the respective topic took place between the European, African, and Asian and the Pacific UNEVOC Centres as well as other interested TVET stakeholders. Starting from 2022, the project focus will be on adjusting TVET systems to meet the dual transition to ‘digital and ‘green societies.

## BILT Agenda 2025

The BILT Agenda 2025 is a joint initiative by UNESCO-UNEVOC, BIBB and BMBF. It encompasses four political commitments, as well as concrete BILT project activities for the period from 2022 to 2025 to contribute to these commitments. More concretely, the BILT Agenda 2025 emphasizes that international collaboration and peer learning help to jointly overcome challenges; innovation and knowledge generation are crucial to modernize TVET systems; ideas must be put into practice through concrete actions; and finally the ‘dual transition’ to greening and digitalization must be a common thread for the transformation of TVET systems around the world.

### Agenda Day 1

7 December 2021, 08:45 am – 12:15 pm CET

Co-hosted by Human Resource Development Council (HRDC), Botswana

Moderated by

- *Ms Ellah Matshediso, Director, Human Resource Development Planning-Supply, Human Resource Development Council (HRDC), Botswana*
- *Ms Vera Hark, BILT Project Manager, Federal Institute for Vocational Education and Training (BIBB), Germany*
- *Mr Wilson Lima Junior, BILT Project Manager, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)*

08:45 – 09:00 <b>Entrance hall</b>	<b>Online arrival</b> - Info desk will be open
09:00 – 09:15 <b>Plenary hall</b>	<b>Welcome by UNESCO-UNEVOC</b> <ul style="list-style-type: none"><li>• <i>Mr Friedrich Huebler, Acting Head of Office, UNESCO-UNEVOC</i></li></ul> <b>Opening remarks</b> <ul style="list-style-type: none"><li>• <i>Ms Catrin Hannken, Deputy Director General for VET, Federal Ministry of Education and Research (BMBF), Germany</i></li><li>• <i>Mr Hubert Ertl, Director of Research, BIBB, Germany</i></li></ul>
09:15 – 09:35 <b>Plenary hall</b>	<b>New qualifications and competencies for future-oriented TVET</b> Launch of the publication 'New qualifications and competencies for future-oriented TVET', introducing its rationale and framework of investigation. <ul style="list-style-type: none"><li>• <i>Mr Dieter Euler, Senior Expert of the BILT Expert Group, Professor Emeritus at the University St. Gallen, Switzerland</i></li></ul>
09:45 – 10:25 <b>Breakout rooms</b>	<b>Breakout sessions: Results from each publication volume on new qualifications and competencies</b> Based on their institutional context or their area of interest, participants are invited to join one of the deep-dive sessions to discuss the core results related to macro, meso, or micro level institutions.  <b>Blue room: Macro level</b> "TVET Governance: steering collective action" <b>Host:</b> <i>Mr Phil Loveder, Executive Manager, Inform and Engage, National Centre for Vocational Education Research (NCVER), Australia</i> <b>Practice example:</b> <i>Mr Roland Loeffler, Project Manager, Austrian Institute for Vocational Education Research (öibf), Austria</i>  <b>Orange room: Meso level</b> "TVET Advocacy: ensuring multi-stakeholder participation" <b>Host:</b> <i>Mr Matteo Sgarzi, Head of Mission, International Relations, Centre for Studies and Research on Qualifications (Céreq), France</i> <b>Practice example:</b> <i>Ms Lina Vaitkute, Head, Qualifications Formation Unit, Qualifications and Vocational Education and Training Development Centre (KPMPC), Lithuania</i>

	<p><b>Green room: Micro level</b></p> <p>“TVET Delivery: providing innovative solutions”</p> <p><b>Hosts:</b> Ms Kelly Shiohira, Specialist Manager, and Mr James Keevy, Chief Executive, JET Education Services, South Africa</p> <p><b>Practice example:</b> Ms Christina Hong, President, Technological and Higher Education Institute (THEi), Hong Kong, China</p>
10:30 – 11:30 Plenary hall	<p><b>Panel discussion - Champions for TVET: Bringing together Social Partners' perspectives on new qualifications and competencies</b></p> <p>This session will explore the role of social partners for building strong and modern TVET systems, and their view on new qualifications and competencies and on the findings of the publication.</p> <p><b>Moderator:</b> Ms Ellah Matshediso, HRDC, Botswana</p> <p><b>Speakers:</b></p> <ul style="list-style-type: none"> <li>• Mr Edwin Anisha, Director of Research, Planning and Curriculum Development, Michael Imoudu National Institute for Labour Studies (MINILS), Nigeria</li> <li>• Ms Nazrene Mannie, Executive Director, Global Apprenticeship Network (GAN)</li> <li>• Mr Marlon Miña, Executive Director, Philippine Chamber of Commerce and Industry, Human Resources Development Foundation (PCCI HRDF), Philippines</li> <li>• Ms Antonia Wulff, Director of Research, Policy and Advocacy, Education International</li> </ul>
11:30 – 12:10 Networking Lounge	<p><b>Coffee Tables ☕:</b> Networking sessions</p> <p><b>Moderators:</b> Co-hosts, members of the NQC expert group, thematic and Regional Focal Points - UNESCO-UNEVOC</p> <p>Participants can exchange on different topics in a relaxed atmosphere, and with the support of networking moderators. The virtual coffee tables are video meetings within the conferencing platform with a limited number of participants per table. No additional software is required.</p> <p><b>Deep-dive: Macro / Governance Level</b> Mr Roland Loeffler, öibf, Austria; Ms Vera Hark, BIBB, Germany Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the macro level.</p> <p><b>Deep-dive: Meso / Advocacy Level</b> Mr Matteo Sgarzi, Céreq, France; Ms Lina Vaitkute, KPMPC, Lithuania Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the meso level.</p> <p><b>Deep-dive: Micro / TVET delivery Level</b> Ms Kelly Shiohira and Mr James Keevy, JET Education, South Africa Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the micro level.</p> <p><b>Dual Transition: Greening &amp; Digitalization</b> Ms Kenneth Barrientos, UNESCO-UNEVOC; Mr Michael Schwarz, BIBB, Germany Introduce yourself and your organization, network with other participants interested in the Dual Transition of Greening &amp; Digitalization in TVET and exchange your perspectives on this topic.</p> <p><b>TVET in Africa</b> Mr Wouter de Regt, UNESCO-UNEVOC; Ms Ellah Matshediso, HRDC, Botswana Introduce yourself and your organization, network with others from or interested in Africa and share your experiences and interests in the topics addressed in the BILT Learning Forum.</p> <p><b>TVET in Asia and the Pacific</b> Ms Miki Nozawa, UNESCO-UNEVOC; Ms Eseul Seo, Human Resources Development Service of Korea (HRDK), Republic of Korea</p>

Introduce yourself and your organization, network with others from or interested in Asia and the Pacific and share your experiences and interests in the topics addressed in the BILT Learning Forum.

