

Meeting Report

Fostering Capacity Building in TVET and Skills Development in Afghanistan

12-16 March 2012

Bonn, Germany



Afghanistan Technical and Vocational Institute (ATVI), Kabul, Afghanistan

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Executive Summary

From 12-16 March 2012, an Experts' Meeting on Fostering Capacity Building in TVET and Skills Development in Afghanistan was held at UNESCO-UNEVOC International Centre in Bonn, Germany. The meeting was co-organized by UNESCO-UNEVOC International Centre and UNESCO Kabul Office in partnership with the UNESCO TVET Section.

UNESCO-UNEVOC and UNESCO Kabul was honored to welcome the Deputy Minister of Education, Mr Mohammad Asif Nang, and Mr Zekrullah Taibi, Policy and Programs Development Director at the Ministry of Education in Afghanistan at the UNESCO-UNEVOC's premises for the 5-day meeting. The meeting was furthermore attended by TVET experts from Afghanistan, Cambodia, Lao PDR and Germany, including from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Mannheim and the Federal Ministry of Economic Co-operation and Development (BMZ).

The meeting aims to contribute to the equity, access and quality improvement of TVET provision in Afghanistan through discussing emerging global and regional trends in TVET; identifying capacity needs, policy issues and constraints from an Afghan's perspective; understanding the scope of work of Afghanistan National Technical and Vocational Research Center (ANTVRC) in the light of the Afghan National TVET Strategy (NTVETS); and determining priority actions for TVET development in Afghanistan.

Opening speeches were delivered by Mr. Shyamal Majumdar, Head of UNESCO-UNEVOC, Mr Mohammad Asif Nang, Deputy Minister of Education in Afghanistan, and Anke Doerner, [German Commission for UNESCO](#). Various presentations were given and intensive discussions were held. The meeting also included study tours to the [Federal Institute for Vocational Education and Training \(BIBB\)](#) and [the German Water Association \(DWA\)](#) in Bonn, and the [UNEVOC Centre](#) in Magdeburg. At the closing session on day five, Mr. Munjanganja (UNESCO-UNEVOC) and Mr Abdul Hai Sofizada (UNESCO Kabul) expressed that the meeting offered an extensive opportunity for both the organizers and the Afghan delegates to discuss concerns, issues and prospects with regard to the successful development and implementation of a responsive national strategy on TVET.

Overall, the meeting offers an extensive opportunity for both the organizers and the Afghan delegates to discuss concerns, issues and prospects with regard to the successful development and implementation of a responsive national strategy on TVET. It is thus envisaged that the meeting lays a basis for determining priority actions and further development of a long-term proactive implementation mechanism for TVET Development in Afghanistan.

1. Introduction

1.1. Meeting Background

The Government of the Islamic Republic of Afghanistan (GoIRA) has shown progress in many of the international development goals, however the demography increases the Government's challenges. More than half of the population is below 24 years, and the numbers of out-of-school youth are staggering. The EFA Global Monitoring Report 2010 *Reaching the Marginalized* emphasizes the potential of youth for a country in Afghanistan's situation.

The Afghan Government and the international community have developed several initiatives to address the country's overall socio-economic development challenges. Key documents that reflect these initiatives include: the Afghan National Development Strategy (2008-2013), The Afghanistan Compact, the National Education Strategic Plan II (2010-2014), the National Higher Education Strategic Plan (2010-2014) and the National Education Interim Plan (2011-2013). The Government is involved in development of a National TVET Strategy, and as a result Technical and vocational education in Afghanistan has slowly been developed over the last years. However, the remaining challenge in Afghanistan is to develop community/local market responsive and conscious TVET while at the same time developing a quality assurance system that encompasses all TVET institutions.

In this context, the successful implementation of the National TVET Strategy hinges largely on proper identification of developmental projects and programmes based on effective requirements analysis and additional studies. It is thus necessary to discuss emerging global and regional trends in TVET and identify capacity needs, policy issues and constraints from an Afghan's perspective.

Given this background, the Experts' Meeting on ***Fostering Capacity Building in TVET and Skills Development in Afghanistan*** was co-organized by UNESCO-UNEVOC International Centre and UNESCO Kabul Office in partnership with the UNESCO TVET Section. The meeting was held at UNESCO-UNEVOC International Centre in Bonn, Germany from 12-16 March 2012.

Aims and Objectives

The meeting aims to contribute to the equity, access and quality improvement of TVET provision in Afghanistan and share experiences and practical examples in support of the country's national policies on TVET and the upcoming National TVET Strategy (NTVETS).

