

## **Innovation and Internationalisation in the Qualification of Technical and Vocational Education and Training (TVET) Experts**



**22 – 25 November 2006, Colombo, Sri Lanka**

### **Workshop for Asia and South Asia**

jointly organized by

Department of Technical Education and Training of Sri Lanka (DTET)

German Technical Cooperation (GTZ) on behalf of the  
German Federal Ministry for Economic Cooperation and Development (BMZ)

United TVET Network on Innovation and Professional Development (UNIP)

UNESCO-UNEVOC International Centre  
for Technical and Vocational Education and Training

**Report**  
prepared by:  
**Wang Lan**

**Workshop for Asia and South Asia on**

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**Final report** prepared by **Wang Lan**

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United TVET Network on Innovation and Professional Development (unip)  
[www.unip-net.org](http://www.unip-net.org)

Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH  
[www.gtz.de](http://www.gtz.de)

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## Introduction

From November 22<sup>nd</sup> to November 25<sup>th</sup>, 2006 UNIP (United TVET Network on Innovation and Professional Development), GTZ (German Technical Cooperation), UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training and DTET (Department of Technical Education and Training of Sri Lanka) jointly organized a workshop for Asia and South Asia entitled:

### **“Innovation and Internationalisation in the Qualification of TVET Experts”**

The workshop was a follow-up to the “UNESCO International Meeting on Innovation and Excellence in TVET Teacher/Trainer Education” which was held in Hangzhou, China in November 2004 and part of a sequence of regional UNIP-events which took place since the founding in Hangzhou, such as the “International Conference on Development and Implementation of a Master Degree Standard for Teacher and Trainer Education in Technical and Vocational Education and Training (TVET) in East and South East Asia”, held in Tjianjin, China, December 2005 or the “European working conference on the international Masters Framework for TVET teachers”, held in Oslo, Norway, February 2006.

The aim of this workshop was to substantiate the implementation of the international Master study programme for TVET in Sri Lanka, to develop and adopt models for cooperation in the South Asian region and to stipulate the exploratory focus and international research cooperation in the field of TVET especially in Asia and South Asia.

Thus the participants mainly worked on two issues:

- the introduction and discussion of a study programme concept for TVET teacher training in Sri Lanka, including technical qualifications and subject-related didactical competences with focus on content and methodological issues of the TVET teacher training programmes, which are about to be implemented in Sri Lanka, and
- the discussion of concepts for international cooperation between universities in the field of TVET with a focus on South Asia. This discussion had its focus on international cooperation in the field of teacher/trainer education, the related R&D co-operation, and knowledge exchange between universities and was not restricted to South Asia, but also covered South-East and East Asia as well as other parts of the world.

The workshop placed emphasis on group work, with ample time for discussions and development work. However, plenum sessions also facilitated the exchange of information between national and international participants.

The motivation for holding this workshop was essentially threefold:

- technical and vocational education and training has been rediscovered as one of the most important pillars of sustainable economic and social development of a nation, especially in quite a number of developing countries and countries in transition. The competences and qualification of TVET experts, namely teachers, is considered a critical issue for the development of TVET. Especially in the Asian region this is, among others, the case for Sri Lanka, Malaysia, Indonesia and China.
- Sri Lanka has recently developed the “National Vocational Qualifications Frame Work of Sri Lanka” (NVQSL) including skill standards for 45 sectors (see <http://www.tvec.gov.lk/skillstds.php>). The next step in developing TVET in Sri Lanka

requires providing appropriately qualified teaching and training staff via offering Bachelor and Master degree study courses in TVET provision.

- Sri Lanka aims for developing its own capacity for further development of its TVET system, including TVET planning and management and the education of TVET teachers and trainers. In this field international cooperation and knowledge exchange in the South-Asian and South-East-Asian regions is regarded as a supporting element, which allows to join forces, especially in developing TVET research and the education of TVET experts at the higher academic level.

As can be seen from the contributions to the workshop, which are briefly described in the following, the workshop provided the opportunity to approach and discuss these goals. Even though none of the issues could be resolved finally, a remarkable step forward could be taken during the event.

Several members of the scientific board of UNIP took part in the conference. After the end of the workshop a UNIP Board meeting was held in order to plan year 2007 international UNIP activities.

## Opening session and keynote speeches

The opening session started with a Sri Lankan lighting ceremony followed by traditional performances.



After playing the Sri Lankan national anthem, four dignitaries delivered welcome addresses on behalf of their organizations:

- **Mrs. Uta Borges**, programme coordinator of GTZ in Sri Lanka
- **Mrs. Nilanthi Sugathadasa**, representative of the Ministry of Vocational and Technical Training, Sri Lanka
- **Mrs. Naing Yee Mar**, representative of UNESCO-UNEVOC International Centre
- **Prof. Dr. Felix Rauner**, chairman of UNIP

**Dr. H. L. Obeyesekera**, director of the Department of Technical Education and Training Sri Lanka gave a vote of thanks after the objectives of the workshop and the agenda were presented by **Mr. Peter Collingro**, Senior Advisor of GTZ to the Project for Rehabilitation and Modernization of Vocational Training Institutions (REVO).