#### **TVET in Europe**

*Ms Sarah Elson-Rogers, UNESCO-UNEVOC; Ms Anais Chartagnon, Céreq, France*

Introduce yourself and your organization, network with others from or interested in Europe and share your experiences and interests in the topics addressed in the BILT Learning Forum.

#### **Mix & Mingle**

*Ms Natalie Ax, UNESCO-UNEVOC; Ms Mai Tran, BIBB, Germany*

Introduce yourself and your organization and connect informally with other participants.

## **Agenda Day 2**

8 December 2021, 08:45 am – 12:15 pm CET

Co-hosted by Human Resource Development Council (HRDC), Botswana

Moderated by

- *Ms Misook Lee, Deputy Director, Global HRD Cooperation Team, Human Resources Development Service of Korea (HRDK), Republic of Korea*
- *Ms Vera Hark, BILT Project Manager, Federal Institute for Vocational Education and Training (BIBB), Germany*
- *Ms Sarah Elson-Rogers, Team Leader 'Innovation and Future of TVET', UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)*

08:00 – 08:15  
**Entrance hall**

**Online arrival** - Info desk will be open

08:15 – 08:55  
**Networking Lounge**

**Coffee Tables** 🍵: Networking session

**Moderators:** Co-hosts, members of the NQC expert group, thematic and Regional Focal Points - UNESCO-UNEVOC

Participants can exchange on different topics in a relaxed atmosphere, and with the support of networking moderators. The virtual coffee tables are video meetings within the conferencing platform with a limited number of participants per table. No additional software is required.

#### **Deep-dive: Macro / Governance Level**

*Mr Rikardo LaMadrid, Basque Vice-Ministry of VET; Roland Loeffler, Austrian Institute for Vocational Education Research (öibf), Austria*

Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the macro level.

#### **Deep-dive: Meso / Advocacy Level**

*Mr Matteo Sgarzi, Centre for Studies and Research on Qualifications (Céreq), France; Ms Lina Vaitkute, Qualifications and Vocational Education and Training Development Centre (KPMPC), Lithuania*

Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the meso level.

#### **Deep-dive: Micro / TVET delivery Level**

*Ms Kelly Shiohira and Mr James Keevy, JET Education Services, South Africa*

Join members of the expert group and practitioners to ask follow-up questions from the breakout sessions, discuss the findings of the NQC publication and share your challenges and lessons learned at the micro level.

### **Dual Transition: Greening & Digitalization**

*Ms Kenneth Barrientos, UNESCO-UNEVOC; Mr Michael Schwarz, BIBB, Germany*

Introduce yourself and your organization, network with other participants interested in the Dual Transition of Greening & Digitalization in TVET and exchange your perspectives on this topic.

### **TVET in Europe**

*Ms Sarah Elson-Rogers, UNESCO-UNEVOC; Ms Anais Chartagnon, Céreq, France*

Introduce yourself and your organization, network with others from or interested in Europe and share your experiences and interests in the topics addressed in the BILT Learning Forum.

### **TVET in Asia and the Pacific**

*Ms Miki Nozawa, UNESCO-UNEVOC*

Introduce yourself and your organization, network with others from or interested in Asia and the Pacific and share your experiences and interests in the topics addressed in the BILT Learning Forum.

### **TVET in Africa**

*Mr Wouter de Regt, UNESCO-UNEVOC; Ms Ellah Matshediso, Human Resource Development Planning-Supply, Human Resource Development Council (HRDC), Botswana*

Introduce yourself and your organization, network with others from or interested in Africa and share your experiences and interests in the topics addressed in the BILT Learning Forum.

### **Mix & Mingle**

*Ms Natalie Ax, UNESCO-UNEVOC; Ms Mai Tran, BIBB, Germany*

Introduce yourself and your organization and connect informally with other participants.

09:00 – 11:15

**Plenary hall**

### **Opening Day 2**

- *Ms Misook Lee, HRDK, Republic of Korea*

### **International Roadshow “Digital Media in TVET”**

#### **International practice examples for technology-enhanced learning in TVET**

Live presentation of digital learning applications that demonstrate possible uses of immersive technologies in combination with suitable pedagogical approaches for teaching and learning in TVET.

**Moderator:** *Ms Eva Hanau, Senior Technical Advisor, BIBB, Germany*

#### **Welcome remarks**

- *Ms Birgit Thomann, Department Head ‘VET International’, BIBB, Germany*

#### **Speakers:**

- “Virtual & Augmented Reality Learning – Transforming Training in Lift Repair & Maintenance”  
*Mr George Lau Hing Keung, Assistant Executive Director, Vocational Training Council (VTC), Hong Kong, China*
- “iVideo.education - The past, present and the future of a hypervideo platform for teaching & learning in VET”  
*Ms Francesca Amenduni, Senior Researcher, Swiss Federal University for Vocational Education and Training (SFUVENT), Switzerland*
- “A virtual training environment for electricians: Planning and executing customer orders under real-world conditions”  
*Mr Harald Fleischmann, Founder, FOSH Learning, South Africa*

#### **Panel discussion incl. Q&A**

“Ensuring the long-term use of digital technologies in TVET – Opportunities, challenges & solutions”

- *Mr George Lau Hing Keung, VTC, Hong Kong, China*
- *Ms Francesca Amenduni, SFUVENT, Switzerland*
- *Mr Harald Fleischmann, FOSH Learning, South Africa*