By involving international experts from the TVET Research Centres and Institutions in Lao PDR, Tunisia, Cambodia, Bulgaria, Germany and the Netherlands, the meeting enables to share views with regard to the measures that need to be taken for long-term impacts and sustainability of the Afghanistan National Technical and Vocational Research Center (ANTVRC) and its establishment in the light of the country's national policies on TVET and the upcoming National TVET Strategy (NTVETS).

Through exchange of views, perspectives and lessons learnt, the meeting provided a platform to:

- discuss concerns, issues and prospects in the field of TVET from a global perspective;
- share experience and challenges in TVET and skills development from an Afghan's perspective;
- provide inputs to the designing of Afghanistan National Technical and Vocational Research Center (ANTVRC) and its establishment;
- foster capacity building with regard to the development and successful implementation of a National TVET Strategy (NTVETS) in Afghanistan;

- provide peer learning and study visit opportunities for knowledge-sharing among the development partners and stakeholders in TVET.

Expected Outcomes

- Shared experiences and practical examples in order to support the national set-up of the ANTVRC;
- Prioritized actions for the development of ANTVRC;
- Knowledge gained and partnership enhanced through study visits and peer learning activities facilitated in Germany;

Participants

The meeting enables experts from the TVET Research Centres and Institutions in Lao PDR, Tunisia, Cambodia, Bulgaria, Germany and the Netherlands to share their views with the Afghan delegates led by Deputy Minister of Technical and Vocational Education and Training of Deputy Ministry of TVET (DM-TVET) Ministry of Education, so as to meet the set aim and objectives of the meeting.



H.E Mr Nang welcomed by Mr Majumdar

2. Organization of the meeting

The meeting was held at UNESCO-UNEVOC International Centre in Bonn, Germany from 12-16 March 2012, co-organized by UNESCO-UNEVOC International Centre and UNESCO Kabul Office in partnership with the UNESCO TVET Section.

The official opening of the Experts' Meeting was followed by a brief outline of the meeting and introductions of the participants. The main part of the days proceedings was taken up with Keynotes Presentations from a global perspective and the Afghan perspective, and the international experiences, with questions and discussions steered by the session chairs. Further details of the programme can be found in Annex.



2.1. Opening Ceremony

On behalf of the organizers and UNESCO-UNEVOC International Centre, *Mr. Shyamal Majumdar* welcomed the Deputy Minister of Education, Mr Mohammad Asif Nang, the representative of the German National Commission for UNESCO, Ms. Anke Doerner. Extending his warm welcome to Afghan delegates and the international experts, *Mr. Shyamal Majumdar* addressed a welcome speech in which he outlined the importance of the meeting recognizing the central role that the technical and vocational education and training (TVET) has to play in rebuilding Afghanistan. He further highlighted that TVET is crucial for countries in transition because of their limited in terms of resources and opportunity and therefore, it is essential to support TVET developments, particularly in a country like Afghanistan, to ensure that good quality opportunities for acquiring skills for the world of work are made available for youth and adults. He expressed his thanks and appreciation for the effort made by the Government of Afghanistan in strengthening TVET in Afghanistan in order to create a cadre of quality workforce for the reconstruction of the Afghan society. Mr. Shyamal Majumdar concluded his welcome speech by presenting the UNESCO-UNEVOC promotional video which introduces the work of UNEVOC and areas of its concerns in the field of TVET.





Mr. Shyamal Majumdar invited Dr. Anke Dörner, Head of the Division of Education, to address an opening speech on behalf of the German National Commission for UNESCO. Dr. Anke Dörner welcomed participants and in her speech she expressed that technical and vocational education and training is an integral part of UNESCO's mandate in education and has always been of special interest to Germany. She further highlighted the importance of youth unemployment, in particular in developing countries, where a rising number of young people work in the informal economy, where they earn low wages and are often subjected to poor or even exploitative working conditions. On the other hand, post-conflict countries like Afghanistan face an acute demand for skilled people in order to cope

with the pace of reconstruction in the country. She also explained about the globally recognized dual apprenticeship system which is deeply rooted in the German tradition and stressed how important it is to seriously invest in the quality, the relevance and the effectiveness of our educational and vocational structures. By thanking all the organizers of the meeting, Dr. Anke Dörner concluded that *Afghanistan has already made remarkable progress with regard to providing access and quality education to Afghan students in the past years. TVET has been identified as an essential cornerstone for the recovery process and poverty alleviation in Afghanistan. UNESCO has provided assistance in the development of The National Education Strategic Plan for Afghanistan. I am sure that this week's Expert's Meeting will contribute to the improvement of TVET provision in Afghanistan by reflecting on prospects and challenges a national strategy on TVET implies.*



