

TECHNICAL EDUCATION AND VOCATIONAL TRAINING REFORM IN THE KNOWLEDGE ECONOMY

CHALLENGES AND OPPORTUNITIES AT THE SECONDARY LEVEL

SESSION 1: TEVT AND GLOBAL CHALLENGES

TEVT: history

- 1) In the beginning, there was the vocational training...
- 2) Training came directly from the trades
- 3) The appearance of vocational schools and the emergence of a controversy
- 4) Diversification of vocational training
- 5) Technical education and vocational training as a development factor
- 6) And tomorrow?

Vocational education and training and the challenges of the knowledge based economy

- 1) The Lisbon strategy
- 2) The European policy framework for Lifelong learning, education and vocational training
- 3) The draft interim report
- 4) The ETF approach
- 5) Key issues for the conference

Secondary education: preparing youth for the labor market in the knowledge economy

- 1) Links between secondary education and the knowledge economy
- 2) How to obtain the useful data on the labor market ?
- 3) How to use the data gathered ?

General discussion

- 1) Designing programs in response to job-market data
- 2) Pathways
- 3) The private sector and vocational training
- 4) Peculiar problems of Africa
- 5) Introduce technology as a subject in general education / Improve information on vocational guidance systems and sectors

SESSION 2: EXPECTATIONS AND PROBLEMS OF PARTICIPANT COUNTRIES / WORKSHOP REPORTS

Workshop report A

- 1) Policy
- 2) Information
- 3) Feasibility
- 4) Human resources

Workshop report B

- 1) Teacher training
- 2) Curriculum design
- 3) Information and Communication Technology (ICT)
- 4) Foreign languages
- 5) Public-private partnership

- 6) Mobility of the working population
- 7) National competency norms

Workshop report C

- 1) State of reforms and diversity of key players
- 2) Starting from demand
- 3) Links and pathways
- 4) Learning methods and quality
- 5) Human resources management and financing

Workshop report D

- 1) Problems presented
- 2) Experience in international technical assistance

General discussion

- 1) A good conference model / development of information, consultation and partnership for TEVT
- 2) Critique of the World Bank recommendations
- 3) Inviting recommendations from the conference participants from the private sector

SESSION 3: OBJECTIVES OF TEVT / PART 1

Skills Development in Sub-Saharan Africa

- 1) Important findings
- 2) Key reforms
- 3) Roles and responsibilities of the partners

Technical and vocational education and training in French-speaking Africa

- 1) The context
- 2) Partnerships in technical and vocational education
- 3) Reform of the systems

Training for work in the informal sector: the lost agenda?

- 1) Assumptions
- 2) Usefulness of training in the informal sector
- 3) Government often neglected these training in spite of its usefulness
- 4) Creating an adequate agenda
- 5) Possible causes for the absence of such agendas

General discussion

- 1) Financing training in the informal sector
- 2) Minimum age required for starting vocational training
- 3) Training of business owners and women should not be forgotten
- 4) The impact of trade unions and employer organizations
- 5) Possible support by the private sector for training in the informal sector
- 6) The informal sector in Europe
- 7) How can we convince governments to take an interest in the informal sector?
- 8) The informal sector is very heterogeneous
- 9) How should technical education and vocational training be differentiated?

SESSION 4: OBJECTIVES OF TEVT / PART 2

The social dimension of TEVT : The legal standards of the Council of Europe and its action in favour of Roma communities in Europe

- 1) The European Social Charter (revised)
- 2) Action of the Council of Europe in favour of Roma and Gypsies Communities

The challenges of farmer training: the example of French-speaking West Africa

- 1) New agricultural development issues
- 2) Training that does not meet today's challenges in agricultural development
- 3) What orientations for the future?

General discussion

- A.1) Education of Nomads
- A.2) Problems in the identification and classification of jobs
- B.1) Which Ministry should oversee agricultural education?
- B.2) In agricultural training should priority be given to initial training or on the job training
- B.3) In spite of rural-urban migration agricultural education should not be neglected in Africa
- B.4) Where has the political weight of the rural sector gone?
- B.5) Are there producer associations for agricultural education in Africa?
- C.1) With respect to children's rights
- C.2) With respect to the fight against poverty, the literacy/professional training combination and children's employment

SESSION 5: TEVT IN THE CONTEXT OF SECONDARY EDUCATION

Links between general education and TVET: shared foundations

- 1) Technical and Vocational education and Training (TVET) and Education for All movement (EFA)
- 2) The inadequacies in General Secondary Education (GSE) and Technical and Vocational Education and Training (TVET) systems
- 3) UNESCO's approach

TEVT in Nigeria: current issues and reform strategies

- 1) Summary presentation of Nigeria
- 2) TVET history
- 3) Complexity of the education system
- 4) A few numbers
- 5) Identified problems and the appropriate reforms

Comments:

- 1) Links between general education and TVET
- 2) TVET challenges and reforms in Nigeria
- 3) The potential of TVET
- 4) Possible future directions

General discussion

- 1) How to upgrade TEVT?
- 2) Why not have a more global reflection?
- 3) Human resources to implement reforms
- 4) Inadequacy of institutional strategies on education vs. training

SESSION 6: TEVT IN THE CONTEXT OF LIFELONG LEARNING

Lifelong learning: a framework for the development of TEVT in Latin America?