<p>11:15 – 11:30 <b>Plenary hall</b></p>	<p><b>Introduction to the marketplace: the BILT themes in practice</b> Perspectives on the BILT themes from TVET practitioners in Europe, Africa and Asia-Pacific highlight the relevance of the project themes and the BILT ‘Innovation and Learning Practices’, and make a transition to the virtual marketplace.</p> <p><b>With messages from:</b></p> <ul style="list-style-type: none"> <li>• <i>Mr Petr Dolejsi, Mobility &amp; Sustainable Transport Director, European Automobile Manufacturers Association</i></li> <li>• <i>Ms Angelica S. Gonzales, Chief, TESDA Women’s Centre, Philippines</i></li> <li>• <i>Mr Affero Ismail, Head of Global Cooperation, Faculty of Technical and Vocational Education University Tun Hussein Onn, Malaysia</i></li> <li>• <i>Mr Volker Wedekind, Professor in Vocational Education, School of Education, University of Nottingham, United Kingdom</i></li> <li>• <i>Mr Henry Yatich, Director, Technical Support Content Development and Design, School of Business and Economics, Mount Kenya University, Kenya</i></li> </ul>
<p>11:30 – 12:15 <b>Marketplace</b></p>	<p><b>Marketplace:</b> Explore examples of TVET ‘Innovation and Learning Practices’ and of the use of digital tools at the institutions’ booths. Pay the conference organizers and the co-hosts a virtual visit.</p>

## Agenda Day 3

9 December 2021, 08:45 am – 12:15 pm CET

Co-hosted by Centre for Studies and Research on Qualifications (Céreq), France

Moderated by

- *Mr Matteo Sgarzi, Head of Mission, International Relations, Céreq, France*
- *Ms Vera Hark, BILT Project Manager, Federal Institute for Vocational Education and Training (BIBB), Germany*
- *Mr Wilson Lima Junior, BILT Project Manager, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC)*

<p>08:00 – 08:15 <b>Entrance hall</b></p>	<p><b>Online arrival - Info desk will be open</b></p>
<p>08:15 – 09:00 <b>Marketplace</b></p>	<p><b>Marketplace:</b> Explore examples of TVET ‘Innovation and Learning Practices’ and of the use of digital tools at the institutions’ booths. Pay the conference organizers and the co-hosts a virtual visit.</p>
<p>09:00 – 09:30 <b>Plenary hall</b></p>	<p><b>Opening Day 3</b></p> <ul style="list-style-type: none"> <li>• <i>Mr Matteo Sgarzi, Céreq, France</i></li> </ul> <p><b>Keynote: The dual transition ‘Greening and Digitalization’ as a priority for TVET</b></p> <ul style="list-style-type: none"> <li>• <i>Mr Borhene Chakroun, Director, Division for Policies and Lifelong Learning Systems, UNESCO Education Sector</i></li> <li>• <i>Ms Barbara Ofstad, People &amp; Organization, Industrial Relations &amp; Employment Conditions, Siemens Professional Education</i></li> </ul>
<p>09:30 – 10:00 <b>Plenary hall</b></p>	<p><b>BILT Agenda 2025: An agenda for innovative TVET</b> BMBF, BIBB and UNESCO-UNEVOC will present the BILT Agenda 2022-2025 and invite UNEVOC Centres to comment.</p> <ul style="list-style-type: none"> <li>• <i>Mr Oliver Diehl, Deputy Head of Division 'Innovation in Vocational Training', Federal Ministry of Education and Research (BMBF), Germany</i></li> <li>• <i>Ms Sarah Elson-Rogers, UNESCO-UNEVOC</i></li> <li>• <i>Mr Michael Wiechert, Head of Division 'International Advisory Services', BIBB, Germany</i></li> </ul>

10:00– 11:00  
**Plenary hall**

**Panel discussion: The Future of TVET and the BILT themes**

Building on the BILT agenda 2025 and based on the results of recent research initiatives on the future of TVET, the speakers will explore what issues and questions will be high up on the TVET agenda during the upcoming years. Special attention will be paid to the need for new qualifications and competencies for greening and digitalization.

**Moderator:** *Mr Matteo Sgarzi, Céreq, France*

**Speakers:**

- *Stephanie Allais, Research Chair: Skills Development, Centre for Researching Education and Labour, School of Education, University of the Witwatersrand, South Africa*
- *Mr Jens Bjørnåvold, Senior Expert, European Centre for the Development of Vocational Training (Cedefop)*
- *Mr Basheerhamad Shadrach, BILT Research Consultant for Asia, India*
- *Ms Marieke Vandeweyer, Senior Policy Analyst, Organisation for Economic Co-operation and Development (OECD)*

11:00 – 11:15  
**Plenary hall**

**Closing**

*Mr Friedrich Huebler, Acting Head of Office, UNESCO-UNEVOC*

## Speaker Bios

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**Ms Catrin Hannken**

*Deputy Director General for VET  
Federal Ministry of Education and Research (BMBF), Germany*

Ms Hannken works as Deputy Director-General for Vocational Training in the Federal Ministry of Education and Research (BMBF).

In the past years, she has been responsible for national and international projects and programmes in various education areas. Since last year, she has been the Co-Chair of the Advisory Committee for the Bridging Innovation and Learning in TVET (BILT) Project.

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**Mr Hubert Ertl**

*Vice President and Director of Research  
Federal Institute for Vocational Education and Training (BIBB), Germany*

Mr Ertl started his current role as Vice President and Director of Research at the Federal Institute for Vocational Education and Training (BIBB) in September 2017.

He completed his vocational training in the German dual system and gathered work experience in the automotive industry. He studied business education and economics at the Ludwig-Maximilian-University in Munich where he conducted his doctoral research on European Union policies in vocational education. After periods as lecturer and researcher at the Universities in Munich and Paderborn, he worked as Associate Professor of Higher Education at the Department of Education, the University of Oxford from 2004 to 2017. In 2010, he became Senior Research Fellow of SKOPE (Centre on Skills, Knowledge and Organizational Performance, University of Oxford).

At the BIBB, he is working on issues concerning permeability between vocational and higher education as well as challenges for vocational education and training arising from the process of digitalisation.

Mr Ertl is the editor of the journal Research in Comparative and International Education, the associate editor of Empirical Research in Vocational Education and Training, and member of the international advisory board of Oxford Review of Education.

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**Mr Friedrich Huebler**

*Acting Head of Office  
UNESCO-UNEVOC International Centre for TVET  
✉ f.huebler@unesco.org*

Mr Huebler is the Acting Head of the UNESCO-UNEVOC International Centre for TVET. Prior to joining UNEVOC in November 2021, he was the Head of the Education Standards and Methodology Section at the UNESCO Institute for Statistics. In that position, he contributed to the methodological development of the global monitoring framework for Sustainable Development Goal 4 on education. He also supervised the documentation of UIS indicator methodology, and the production of education statistics and analysis based on household survey and census data. Before he moved to the UIS, he worked as Statistics and Monitoring Specialist at UNICEF. He holds an MA in Business Studies and Economics from the University of Bremen and a PhD in Economics from the New School for Social Research.