Mr. Shyamal Majumdar invited the Deputy Minister of Education, Mr Mohammad Asif Nang to deliver welcome remarks and requested to open the meeting officially. Mr Nang welcomed participants and thanked all the organizers of the meeting for their effort in hosting this meeting in Bonn. In his speech Mr Nang introduced the technical and vocational education development in the context of Afghanistan and key projects that have been undertaken in TVET Sector which aim not only to enhance the employability of the Afghan workforce (both men and women) by providing marketable skills through TVET schools but also to diminish the skills gap by providing

Afghan youth and adults with the high quality, market-relevant, demand-driven and certified technical and vocational education. He further expressed that the topic of the meeting is very important and timely to support the country in realizing its vision for the technical and vocational education development which is to train the professional and vocational cadres in technical and vocational sectors to participate in reconstruction, development, self-sufficiency, employment and development of Afghanistan. Mr Nang concluded his speech by expressing the hope that the meeting makes concrete outcomes as a step forward in strengthening TVET in Afghanistan.

Opening ceremony was ended by a group tour around the UNEVOC premises.

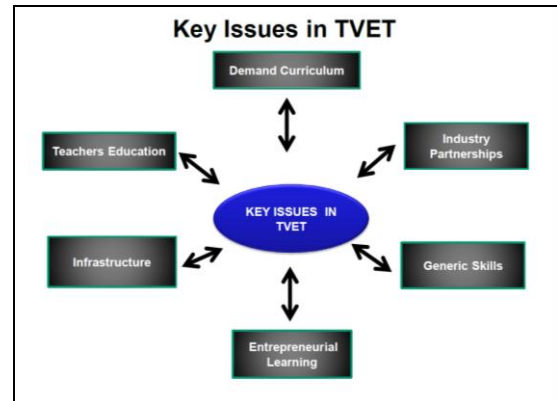


2.2. Session 1: From a Global Perspective

Chair: Hon. Mr Mohammad Asif Nang, Deputy Minister of Technical and Vocational Education and Training (DM-TVET)

Role of UNEVOC in the light of UNESCO TVET Strategy and global challenges

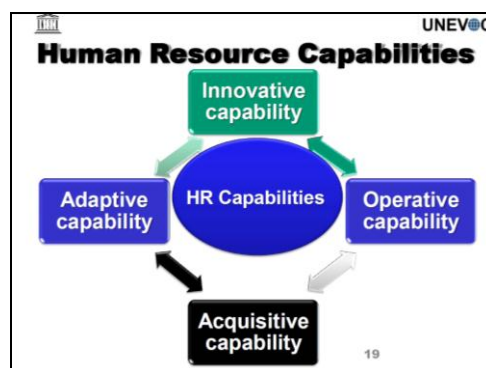
Presentation by: Mr Shyamal Majumdar, Head UNESCO-UNEVOC International Centre



Global Trends in TVET

Industrial Age Organisations	Knowledge Age Organisations
<ul style="list-style-type: none"> • Mass production • Labour serves machines or tools • Labour performs repetitive tasks • Capital-intensive • Capital is the primary driver • Primarily hand skills • Traditional Jobs 	<ul style="list-style-type: none"> • Mass customisation • Tools and machines serve labour • Labour applies knowledge • Knowledge-intensive • Knowledge is the primary driver • Primarily head skills • Green Integrated Jobs

- Four Major Trends and its Implication to TVET**
- Knowledge Based Economy
 - **HOT Skills**
 - Rapid Technological Change
 - **Generic Soft Skills**
 - Climatic Change
 - **Sustainable Development**
 - Poverty Alleviation & Inclusive Growth
 - **Entrepreneurship & Skills Development**



2.3. Session 2: The Afghan Perspective

Chair: Mr Shyamal Majumdar (UNESCO-UNEVOC, Bonn)

Sharing experience and challenges in TVET and skills development in Afghanistan and the formation of Afghan National Technical and Vocational Research Center (ANTVRC)

Presentations by: the Afghan delegates



TVET Vision and Mission

Vision:
To contribute in the economic development of the country by providing skilled labor through equal access to the quality TVET Education in Afghanistan

Mission:
We are committed to provide equal and quality access to the TVET education for 150000 students until 2014 through 8 regional complex, 34 institutes and 364 schools .