### **Keynote speeches**

The plenary session started with two keynote speeches:

- *Technical Education in Sri Lanka – Past, present and future*, by Prof. Dr. (Eng) Dayantha Wijeyesekera, Member of the National Education Commission and Chairman of Standing Committee on Technical and Tertiary Education, Sri Lanka; and
- *Professionalism in TVET – Teacher education and practice*, by Prof. Dr. Felix Rauner, University of Bremen, Germany and Chairman of UNIP

### **Technical Education in Sri Lanka – Past, present and future, by Prof. Dr. (Eng) Dayantha Wijeyesekera**

In the first presentation, Prof. Dayantha Wijeyesekera gave an introductory view of TVET in Sri Lanka. He at first outlined the historical phases of the technical education from the early times, covering the colonial period, craft schools, technical colleges up to the recent past. After this he focused on the present situation with respect to the organizational and ministerial changes as well as technical teacher training and curriculum development. He characterised the various institutions and their roles in the TVET sector, including ministries, private engagements and NGOs. Concerning the policy issues he introduced some measures for improving the TVET in Sri Lanka and matched them to the industry's needs, among others Sri Lanka's "vision 2010", the "National Policy and Action Plan for the Development of Technical Education" and the recently implemented "National Vocational Qualifications (NVQ) Framework". Prof. Wijeyesekera finally analysed the future trends of TVET and gave some significant inputs for discussions at the workshop for the development of technical education and technical teacher education in Sri Lanka. He pointed out an urgent need to rationalize TVET in the country to make it more attractive, effective and productive. Last but not the least, education of TVET teacher should be carried out at undergraduate, post-graduate and Professional levels.



## Professionalism in TVET – Teacher education and practice, by Prof. Dr. Felix Rauner

Prof. Felix Rauner gave the second keynote speech. He started with a discussion of the “academic drift” phenomenon, which is supported by several countries’ politics and documented for example in the OECD statistics. Using the examples of China and Australia he pointed out the problematic aspects of this development: after completing their academic education people have to be retrained for vocational occupations in order to get a job in a national economy, which usually only can absorb about 15% of academically trained workforce. Rauner associated this phenomenon with the “dramatic shortage of TVET *experts* who are able to contribute not only to a high quality vocational education and training but also to the development of the TVET structures and a developed TVET research”, promoting innovation in national education systems facing global economic competition. To tackle this problem he suggests “TVET teacher professionalization against the stigmatization of TVET”, which has to cover the Master level in order to build up reproductive systems of TVET research and development at the national and global level. The core topic of this academic discipline has to be the “work-process-knowledge” related to the respective occupational field as opposed to the content of related-by-name traditional academic disciplines.



## Short plenary presentations

**Mr. Peter Collingro** chaired all the three short plenary sessions, which contained a total of eight presentations:

- *The Hangzhou Framework reviewed*,  
by Dr. Joachim Dittrich, University of Bremen, Germany and General Secretary of UNIP
- *A Perspective Plan of Post Graduate Studies for Technical Teachers by CPSC*,  
by Dr. Suresh Kumar Dhameja, Colombo Plan Staff College for Technician Education, Manila, Philippines
- *Master in TVET – the example from China*,  
by Prof. Dr. Zhao Zhiqun, Beijing Normal University
- *Master in TVET – the example from Bangladesh*,  
by Prof. Dr. Che Cum Clement, Islamic University of Technology (IUT), Bangladesh
- *Impact of TVET Reforms in Sri Lanka on Teacher Qualification*,  
by Mr. Gamini Bambaradeniya, University of Vocational Technology (UNIVOTEC)
- *Master in TVET – the example from Malaysia*,  
by Prof. Dr. Jailani Md Yunus, Kolej Universiti Teknologi Tun Hussein Onn (KUiTTTHO)
- *Master in TVET – the example from Indonesia*,  
by Dr. Masriam Bukit, Graduate School, Indonesia University of Education
- *Master in TVET – the example from University of Bremen*,  
by Dr. Thomas Scheib, University of Bremen

### **The Hangzhou Framework reviewed, by Dr. Joachim Dittrich**

Dr. Joachim Dittrich gave some insights from his point of view, what the motivation of the participants at the Hangzhou Conference was to agree on a common framework for an international Master degree in TVET. He also made an introduction to the most important aspects of the Master framework itself, which is the holistic combination of pedagogy of vocational education and training and knowledge about the work processes, the vocational disciplines. Finally he gave some examples of international co-operations that can be considered being motivated respectively supported by the Hangzhou event. Dr. Dittrich summarized the activities of the United TVET Network on Innovation and Professional Development (UNIP) as mainly targeted at supporting the development of national TVET research and development structures as well as fostering international R&D cooperation in the field. The agreement on a common framework for a Master degree in TVET is meant to facilitate the build-up of sustainable and reproductive national pools of TVET professionals, who can care for the development of TVET in their countries by using the opportunities provided by international sharing of knowledge and experiences.