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**Ms Ellah Manyana Matshediso**

*Director, Human Resource Development Planning-Supply  
Human Resource Development Council (HRDC), Botswana*

Ms Matshediso is the Director Human Resource Development Planning Supply at Human Resource Development Council (HRDC). Her roles entail advising and coordinating institutional planning to tertiary education and training institutions, TVET included. She is leading implementation of the National Human Resource Development Strategy and TVET policies. Furthermore, she is currently leading TVET related policies and initiatives including the National Apprenticeship Training and Student Internship Policy, TVET Pitso (Consultative) Forum, and National TVET Advisory Committee.

Ms Matshediso is a public health specialist, behavioural scientist, and policy advisor with gradations on Doctor of Literature and Philosophy in Public Health Studies from the University of South Africa. She holds a Master of Public Health from the University of Massachusetts, Amherst, USA, and a Bachelor of Education in Community Health Education from the University of Toledo, Ohio, USA. She published in peer-reviewed journals on population health, monitoring and evaluation, and education. Ms Matshediso has previously worked for the Government of Botswana, the United Nations Population Fund (UNFPA), and the University of Botswana.

**Ms Vera Hark**

*BILT Project Manager  
Federal Institute for Vocational Education and Training (BIBB), Germany  
✉ [Vera.Hark@bibb.de](mailto:Vera.Hark@bibb.de)*

Ms Hark is the Project Manager/Technical advisor for BILT at the German Federal Institute for Vocational Education and Training (BIBB). Prior to joining BIBB, Ms Hark worked on EU-funded projects in international education cooperation with a focus on VET in European border regions. She further contributed to European cooperation as a researcher for the University of Maastricht and as coordinator of a Franco-German exchange platform that facilitates international relations between professionals. Ms Hark holds joint degrees in Franco-German and European Studies from France and Germany

**Mr Wilson Lima Júnior**

*BILT Project Manager  
UNESCO-UNEVOC International Centre for TVET  
✉ [w.lima-junior@unesco.org](mailto:w.lima-junior@unesco.org)*

Mr Lima Júnior serves as a Project Manager at UNESCO-UNEVOC. He is part of the Innovation and Future of TVET team, managing the Bridging Innovation and Learning in TVET (BILT) Project.

He has authored articles on a variety of topics, including TVET, technical cooperation and offsets. He is a TVET graduate from the Brazilian National Service for Industrial Training (SENAI) and received his Master's degree in Business Administration from the FEAD – Centro de Gestao Empreendedora, Belo Horizonte. He also holds a Diploma in Countertrade and Offsets from the École Supérieure des Sciences Économiques et Commerciales - ESSEC, Paris.

Prior to his current assignment, he served as an Industrial Development Specialist in SENAI, where he participated in the implementation of the Innovation Institutes Network and was in charge of managing the provision of TVET services for Brazilian companies operating abroad. He has also held positions in international organizations such as the United Nations Development Programme and the United Nations Population Fund.

**Mr Dieter Euler**

*Senior Expert of the BILT Expert Group, Professor Emeritus  
University St. Gallen, Switzerland*

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Mr Euler is a Professor for Educational Management and Business Education at the University of St. Gallen / Switzerland since 2000. Before that, he was a Professor for Business Education at the University of Potsdam (1994-1995) and Nuremberg (1995-2000). He studied Management, Business Education and Social Philosophy at Cologne University and the London School of Economics and Political Science (LSE).

Mr Euler holds several mandates in international scientific bodies and is involved in various innovation projects in Quality Development, Higher Education Development and Vocational Education and Training. He was the president of the Scientific Board of the Federal Institute of Vocational Education, Germany and member of an advisory body to the German Minister for Education and Research. He has conducted various studies in the context of International Development Cooperation in the area of TVET with regard to countries such as China, Vietnam, Laos, Indonesia, Serbia, Bosnia-Herzegovina, Georgia, Turkey, and Palestine

**Mr Phil Loveder**

*Executive Manager, Inform and Engage Group  
National Centre for Vocational Education Research (NCVER), Australia*

Mr Loveder is the Executive Manager, Inform and Engage Group at the National Centre for Vocational Education Research (NCVER) in Australia. The NCVER is Australia's premier vocational education and training research and statistics agency.

He has over thirty-five years of experience in educational research, business development and in the commercialisation of knowledge-based services in VET and higher education. He has a particular interest in researching industry models of education and in the funding and financing of training. Mr Loveder is currently the lead expert for UNESCO – UNEVOC's BILT New Qualifications and Competencies (NQC) Macro-level stakeholder project and was recently research leader of a major international study on measuring the enterprise returns to investment in training. He was formerly an adviser to the APEC integrated referencing project for skills recognition and mobility and consultant to the Indonesian Department of State Development (BAPPENAS) Labour Market Forecasting for Education Policy project. In addition, he maintains an interest in technology education and recently authored papers on vocational education and the innovation system and Apprenticeships and Industry 4.0.

**Mr Roland Löffler**

*Project Manager  
Austrian Institute for Vocational Education Research (öibf), Austria*

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Mr Löffler lives and does research in Vienna. He studied economic and social history at the University of Vienna (Master of Arts). From 1984 to 2009, he worked as a project manager at Synthesis Research. Since 2009, he has worked as a project manager, and since 2011 Authorized Signatory of the Board at the Austrian Institute for Research on Vocational Training.

From 2011 to 2016, he was the senior lecturer at the FH Burgenland. Since 2010, Mr Löffler has become the senior lecturer at the University of applied Sciences BFI Vienna.

He has participated in and managed more than 200 research projects, numerous publications on labour market and vocational training research. His current research focuses on dual training, job profiles, evaluation of labor-market policy qualification programs, labor market research, and impact analyzes. Since 2009, he has been a member of the core group of the "Standing Committee on New Skills".

**Mr Matteo Sgarzi**

*Head of Mission, International Relations  
Centre for Studies and Research on Qualifications (Céreq), France*

Mr Sgarzi is Head of Mission of International Relations at Céreq in Marseille (France). He studied at the University of Bologna (Italy) and holds a Master's degree in Political Science and International Relations. Since 2001, he has worked in the education and training field managing international projects on several topics like education-to-work transitions, initial VET and Higher Education, lifelong learning policies and quality issues. He is an expert in Higher Education and VET policies and systems, management of multilateral projects, and international relations. He is currently committed to the promotion of scientific activity at the European and international level.