4

TVET Educational Sectors

9

Structural Changes and Reforms of DM-TVET

2010	2011
<ol style="list-style-type: none"> 1. School Affairs Directorate 2. Teacher Training Directorate 3. Curriculum Development Directorate 4. Planning and Reporting Unit 5. Admin and Finance Unit 	<ol style="list-style-type: none"> 1. Policy and Programs Directorate 2. School Affairs Directorate 3. Teacher Training Directorate 4. Curriculum Development Directorate 5. Admin and Finance Directorate 6. Press and Publication Unit 7. DM Office Unit

Narrative Information on TVET Infrastructure

- 4 TVET Institutes/schools are under renovation
- 13 TVET Institutes/Schools to be renovated
- 38 TVET Institutes/Schools has its own building while more them 20 of them doesn't have its boundary wall
- 104 TVET Institutes/Schools doesn't have building
- 15 TVET Institutes/Schools are in urgent needs to be equipped with dormitory
- 64 TVET Schools are equipped poorly
- 78 TVET Institutes/School are in urgent need to be equipped

13

2.4. Session 3: The International Experience

Chair: Mr. Teeluck Bhuwanee (UNESCO-UNEVOC, Bonn)

Good practices and lessons learnt in relation to Capacity Development and Knowledge Sharing in TVET



Presentations by:

- **Dr. Reinhard Klose, Project Manager, Human Capacity Development in TVET Germany Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ)**



Recommendation for participants:

- Educational planners and researchers; managerial personnel and advisors from ministries involved in HRD, national or regional Technical and Vocational Education and Training Organisations from private or public sector

Objectives and Outcome of the HCD-measure:

On completion of the measure, participants are able to

- Make an international Comparison of existing TVET Systems
- Compare educational approaches and apply relevant methods
- Analyse the impact of technological, economic, ecological and social changes on TVET Systems

Contents of the HCD-measure:

1. Knowledge acquisition:

- International comparison of TVET Systems
- Vocational Education and Labour market research
- Principles of educational planning and research
- Methods and techniques of educational planning and research
- Technological developments, work organisation and technical and professional skills requirements

2. On the job Training:

- Field visits to Institutes for planning and research on TVET

3. Access to networks:

- Discussions with first rated TVET Institutions in the public and private sector
- Experience exchange with Alumni

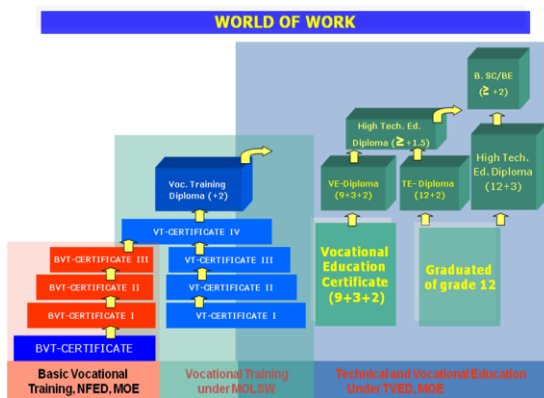
4. Knowledge Transfer

- Elaboration of ideas to improve own place of work
- Presentation of self elaborated paper on TVET planning
- Implementation of development ideas at own place of work

Professional cooperation partners:

- Bundesinstitut für Berufsbildung
- Institut für Arbeitsmarkt und Berufsforschung
- Ministerium für Kultus, Jugend und Sport Baden-Württemberg

- Ms Nivone Mounghounsavath, Deputy Director, Vocational Education Development Center, Lao People's Democratic Republic



Four Priority Skill Area

- Construction/building (carpentry, masonry, plumbing, electrical installation and repair.
- Furniture making (cabinet-making, polishing, office furniture)
- Automotive, mechanical and machinery maintenance and repair (automotive, motorcycle, small engines, heavy engines)
- Basic business (computing, bookkeeping and office assistance duties)

- Mr Yok Sothy, Director of National Technical Training Institute, Cambodia



The TVET system in Cambodia is undergoing major structural changes

Some of the major innovations are taking place in the following aspects:

1. Curricular innovations
2. Standards setting and Development
3. Social marketing of TVET
4. Facilities modernization and maintenance
5. Increasing Access and Gender Development

Preparing Today NTTI's Students for Tomorrow's Leaders

The Following are ten (10) approaches to enhance sustainability through TVET.

1. The development of inter-agency collaborations, especially here between TVET providers and international agencies (UNESCO, ILO, etc.) and regional organizations (e.g., SEAMEO-VOCTECH CPSC GIZ).
2. The adoption of a service orientation – to individuals, economies and governments – in TVET.
3. The development of clear priorities for action.
4. The research and development, and dissemination, of examples of good practice.
5. Good planning, involving the setting of both short-term and longer-term goals.