- 1) Education paradoxes in Latin America
- 2) Latin America and educational policy
- 3) Where does vocational training stand in Latin America?
- 4) What is the cost of under-investment in good levels of education?

Lifelong learning and vocational education: the experience of the candidate countries

- 1) Introduction: the importance of the lifelong learning
- 2) The European context
- 3) The situation of member states and candidates
- 4) The issue of lifelong learning strategies
- 5) Lifelong learning, vocational training and secondary education

General discussion

- 1) The problems of native populations in Latin America
- 2) Decentralization / Foreign debt / working conditions of teachers in Latin America
- 3) Private education in Latin America
- 4) The status of the trainer

SESSION 7: ROLE OF THE STATE AND OTHER SOCIO-ECONOMIC ACTORS

The political economy of Secondary Education Reform

- 1) Three types of reform
- 2) Building political support for education reform
- 3) The four phases of a reform
- 4) Strategies to deal with political changes

Socio economic structures of TEVT and reform in Finland

- 1) Compulsory basic education since 1921 with a parallel structure of the system
- 2) Steady growth of economy created demands to change the system
- 3) Since 1968 the education system was developed as an entirety
- 4) Reform processes continue in face of foreseen problems
- 5) Belief in education as best investment has sustained

The role of state-funded policy research institutes in TEVT governance and management: the case of Korea

- 1) Background of the establishment of KRIVET
- 2) Establishment and governance of KRIVET
- 3) Main functions of KRIVET

General discussion

- 1) The case of Finland
- 2) The Korean research Institute for Vocational Education and Training (KRIVET)
- 3) Reform: How to change behaviour?

ROUND TABLE: EXPERIENCES OF TUNISIA AND CHILE

TUNISIA

1) Vocational training reform in Tunisia. Opportunities and Challenges

- 1) Context of the reform
- 2) Logical framework of the reform
- 3) Characteristics of the vocational training reform
- 4) Achievements, but also challenges to overcome
- 5) New challenges for vocational training

2) Education, business and economic and technological changes

- 1) General context
- 2) Background
- 3) Description of the skills needed
- 4) Means
- 5) Challenges
- 6) The quality lever: partnership
- 7) Skills development and lifelong training

CHILE

1) TEVT reform in Chile

- 1) Some data
- 2) Structure of the education system
- 3) The reforms
- 4) The main directions of Chile's policy
- 5) Four major challenges
- 6) This is what we are implementing
- 7) Strategies

2) Experiences and future outlook for secondary schools: experiences from the agricultural and agribusiness sector in Chile.

- 1) Description of the South-Central region of Chile
- 2) Distribution of agricultural property in Chile
- 3) Commercial expansion of Chile and the resulting scenario
- 4) Implications
- 5) How this issue is being handled?
- 6) The goal of our NETWORK
- 7) Difficulties and challenges

3) Comments

Round table discussion

- 1) Regarding human resources / planning rural TEVT / legislation / diploma-awarding on-the-job training / public-private partnerships
- 2) Risks arising from a vocational training designed exclusively for the market
- 3) Impact of the reform on the informal sector

SESSION 8: ORGANISATION AND IMPLEMENTATION OF TEVT

Career guidance and public policy: bridging the gap

- 1) Summary presentation of the study

- 2) The professional guidance and reaching political objectives in terms of employment and lifelong learning
- 3) Shortage of guidance in vocational training
- 4) Deficiencies of professional guidance systems and recommendations

European cooperation in TEVT

- 1) Objectives of European cooperation in the field of education and vocational training
- 2) Approach
- 3) Priorities

Towards building new vocational education diplomas within a common international reference system

- 1) Project Partners
- 2) Problems
- 3) Results
- 4) Concerning the joint method of developing diplomas
- 5) Concerning the architecture of diploma referencing schemes

General discussion

- 1) Problem of cooperation between the Ministries of Labor and Education
- 2) Professional guidance
- 3) Obtaining the World Bank report
- 4) The advantage of distinguishing information from counselling
- 5) The importance of the trainer

SESSION 9: EXCHANGING EXPERIENCES AND GOOD PRACTICE BETWEEN COUNTRIES

Workshop report A
Workshop report B
Workshop report C
Workshop report D

SYNTHESIS AND NEXT STEPS

Foreword

Introduction
Changes since the 1991 TEVT World Bank report
Objectives of the summary

Fundamental hypothesis

Different components of TEVT reform

Different contexts according to the potential for growth
The political economy of reforms
Contrasting lessons
The position of technical and vocational training with regard to secondary education
Conclusion: a necessary cultural revolution

Problems without answers

High growth countries

Low growth countries
The role of government
TEVT upgrading
Financing

Next steps

Sector approach
Agricultural sector and informal sector
Exchange of experience
Function of donors

CLOSING REMARKS

Correlation between basic training and technical and vocational education
Diversity of access paths to a vocational qualification
Plurality of stakeholders and the diversity of possible systems
Notion of qualification in an international context
Importance of international cooperation in this field