**Ms Lina Vaitkute**

*Head of Qualifications Formation Unit  
Qualifications and Vocational Education and Training Development Centre (KPMPC), Lithuania*

Ms Vaitkute works as head of Qualifications Formation Unit of Qualifications and Vocational Education and Training Centre (KPMPC, Lithuania). She has been involved in VET policy reporting and analysis for more than 15 years and contributed to the development of the national qualification's framework and its referencing to the European Qualifications Framework. She has also supported the development and implementation of sectoral qualifications standards framework in Lithuania.

**Ms Kelly Shiohira**

*Strategist and Researcher in Educational Development Programme  
JET Education Services, South Africa*

Ms Shiohira is a prominent strategist and researcher in educational development programmes in developing contexts. She holds dual Masters' degrees in International Educational Development from the University of Pennsylvania and Applied Linguistics with a specialization in African Languages from Rhodes University, and specializes in ICT in education, literacy in minority languages, and linking education and labour markets and does some additional work in community development and refugee contexts. She has authored several papers in her areas of interest, most recently Understanding the Impact of AI on Skills Development, published by UNESCO-UNEVOC in 2021, and The Potential of Innovative Technologies for Kakuma Refugee Camp, Kenya. She is known for strategic implementation and in addition to managing programme implementation for JET Education Services regularly conducts strategic reviews and planning sessions for funders, government departments and other implementers to strengthen their programmes, scalability, and efficiency. In addition to project management and strategic planning work, Ms Shiohira has overseen the development of theories of change and monitoring and evaluation frameworks for projects, programmes and the South African Post School Education and Training Sector.

**Mr James Keevy***Chief Executive**JET Education Services, South Africa*

Mr Keevy is an experienced policy researcher that has worked in South Africa, Africa and internationally for the last 25 years. Following 13 years at the South African Qualifications Authority in research policy and international liaison capacities, he joined JET Education Services in 2014 as the chief executive. His specific areas of expertise include qualifications, the recognition of learning, digitalisation, and the professionalisation and migration of teachers. He has worked closely with several international agencies, including the OECD, ILO, World Bank, Commonwealth Secretariat, Commonwealth of Learning, SADC Secretariat, African Union Commission, and others. At present, his main expertise lies in the ability to oversee large multinational research and evaluation teams to execute programmes in a robust and efficient manner. He brings a strong international network and perspective that has translated into a wide range of published research, most recently, this includes a mapping study on qualifications for the African Union Commission, as well as a review of the research response in South Africa to the COVID-19 pandemic.

**Ms Christina Hong***President**Technological and Higher Education Institute (THEi), Hong Kong, China**✉ christina.hong@thei.edu.hk*

Ms Hong is the President of the Technological and Higher Education Institute, Hong Kong SAR. THEi (a member of the VTC Group), offers applied degree programmes developed with significant industry input, incorporating real world project-based learning and applied research components to produce work ready, future ready graduates with an international outlook. She has a strong background in educational leadership with an emphasis on organisational change management, curriculum transformation, technology enhanced learning, and teacher praxis across the VPET and higher education sectors. Prior to joining THEi in 2017, she held senior leadership positions in Australia and New Zealand.

Ms Hong is particularly interested in how tertiary institutions are adapting to the challenges of Education 4.0 in relationship to Industry 4.0 and the new world of work, including C21st employability skills. Given her theoretical and practical expertise in the field of curriculum and pedagogy, Ms Hong has been championing and implementing strategic initiatives in the key areas of digital transformation, sustainability, and innovation and entrepreneurship. She is a member of the UNESCO-UNEVOC Bridging Innovation and Learning in TVET (BILT) Macro Expert Group developing publications relating to New Qualifications and Competencies in TVET.

**Ms Natalie Ax***BILT Project Officer**UNESCO-UNEVOC International Centre for TVET**✉ n.ax@unesco.org*

Ms Ax joined the Innovation and Future of TVET team at UNESCO-UNEVOC in November 2020. She serves as Project Officer in the Bridging Innovation and Learning in TVET (BILT) Project, where she leads the 'Bridging line' of BILT. In that context, she is responsible for the organization of BILT Bridging events and the renewal of the BILT online platform with the aim of strengthening the community and peer learning component of the project.

Ms Ax has more than ten years of experience working on digital transformation projects, both in the private sector and at the UN. Before joining UNESCO-UNEVOC, she worked for six years in IT consulting with a focus on change management and communication in large digital workplace projects. Prior to that, she served as Associate Expert at the Convention on Migratory Species under the UN Environment Programme and at the UN Office for Outer Space Affairs. Some of her responsibilities were to establish collaboration, knowledge and learning platforms, facilitate communities of practice, and conceptualize and carry out training sessions and workshops. Ms Ax holds a Master's degree in Political Science, English and Spanish.

**Mr Edwin Chukwumah Anisha**

*Director of Research, Planning and Curriculum Development  
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Mr Anisha is a Researcher, Educator and Management Staff at Michael Imoudu National Institute for Labour Studies, Nigeria. He is currently the Director of the Planning, Research and Curriculum Development department of the Institute. In terms of educational learning and qualifications, he has a multidisciplinary background which includes postgraduate qualifications in sociology, education, management, economic and labour policy, and globalisation. His research and teaching specialization focused on employment matters and workplace issues, especially career strategy and employability skills. Edwin has had a consistent practice trajectory of 20 years of work in the field of learning and development, job competencies, and skills building among adult learners and workers. His job brings him into regular contact with a wide range of social actors and interests within the labour market space, including trade unions, employers, government officials, educational institutions, civil rights advocates, community-based organizations, and development partners.

Mr Anisha's engagement with the theme of Technical and Vocational Education and Training (TVET) has mainly been from the perspective of researching and assessing the learning needs of workers and younger persons; developing curriculum or content for job-based competency training and; exploring ways in which governments, trade unions and employers can more effectively support TVET processes.

**Ms Nazrene Mannie**

*Executive Director  
Global Apprenticeship Network (GAN Global)*  
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Ms Mannie is a specialist in the field of social policy focusing on sustainable skills development and youth employment. She is a South African national, joined GAN Global in August 2019. Ms Mannie is a strong advocate for inclusion and access to training and work and was appointed as a UN Geneva Gender Champion. She works closely with private sector companies and international development entities such as the ILO, World Bank, IOE, UNESCO and OECD to drive forward the agenda for agile Workforce Development within the context of the Future of Work.

**Mr Marlon Miña**

*Executive Director, Philippine Chamber of Commerce and Industry  
Human Resources Development Foundation (PCCI HRDF), Philippines*  
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Mr Miña is one of the sixty experts who developed the ASEAN Standards (including curriculum) for In-Company training. He also contributed to the development of the TESDA Training Regulations (TR) and Competency Assessment Tools (CATS) of the In-Company Trainer Training Methodology I (In-Company Trainer).