Preparing Today NTTI's Students for Tomorrow's Leaders

Count's

6. Contextual sensitivity and responsiveness.
7. Analysis of what others have done elsewhere.
8. A pragmatic approach to working around regulations and other restraints – focusing attention on what can be done most readily.
9. Adopting a workplace orientation.
10. Being clear about and deliberate in the type(s) of strategies that one is using (e.g., cascading, networking, self-development, or progressive searching).

Preparing Today NTTI's Students for Tomorrow's Leaders

➤ **Dr. Gustav Reier , Head of Program (GIZ) ,Cooperation and Impact at the Hindukush: Promotion of Vocational Education in Afghanistan**



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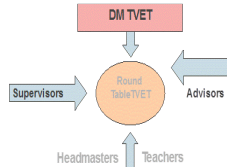
Principles of the Program Implementation

4. System Integration through Cooperation

Initial situation

- No communication between the levels
- International support usually runs from the top (MoE) to bottom (schools)
- Principals and teachers are more likely the object of the development

With program support, principals and teachers should get language and action abilities to be able to participate actively in the system development



giz

Principles of the Program Implementation

5. Cooperation with economy

Level	Actors	Activity	Challenges
Macro	Ministry + representatives of economy	Joint performances, arrangements	Cooperation on the basis of socio-political appeals
Mesoebene	Working groups	New education profiles	No
Microebene	Teachers, employees from enterprises/companies	Company visits, internships	Healthcare and working safety for students

giz

Principles of the Program Implementation

2. Inclusion

Involvement and qualification of all relevant groups of vocational education system

Level	Group	Standard	Multiplicators
Microlevel	Teacher	Targetgroup-specific Furthertrainings	Training of multiplicators for each target group
	School principal		
Mesolevel	Advisor		
	School inspection		
Macrolevel	School administration		

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Besonderheiten 2

Vocational training in bazaars

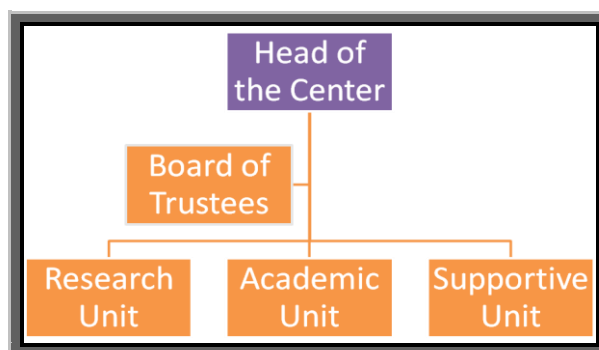
1. The original form of the dual vocational training takes place in the bazaars:
 - Training period: 3 – 4 year
 - Only practical training
 - Per Company 2 – 5 apprentices
 - Final exam: a customer order as a journeyman's piece
 2. The companies are organized into craft guilds. They regulate the training
- The program will examine nationwide the training in the bazaars from February 2012. Results will be available 8/2012.

2.5. Session 4: Round Table Discussions

Moderated by: Naing Yee Mar (UNESCO-UNEVOC, Bonn)

➤ **The introduction of the Establishment and Structure of Afghan National Technical and Vocational Research Center (ANTVRC) and related issues and concerns**

by Mr Zekrullah Taibi, Policy and Programs Development Director of DM-TVET



Session 4 of the meeting was devoted to the round table discussions on the Establishment and Structure of Afghan National Technical and Vocational Research Center (ANTVRC) and related issues and concerns. Following on the introduction of ANTVRC by Mr Zekrullah Taibi Policy and Programs Development Director of DM-TVET, the discussions were framed around **the following key questions:**

- A case for research in Afghanistan for effective TVET development
- What is the research agenda for effective TVET development in the Afghanistan context?
- What TVET resources are available in Afghanistan?
- How to ensure ANTVRC a part of a national strategy for lifelong learning?
- What measures should be taken for long-term impacts and sustainability of ANTVRC?
- How to ensure linkages and alignments between TVET and skills development programmes and Labour market?
- What follow-up actions are essential to implement the above objectives?



2.6. Study Visits

➤ Study Visit to Federal Institute for Vocational Education and Training (BIBB)

On day two, the delegates led by the Deputy Minister of Education, Mr Mohammad Asif Nang visited the Federal Institute for Vocational Education and Training (BIBB). The delegates were welcomed by the Head of International Department, Mrs. Thomann, and meeting was hosted by Mr. Michael Wiechert, Head of Division and Mr. Hans J. Kissling, Ms. Maren Verfuert from International Co-operation and Advisory Services.

