

Schedule for the livestream

24 May 2018 (Thursday)

09:00 - 10:30

Opening Programme

- » **Welcome Remarks**
by *Shyamal Majumdar*, UNESCO-UNEVOC International Centre
- » **Opening Address**
by *Elke Büdenbender*, First Lady, Office of The Federal President of Germany
- » **Opening Address**
by *Svein Osttveit*, UNESCO
- » **Special Remarks**
by *Tarek Shawki*, Ministry of Education and Technical Education, Egypt
- » **Special Remarks**
by *Georg Schütte*, Federal Ministry of Education and Research (BMBF), Germany
- » **Special Remarks**
by *Roland Lindenthal*, Federal Ministry for Economic Cooperation and Development (BMZ), Germany

Master of Ceremony: *Jens Liebe*, UNESCO-UNEVOC

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.

11:15 - 12:30

Plenary 1 - A world in flux - what we know about the impact of disruptions

Moderator: *David Atchoarena*, UNESCO Institute for Lifelong Learning

- » **Breaking down the silos: new approaches and response for meeting the development agenda**
by *Borhene Chakroun*, UNESCO
- » **Digitalization of economies: new demands for skills**
by *Marieke Vandeweyer*, Organisation for Economic Co-operation and Development (OECD)
- » **Skills matter: giving migrating populations a head start to long-term employment**
by *Anastasia Fetsi*, European Training Foundation (ETF)
- » **Understanding the emerging shifts in the labour market: skills changes for green economies**
by *Srinivas Reddy*, International Labour Organization (ILO)

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.

13:30 - 15:00

Plenary 2 - Managing the effect of disruptions through improved governance of TVET systems

Moderator: *Pradeep Monga*, Deputy Executive Secretary, UNCCD

- » **Improving governance and innovations using technology**
by *Tarek Shawki*, Ministry of Education and TVET, Egypt
- » **Policy and capacity building approaches in TVET colleges to advance the green agenda**
by *Denise Amyot*, Colleges and Institutes Canada (CICan)
- » **Contributions of the Private sector in the governance of TVET systems and institutions**
by *Olivier Charles Oussou*, 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 *Oliver Diehl*, Federal Ministry of Education and Research (BMBF), Germany

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.

25 May 2018 (Friday)

09:00 - 10:15

Plenary 3 - Enhancing pathways for learning

Moderator: *Loukas Zahilas*, European Center for the Development of Vocational Training (Cedefop)

- » **Work-based Learning – as a pathway for competency-based education**
by *Agnes Dietzen*, BIBB, Germany
- » **Developing entrepreneurial talent to enhance transition to work**
by *Inge Gorostiaga*, TKNIKA, Basque Country/Spain
- » **Removing dead-ends for TVET graduates**
by *Simon Field*, Skills Policy Ltd.
- » **Recognition of prior learning and re-integration of migrants**
by *Susan de la Rama*, Technical Education and Skills Development Authority (TESDA), Philippines

Plenary 3 discusses the relevant and accessible learning pathways, and how they help young people 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.

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>Willian 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>Davor Miskulin</i>, Burning Glass Technologies » <i>Carolyn Medel-Anonuevo</i>, UNESCO-ROSA » <i>Hélène Guiol</i>, UNESCO
	<p>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.</p>

16:15 - 17:30

Closing Plenary session: Way forward and recommendations for managing TVET systems and institution responseModerator: *Borhene Chakroun*, UNESCO

- » 3-minute pitch from the Strategy Labs sessions co-organizers
 - NCVET
 - Nottingham University
 - Duoc UC
 - CEGEP
 - UNESCO
 - Fonty's University
- » Private sector
- » Youth representative
- » Development partners and thought leaders in TVET
 - Representative from Inter-Agency Group
 - Representative from WorldSkills International
 - *Shyamal Majumdar*, UNESCO-UNEVOC

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.