He currently serves as the Executive Director of the Philippine Chamber of Commerce and Industry Human Resources Development Foundation (PCCIH RDF), where he is leading the management of the human resource, budget and administrative operations to support private sector participation in human resources development.

**Ms Antonia Wulff**

Director of Research, Policy and Advocacy  
Education International (EI)  
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Ms Wulff is Director of Research, Policy and Advocacy at Education International (EI), the world federation of teacher unions, representing 32 million teachers and education support personnel in 178 countries.

**Ms Misook Lee**

Deputy Director, Global Institute for Transferring Skills (GIFTS)  
Human Resources Development Service of Korea (HRDK), Republic of Korea

Ms Lee is a Deputy Director of Global HRD Cooperation Department at GIFTS of Human Resources Development Service of Korea (HRD Korea). She has 23 years of working experience with HRD KOREA, mainly covers international development cooperation and overseas employment support for youth since 1998.

Ms Lee also served as a member of Presidential Committee on Youth in Korea from 2015 until 2016. She obtained a master degree of public enterprise policy department at Graduate School of Public Administration of Seoul National University.

**Ms Sarah Elson-Rogers**

Team Leader "Innovation and Future of TVET"  
UNESCO-UNEVOC International Centre for TVET  
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Ms Elson-Rogers joined UNESCO-UNEVOC in July 2021 as Team Leader for the Innovation and Future of TVET programme, which includes the Bridging Innovation and Learning in TVET (BILT) project. The team supports efforts to strengthen TVET systems in UNESCO's Member States with a focus on the themes of digitalization, greening, migration and entrepreneurship.

Prior to starting at UNESCO-UNEVOC, Ms Elson-Rogers worked in various national and international TVET contexts. She has worked for the UK Department of Education and the EU Centre for the Development of Vocational Education and Training (CEDEFOP). She has led projects on TVET financing and reporting on TVET policy trends. More recently, Ms Elson-Rogers has worked with bilateral and multilateral donors to design, implement and evaluate their TVET and labour market projects. She has worked in the EU, Africa, the Middle East and Eurasia with policymakers, researchers and TVET practitioners.

**Ms Birgit Thomann**

Department Head "VET International"  
Federal Institute for Vocational Education and Training (BIBB), Germany

Ms Thomann is a political and social scientist with an additional Master in adult education and heads BIBB's international department. After gaining international experience in France and the Middle East, Ms Thomann worked as a senior advisor for VET and team leader of a bilateral VET project in the Western Balkans. She is an appointed member in an expert committee on education at the German Commission for UNESCO and lecturer at the University (TU) of Darmstadt.

**Ms Eva Hanau**

*Project manager BIBB International Roadshow "Digital Media in TVET"  
Federal Institute for Vocational Education and Training (BIBB), Germany*  
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Ms Hanau is a senior technical advisor responsible for international cooperation activities and advisory projects in TVET implemented by BIBB on behalf of the German government in Asia-Pacific. Since she joined BIBB in 2016, she has been working with German and international TVET experts and stakeholders from government and industry to support reform activities in the areas of TVET governance and provision.

In addition, a major focus of her work lies on identifying modern teaching and learning approaches in TVET in the context of digitalization. She has been responsible for the adaptation and realization of the BIBB International Roadshow "Digital Media in TVET". The goal of the event series is to improve stakeholders' understanding about the potential of technology-enhanced learning in TVET. By presenting international practice examples and facilitating expert discussions, the format aims to identify viable solutions for the sustainable integration of digital media in TVET worldwide.

Ms Hanau holds a Master's degree in Sociology and Slavic studies from the University of Tübingen and a Master's degree in Evaluation from Saarland University. Besides her position at BIBB, she has been working as an external monitoring and evaluation expert for international GIZ projects in the area of TVET since 2014.

**Ms Janina Meyer**

*Technical Advisor  
Division "International Advisory Services / Cooperation with Partner Institutions"  
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Ms Meyer works in Department 3 "VET International" at BIBB in Division 3.2 "International Advisory Services /Cooperation with Partner Institutions". This unit is responsible for bilateral cooperation with BIBB's partner institutes, for cooperation with national, international and multilateral vocational education and training actors and organizations and for advising on the establishment and reform of vocational education and training systems within the framework of externally funded projects. Ms. Meyer is involved in international cooperation and consultancy projects in Uruguay, Paraguay, Colombia, Vietnam, Hong Kong and Kosovo.

In addition to her position in International Advisory Services, she holds a position at the National Agency 'Education for Europe' at BIBB. The National Agency is responsible for the EU education programme Erasmus+ in the fields of vocational education and training (VET) and adult education in Germany. She is in charge for the organization, implementation and evaluation of transnational cooperation activities in the Erasmus+ framework.

Prior to joining BIBB, she was working as executive manager of the Cologne Center of Comparative Politics at the University of Cologne. Ms Meyer holds a Master's degree in Latin American Studies and Social Sciences from the University of Cologne, Germany.



**Mr LAU Hing-keung, George**  
Assistant Executive Director  
Vocational Training Council (VTC), Hong Kong, China

Mr Lau joined VTC as Assistant Executive Director in October 2018 and served as Vice Principal of the Hong Kong Institute of Vocational Education (IVE) (Tsing Yi) and Principal of IVE (Tuen Mun) between October 2018 to July 2021. Since August 2021, he assumed the role of Principal of Youth College (Kwai Chung and Pokfulam) to steer the development of Diploma of Vocational Education (DVE) programmes in VTC. Before joining the VTC, Mr Lau was the Head of Science at the Open University of Hong Kong and led academic teams in areas of Testing and Certification, Applied Sciences and Environmental Studies.

He was academically trained to be an Electronics Engineer and received his PhD with a specialization in Wireless Communications from the University of Hong Kong in 1998. Mr Lau has served in various professional bodies and Government organizations, including (i) Chair of the Institute of Electrical and Electronics Engineers (IEEE) Hong Kong Section (2016), (ii) Chair of the Institution of Engineering and Technology (IET) Hong Kong - Manufacturing & Industrial Engineering Section (2017/18), and (iii) Member of the Hong Kong Council for Testing and Certification. His area of expertise and interests include technology enhanced learning, product safety, and wireless communications.