During the study visit Mr. Hans J. Kissling, Ms. Maren Verfuert and Mr. Michael Wiechert introduced the work of BIBB which is the national and international centre of competence for initial and continuing vocational education and training, and explained its contributions to the improvement of vocational education and training by means of research, advisory services and development in Germany. The presentations were followed by discussions with regard to aims of research in VET and various issues related to requirements for research institutes. Overall, the study visit provided opportunities to learn more about the German dual system and key aspects of research in VET from the German perspective.

**Federal Institute for Vocational Education and Training, Bonn**

Vocational education and training in Germany



Quelle: BIBB, MA aus Abt. 1-4

Bundesinstitut
für Berufsbildung **BIBB** Forschen
Beraten
Zukunft gestalten

➤ **Study Visit to Magdeburg University/ Magdeburg UNEVOC Centre**



On day three, the study visit was extended to the UNEVOC Centre in Magdeburg. Four international delegates which include two Afghan delegates, two experts from Laos and Cambodia participated in the study tour. The delegates were welcomed by Mr Stolte, Team Leader of the Human Capacity Development (HCD), GIZ (UNEVOC Centre, Magdeburg) and introduced to the work of the UNEVOC Centre in the context of the UNEVOC global Network development. Mr. Kai Gleissner from the Magdeburg University presented the various programmes from the University, in

particular the TVET teacher education programmes.

The delegates further discussed about the TVET issues and challenges facing in the German context, and share experiences, practical examples, so as to support the national set-up of the Afghan National Technical and Vocational Research Center (ANTVRC). The study visit also provided opportunities to learn more about the general framework conditions in Germany supporting youth employment i.e. the apprenticeship system and the qualification guarantee from the federal government.

➤ **Study Visits to Department Training and International Cooperation, German Water association (DWA) and Wastewater treatment plant in Hennef**

On day five, the delegates visited the Department Training and International Cooperation, German Water association (DWA) and Wastewater treatment plant in Hennef. The study visit was initiated by DWA and hosted by Ms Gabriele Martens, Department Training & International Cooperation, and Dr Friedrich Hetzel, Head of Department Water and Waste Management.



At the DWA office, Ms Gabriele Martens introduced the work of DWA highlighting the training programmes provided by DWA and further delegates had the opportunity to visit the Wastewater treatment plant in Hennef. Dr Friedrich Hetzel explained the functionality of the Plant, observation and controlling, concept development, as well as consulting around all topics of waste water and waste water management in Germany. Further, he explained

about the tailor made in-service training programmes for the plant. After their presentations, the delegates were guided to tour around the plant and had a chance to see the practical work of the plant. The delegates had an opportunity to see advanced technologies and products and several ways to preserve and conserve water resources in Germany.

2.7. The Way Forwards – Wrap up Session

Moderated by: Mr Abdul Hai Sofizada (UNESCO- Kabul Office)

The meeting ended with a brief summary of the major issues which had laid as a foundation for determining priority actions and further development of a long-term proactive implementation mechanism for TVET Development in Afghanistan. These are identified as:

- Image building on TVET;
- Emerging TVET policy strategies and approaches to the national TVET development agenda;
- Promoting research and development into TVET at all levels;
- Teacher Education in applied technologies, educational planning and research on TVET
- Developmet of learning resources;
- Integration of non-formal, informal and formal TVET;
- Public private partnerships for sustainable TVET development;
- The vital need to re-orientate TVET for the informal sector.

During the discussions, a number of questions were posted such as:

- What measures should be taken for long-term impacts and sustainability of ANTVRC?
- What partnerships need to be developed to design and implement in TVET programmes and resource sharing in Afghanistan?
- Who are the potential partners and their roles?
- What follow up action is needed in fostering Capacity Building in TVET and Skills Development in Afghanistan?



Through presentations, discussions and study visits, the delegates shared experiences, information and knowledge regarding capacity building, visibility, and profiles of the TVET research agenda considering sustainability and social inclusion at the country level. It was agreed that overall the general aims and objectives of the meeting had been achieved by enabling delegates to develop a global view of TVET issues and concerns and strengthen collaboration between different TVET institutions. Overall, the meeting provided valuable information and stimulate ideas on a wide rage of TVET issues from the south and the north which were explored in greater depth for further consideration in the Afghan context.

2.8. Conclusions Remarks

At the closing session on day five, Mr. Munjanganja (UNESCO-UNEVOC) thanks to UNESCO Kabul's role in supporting the plan development of the national TVET research centre and their financial support to organize this important meeting. Special thanks to Mr Abdul Hai Sofizada (UNESCO Kabul), he expressed that the meeting offered an extensive opportunity for both the organizers and the Afghan delegates to discuss concerns, issues and prospects with regard to the successful development and implementation of a responsive national strategy on TVET. Mr. Munjanganja further stressed that it is important to strengthen South-South and North-South-South cooperation through enhancing exchanges among TVET institutions from the North and the South. The concluding remarks was rounded off by stressing the need for further development of concepts linking TVET to areas with specific and urgent HRD needs in the Afghan context.

3. Meeting Recommendations and Follow up

During the meeting a number of suggestions and recommendations were made through presentations, discussions, group work, particularly the following recommendations were noted and the action plan was proposed:

- Establishment of the UNEVOC Centre in Afghanistan housed in Kabul at the DMTVET prior to the International TVET Congress in Shanghai in May 2012.
- Agreement on the next steps with regard to establishing the National TVET Research Centre, and revising the title to Afghanistan National TVET Research and Resource Centre.
- Agreement on provision of technical support from UNEVOC to the planning of the ANTVETRRRC with resources from the CapEFA project.
- Inclusion of Afghanistan in the global network of UNEVOC to foster partnership building, cooperation and support to the TVET sub-sector in Afghanistan.

Follow-up:

- Follow-up on improved functioning and strengthening of the UNEVOC Centre in Kabul.
- Support to the planning process of the ANTVETRRRC in line with the conclusions of the UNEVOC mission.



4. Programme

Monday	Day One: Peer learning discussion at UNESCO-UNEVOC
09:00 – 9:15	Bus transfer to and welcome
09:30-10:00	Opening <ul style="list-style-type: none"> • Welcome by Mr Shyamal Majumdar, Head UNESCO-UNEVOC International Centre • Video presentation on UNESCO-UNEVOC • Address by Mrs Anke Doerner, Head of the Division of Education, Communication and Information - German Commission for UNESCO • Hon. Mr Mohammad Asif Nang, Deputy Minister of Technical and Vocational Education and Training (DM-TVET)
10:00-10:30	Visit UNESCO-UNEVOC International Centre & Photo session
10:30- 11:00	Coffee Break
11:00- 11:30	Session 1: From a global perspective Chair: Hon. Mr Mohammad Asif Nang, Deputy Minister of Technical and Vocational Education and Training (DM-TVET) Role of UNEVOC in the light of UNESCO TVET Strategy and global challenges Presentation by: Mr Shyamal Majumdar, Head UNESCO-UNEVOC International Centre Q & A
	Session 2: The Afghan perspective Chair: Mr Shyamal Majumdar Sharing experience and challenges in TVET and skills development in Afghanistan and the formation of Afghan National Technical and Vocational Research Center (ANTVRC) Presentations by: the Afghan delegates
12:30-14:00	Lunch break at UN building
14:00-17:00	Session 3: The International Experience Chair: Mr. Teeluck Bhuwanee Good practices and lessons learnt in relation to Capacity Development and Knowledge Sharing in TVET Presentations by:
Coffee break	<ul style="list-style-type: none"> ➤ Dr. Reinhard Klose, Project Manager, Human Capacity Development in TVET Germany Deutsche Gesellschaft für internationale Zusammenarbeit (GIZ)

(15:30-16:00)	<ul style="list-style-type: none"> ➤ Ms Nivone Mounghounsavath, Deputy Director, Vocational Education Development Center, Lao People's Democratic Republic ➤ Mr Yok Sothy, Director of National Technical Training Institute, Cambodia ➤ Dr. Gustav Reier , Head of Program, Promotion of Technical Vocational Education & Training (TVET) in Afghanistan
17:30	Bus transfer to Guennewig Hotel Residence
18:30	Welcome Dinner Reception at Guennewig Hotel Residence
Tuesday	Day 2: Peer learning discussion at UNESCO-UNEVOC/ Study Visit
8:30	Bus transfer to UNESCO-UNEVOC
9:30-12:00 (Coffee Break 10:15- 10.30)	<p>Session 4: Round Table Discussions</p> <p>The introduction of the Establishment and Structure of Afghan National Technical and Vocational Research Center (ANTVRC) and related issues and concerns</p> <p>Moderated by: Naing Yee Mar</p> <p>Key questions :</p> <ul style="list-style-type: none"> • A case for research in Afghanistan for effective TVET development • What is the research agenda for effective TVET development in the Afghanistan context? • What TVET resources are available in Afghanistan? • How to ensure ANTVRC a part of a national strategy for lifelong learning? • What measures should be taken for long-term impacts and sustainability of ANTVRC? • How to ensure linkages and alignments between TVET and skills development programmes and Labour market? • What follow-up actions are essential to implement the above objectives?
12:30-13:45	Lunch break at UN building
13:45	Bus transfer to Federal Institute for Vocational Education and Training(BIBB)
14:00-16:30	STUDY VISIT to Federal Institute for Vocational Education and Training (BIBB) Welcome by Head of International Department, Mrs. Thomann Hosted by Mr. Hans J. Kissling & Ms. Maren Verfuert
18:30	Dinner at Café at Kunstmuseum (Art Museum)
Wednesday	Day 3: To Magdeburg/Berlin
7:30-13:30	Departure from hotel to Magdeburg
13:30-14:30	Lunch break in Magdeburg
14:30-16:00	Study Visit to Magdeburg University/ Magdeburg UNEVOC Centre