**Ms Francesca Amenduni**  
Senior researcher and project Manager  
Swiss Federal University for Vocational Education and Training (SFUVET), Switzerland  
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Ms Amenduni is currently working on the European project “STILLearning” on innovative training solutions for workplace learning in disruptive industries. Her research interests center on the use of digital technologies, including immersive technologies and in particular 360-degree hypervideo as means to support reflection on professional practices.

She has recently completed her PhD in Experimental Education with research project on semi-automated assessment of critical thinking in essays and open-ended answers.



**Mr Harald Fleischmann**  
Founder  
FOSH Learning, South Africa  
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Mr Fleischmann is a qualified electrician, electronic engineer for energy appliances and industrial engineer and has 20 years of work experience in the implementation of technology and engineering projects. He is an expert for technical vocational education and training (TVET) with 14 years of experience in the development of teaching aids and examination materials on behalf of the German training provider Christiani, and the Office responsible for the development of technical examination papers and teaching aids (PAL) at the German Chamber of Industry and Commerce.

Based in South Africa for more than 15 years, Mr Fleischmann has also been developing assessment materials for TVET in various trades on behalf of the national government as well as various colleges and private sector organisations. He has profound work experience in the competency-based education and training (CBET) system introduced in South Africa since 2016. In this context, he has implemented creative training concepts to develop the capacities of TVET lecturers. He works closely with industry and public administration in South Africa, including trade organizations and professional bodies, government departments and the South African Quality Council for Trades and Occupations (QCTO). He is the managing director of FOSH, a South African start-up that specializes in the development of modern training materials and digital learning media for various trades.

**Mr Petr Dolejsi**

*Mobility & Sustainable Transport Director  
European Automobile Manufacturers Association*

Mr Dolejsi holds a PhD in Economics and Social Policy at the University of Economics in Prague, following the Masters' degree in Economics and Regional policy. He also passed several courses and stages, including a scholarship at the Université catholique de Louvain in Belgium.

He started his career within the public services on different posts, leaving the Ministry for Regional Development of the Czech Republic at the Head of Unit post to the Permanent representation in Brussels in 2004. He became a member of the Presidency team in 2009 chairing the Competitiveness and Growth working party of the Council. In 2010, he joined ACEA and became a Director for Mobility and Sustainable transport, with a specific focus on CO2 policy, industrial policy and alternative powertrains.

**Ms Angelica S Gonzales**

*Chief  
TESDA Women's Centre, Philippines  
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Ms Gonzales is a Certified Public Accountant by profession and started her career in a financial institution. While in the banking industry, her passion for imparting knowledge to young people made her decide to join the academe as Accounting Instructor on a part-time basis. But after six years, she decided to join the academe full-time while finishing master's degree in Business Administration. She taught Accounting and Business courses including Feasibility Studies and Entrepreneurship, both in the undergraduate and graduate schools and became Academic Manager to different Higher Education Institutions. She finished the degree, Doctor of Business Administration in 2020 with the dissertation title: Mediating Role of Financial Performance on Organizational Characteristics and Corporate Social Responsibility of Publicly Listed Companies in The Philippines: Implications to Informed Investment Decision.

An opportunity to join TESDA opened in 2020 and she joined the agency as Chief of TESDA Women's Center. In consonance with TESDA's thrust for Area-based, Demand- driven TVET, she initiated new program qualifications offerings that are geared towards wage- and self-employment that are relevant in the new normal. Strengthening the monitoring and control measures to safeguard the center's resources and continuous improvement are top of her priorities for ultimate customer satisfaction.

**Mr Afferro Ismail**

*Head of Global Cooperation, Faculty of Technical and Vocational Education  
University Tun Hussein Onn, Malaysia  
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*Mr Ismail is the Head of Digital Innovation Centre, University Tun Hussein Onn Malaysia (UTHM), UNEVOC Centre Coordinator and senior lecturer at the Department of Engineering Education, Faculty of Technical and Vocational Education. Previously, he was the Head of Department at the Malaysia Research Institute for Vocational Education and Training (MyRIVET). He holds a PhD in TVET, Master of Science (Human Resources Development) and Bachelor of Engineering in Computer and Communication System. His research interest is related to curriculum development, training, teaching & learning, professional development, SDG and green skill.*

*He is actively involved in the regional project such as Public Private Partnership and TVET Teacher Standard. At the national level, he involves in the development of TVET Educator Standard, Malaysia TVET Professional Educator Course, Asia TVET Expert Forum and Paper Reviewer for various TVET conference/seminar. He is an active member of Malaysia Board of Technologists (MBOT) and Member of Young Scientist Network, Malaysia.*



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**Mr Volker Wedekind**

*Professor in Vocational Education, School of Education  
University of Nottingham, United Kingdom*

**Mr Henry Yatich**

*Director, Technical Support Content Development and Design  
School of Business and Economics, Mount Kenya University, Kenya  
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Mr Yatich holds a PhD in Strategic Management with over 15 years' experience in the HEI and TVET sector in Kenya. His research interests are Business Strategy, Lifelong Learning, Diversity and Inclusion.

He has previously consulted for AABS-SA, DIT-UK, AOC-UK (Skills for Prosperity) and PCK-Kenya. He is a member of British Council Going Global Conference, Diversity and Inclusion Affinity Group-AACSB and has previously worked as Dean Faculty, Director, Open and Distance learning and Registrar at the Mount Kenya University in Kenya. He is also a member of African Centre for Career Enhancement & Skills Support (ACCESS) and African Higher Education Leadership in Advancing Inclusive Innovation for Development (AHEAD).

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**Mr Borhene Chakroun**

*Director, Division for Policies and Lifelong Learning Systems  
UNESCO Education Sector*

Mr Chakroun is an engineer and has a PhD in Education Sciences from Bourgogne University in France. He worked during the 1990s as trainer, chief trainer and project manager. He has also worked as short-term consultant for the EU, World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, he worked as Senior Human Capital Development specialist.

Mr Chakroun is now Director of Policies and Lifelong Learning Systems Division at UNESCO-HQ. He has conducted a range of policy reviews and skills systems diagnosis in different contexts. He has also authored and co-authored various articles and books in the field of skills development and lifelong learning. Much of his most recent work focuses on global trends in reforming education and training systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda. He is also the coordinator of the Global Education Coalition launched by UNESCO to respond to the COVID-19 crisis.