16:00-19:00	Culture Tour
19:00	Dinner
Thursday	Day 4: To Bonn
7:30-13:30	Departure to Bonn
13:30-14:30	Lunch in Cologne (Köln)
14:30-17:00	Culture Tour in Cologne and back to Bonn
19:00	Dinner in Bonn-Restaurant "Em Hoettche"
Friday	Day 5: Study Visits and The Way Forward
08:30-	Departure from Hotel to German Water association (DWA)
9:15-10:15	Department Training and International Cooperation, German Water association Hosts: Dr. Hetzel and Mrs. Gabriele Martens
10:15-12:00	Visit of Wastewater treatment plant in Hennef Arranged by DWA – with interpreter German-English
12:00	Bus transfer to UNESCO-UNEVOC
13:00-14:30	Lunch break at UNESCO-UNEVOC
14:30- 16:30	THE WAY FORWARD – Wrap up session <ul style="list-style-type: none"> • What measures should be taken for long-term impacts and sustainability of ANTVRC? • What partnerships need to be developed to design and implement in TVET programmes and resource sharing in Afghanistan? • Who are the potential partners and their roles? • What follow up action is needed in fostering Capacity Building in TVET and Skills Development in Afghanistan?
16:30-17:00	CONCLUDING REMARKS UNESCO Kabul UNESCO-UNEVOC

5. List of Participants

Country	Institution	Name
Afghanistan	Ministry of Education	Mr Mohammad Asif Nang Deputy Minister of Technical and Vocational Education and Training (DM-TVET)
Afghanistan	Ministry of Education	Mr Zekrullah Taibi Policy and Programs Development Director of DM-TVET
Afghanistan	National Skills Development Program (NSDP)	Dr Sayed Aminullah Alizai Program Director
Afghanistan	Ministry of Labour and Social Affairs; Martyrs and Disabled (MOLSAMD)	Mr Hesamuddin Taloqani General Director of Skills Development
Cambodia	National Technical Training Institute.	Mr Yok Sothy Director of National Technical Training Institute
Lao	Vocational Education Development Center	Ms Nivone Mounghounsavath Deputy Director and UNEVOC Manager
Afghanistan	Human Capacity Development in TVET Germany (GIZ)	Dr Gustav Reier Programme Manager
Germany	Human Capacity Development in TVET Germany (GIZ)	Dr. Reinhard Klose Project Manager
Germany	Human Capacity Development in TVET Germany (GIZ)	Mr. Martin Purpur Team Leader
Germany	Federal Ministry of Economic Co-operation and Development (BMZ)	Ms Bianca Rohrbach TVET-expert
Germany	the German Commission for UNESCO	Mrs Anke Doerner Head of the Division of Education, Communication and Information
Afghanistan	Education Section, UNESCO Kabul Office	Mr Abdul Hai Sofizada Program Coordinator, ED
Germany	UNESCO-UNEVOC UN Campus, Hermann-Ehlers-Str.10	Mr. Shyamal Majumdar Head of Office
Germany	UNESCO-UNEVOC UN Campus, Hermann-	Mr. Teeluck Bhuwanee Head of UNEVOC Network

	Ehlers-Str.10	
Germany	UNESCO-UNEVOC UN Campus, Hermann- Ehlers-Str.10	Ms. Josiane Blanc-Mannheim Assistant to the Head
Germany	UNESCO-UNEVOC UN Campus, Hermann- Ehlers-Str.10	Ms. Naing Yee Mar Programme Officer