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**Ms Barbara Ofstad**

*People & Organization, Industrial Relations & Employment Conditions  
Siemens Professional Education*

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Ms Ofstad is a German citizen holding an MBA in International Management from Monterey Institute of International Studies (USA) and two Bachelors in European Management from ESB Reutlingen (Germany) and ESC Reims (France). Ms Ofstad has more than 20 years of industry experience in Germany and the U.S., where she worked in various marketing, product management, software development & management positions in the healthcare industry. In 2015, she changed into the human resources domain. Since 2017, she has been responsible for Siemens Professional Education in Germany with business operations currently catering for 4,000 apprentices/dual students in 20 training centers.

Ms Ofstad serves in various German employer's associations' vocational education boards (VDMA, Vhu, and BDA). She is a member of the board of trustees of the Fraunhofer Institute for Industrial Mathematics ITWM, Kaiserslautern (Germany).

**Mr Oliver Diehl**

*Deputy Head of Division 'Innovation in Vocational Training'  
Federal Ministry of Education and Research (BMBF), Germany*

Mr Diehl is Deputy Head of Division at the Federal Ministry of Education and Research (BMBF) in Bonn, Germany. Before taking up his current position, Mr Diehl was the 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, and was involved in projects related to sustainability, culture, environment, and basic energy research. He was Head of the BMBF's FONA (Research for Sustainable development) Brussels Liaison Office from 2011 to 2013. Mr Diehl holds a PhD in Social Psychology from Mainz University, Germany.

**Mr Michael Wiechert**

*Head of Division "International Advisory Services / Cooperation with Partner Institutions" Federal Institute for Vocational Education and Training (BIBB), Germany*

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For the past 27 years, Mr Wiechert has worked for BIBB as head of division "international advisory services / cooperation with partner institutions (since 2009), liaison officer (IBRD-Project Turkey: 1994-2002), team leader, senior expert and adviser in TVET reform projects.

He has been involved in bi-lateral and multi-lateral TVET-projects, employment measures and conferences in: Bangladesh, Brazil, Canada, Cambodia, China, Columbia, Egypt, Ethiopia, Georgia, Ghana, Iran, India, Indonesia, Jordan, South Korea, Laos, Latvia, Malaysia, Mexico, Montenegro, Myanmar, Paraguay, Palestine, Philippines, Romania, Serbia, South Korea, Singapore, South Africa, Taiwan, Tajikistan, Thailand, Turkey, Uruguay, USA, Uzbekistan and Vietnam.

His education is in adult education and life-long learning as well as economics.

**Stephanie Matseleng Allais**

*Research Chair: Skills Development, Centre for Researching Education and Labour  
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Stephanie Allais is Research Chair of Skills Development and Professor of Education at the Centre for Researching Education and Labour at Wits University. She is an educational sociologist, focused on education/ work relationships. Her research focuses both on political economy of transitions from education to work and curriculum and knowledge aspects of educational preparation for work. Her books include Knowledge, curriculum, and preparation for work, published in 2018 by Brill/SENSE, with Yael Shalem, and Selling Education Out: National Qualifications Frameworks and the abandonment of Knowledge, published in 2014 by Sense.

In 2010, she was a fellow at the Centre for Educational Sociology at the University of Edinburgh. Before this, she managed and conducted research into qualifications frameworks in 16 countries for the International Labour Organization. She has worked in government, distance education, trade union education, teaching high school, teaching adult basic education and training, and leading a student organization. She served on many committees by appointment of Ministers of Education in South Africa and served as special advisor to the current Minister of Higher Education and Training. She has also been involved in numerous policy processes.

**Mr Jens Bjørnåvold**

*Senior Expert*

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Mr Bjørnåvold has been working with European and international education and training issues since the mid-90s and has held positions in both the European center for development of vocational training (Cedefop) and the European Commission. He is currently the Brussels representative of Cedefop, located to the European Commission, the directorate general for Employment and social affairs.

He has coordinated and carried out numerous research projects, notably on national qualifications frameworks, the use of learning outcomes in education and training policies and practices, on the changing roles of qualifications and validation of non-formal and informal learning. Mr Bjørnåvold has been actively involved in the development and implementation of the European Qualifications Framework (EQF) from the start in 2004. He is currently coordinating research on the 'Future of vocational education and training in Europe,' covering 30 countries.



**Mr Basheerhamad Shadrach**  
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India*

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Mr Shadrach is currently consulting for UNESCO-UNEVOC. Recently, he served the Commonwealth of Learning in Canada as Advisor, where he was instrumental in imparting skills among 200,000 people in 50 nations who lost their livelihoods due to COVID-19.

In his extensive career since 1986, he has managed ICT4D programs in over forty nations around the world. He has also served in senior management capacities at the British Council, Transparency International and One World International. He was associated with the Gates Foundation, serving as the chair of their INELI program in South Asia.

Mr Shadrach was also the Asia Coordinator of the Web Foundation for its A4AI program, helping to build multi-stakeholder coalitions to advance affordable access to broadband. He served as the Global Chief Executive of Telecentre.org Foundation and Asia Senior Program Officer of IDRC, Canada, managing ICT4D research grants. He was the global coordinator of the 'Grassroots Caucus' at WSIS in Geneva and Tunis. As the global head, telecentre.org Academy, he developed a unique ecosystem for training knowledge workers at the grassroots. In 2011, with ITU, he launched the Telecentre Women: Digital Literacy Campaign, which successfully offered digital entrepreneurship skills to 1 million women worldwide. He has also consulted for the FCDO, ITU, ADB, UNDP, Practical Action, Open University, Article19 and ICTA.



**Ms Marieke Vandeweyer**  
*Senior Policy Analyst  
Organisation for Economic Co-operation and Development (OECD)*

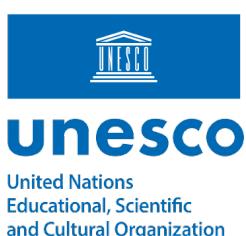
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Ms Vandeweyer is a senior policy analyst with the OECD Centre for Skills, where she leads the work on Vocational Education and Training (VET). Since joining the organisation in 2014, she has worked in the areas of skills, activation policies and labour market reforms. She has actively been involved in the OECD's Getting Skills Right project, analysing the match between skills demand and supply and the responsiveness of adult learning systems to changing skill needs. Her current projects focus on the future-readiness of VET systems, including comparative analysis of employer engagement in VET, flexibility of provision and higher-level VET programmes.

Ms Vandeweyer holds an MSc in Business Engineering and an MSc in European Politics and Policies, as well as a PhD in Economics from the University of Leuven (Belgium).

## **UNESCO – a global leader in education**

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



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## **The Global Education 2030 Agenda**

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



## Stay in touch

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