### **A Perspective Plan of Post Graduate Studies for Technical Teachers by CPSC, by Dr. Suresh Kumar Dhameja**

Dr. Suresh Kumar Dhameja introduced the concept for a Graduate School for Technology Education and Management to be set up by the Colombo Plan Staff College for Technician Education (CPSC) in Sri Lanka. After explaining the background and the rationale for the plan, Dr. Dhameja gave an overview of the academic structure, the graduate programmes including curricular offerings, the infrastructural requirements and the recognition and accreditation concept. Here it must be noted, that there are relatively few relations to the Hangzhou framework, in that the concept does not include subject specific matters such as vocational disciplines. He analysed the possible benefits of the future CPSC Graduate School for CPSC member countries and for the country hosting the CPSC Graduate School, including its contribution to strengthening the CPSC-Colombo Plan relationship and its overall image, to the expansion of services and to the development of CPSC itself. Dr. Dhameja concluded his presentation by giving the expectation that the establishment of the CPSC Graduate School will meet the needs of qualified technical teachers for TVET, particularly against a background of the global industrial and social developments, in Asia and the Pacific region.

### **Master in TVET – the example from China, by Prof. Dr. Zhao Zhiqun**

As the first example for existing Master study courses in TVET, Prof. Dr. Zhao Zhiqun presented the Joint Innovative Project, which is run with support of UNESCO-UNEVOC International Centre at the Beijing Normal University in China. For background information, he outlined the current situation of the higher education for TVET teachers in China, especially the main problems caused by discrepancies between the established academic degrees and TVET teacher's real work as well as between the curricula in force and modern TVET practices. Realizing the necessity to improve the education and training for TVET teacher, the Ministry of Education of China started the Joint Innovative Project Scheme on TVET in China in cooperation with UNESCO-UNEVOC with the expectation to develop reference concepts for Master degree programmes in TVET and training for in-service teachers. Prof. Zhao introduced the Master Degree part of the above programme the aspects of the objectives, the target group, the contents and the curricula, respectively. He pointed out that the programme essentially is based on the Hangzhou Framework. It is meant to be a new concept of TVET teacher training in China that requires both, teachers and students, to develop a corresponding alternative to the conventional learning methods.

### **Master in TVET – the example from Bangladesh, by Prof. Dr. Che Cum Clement**

Prof. Dr. Che Kum Clement gave an introduction to the Islamic University of Technology (IUT) in Bangladesh and its international Master degree programme in technical education as the second example for Master study courses in TVET. IUT is a subsidiary organ of the Organization of the Islamic Conference (OIC), and targets the human resource development in the 57 member states of OIC, acting in the fields of engineering, technology and technical education for the benefit of the Islamic world. The Master of Science in Technical Education degree programme was implemented in the year 2005 following the Hangzhou Framework. He emphasized the improvement of the quality of the Master degree programme through adopting the Hangzhou Framework and pointed out the lively interest of the OIC member states in the programme. In addition, Prof. Clement also reported on the international cooperation of IUT with OIC member states and universities from other countries, as well as on the short course activities offered by the respective departments of IUT.



## **Impact of TVET Reforms in Sri Lanka on Teacher Qualification, by Mr. Gamini Bambaradeniya**

Mr. Gamini Bambaradeniya concentrated in his presentation on the TVET reforms in Sri Lanka, particularly with regard to teacher qualification. He introduced the Skills Development Project funded by the Asian Development Bank that led to the development of the National Vocational Qualifications (NVQ) Framework for Sri Lanka. This meanwhile is implemented up to NVQ level 4. With regard to TVET teacher qualification he outlined the respective national policy and put special emphasis on the Technical Education Development Project, the second phase of the Skills Development Project. He presented the cornerstones for TVET teacher education in terms of content and approach: TVET teachers will have to be substantially higher qualified than the students they teach, and industrial training will become compulsory. For teachers and lecturers of the future University of Vocational Technology (UNIVOTEC) postgraduate qualifications will be required. As the Deputy Project Director of the Technical Education Development Project, Mr. Bambaradeniya recommended, among others, to implement international cooperation in the field of TVET and TVET teacher education.

## **Master in TVET – the example from Malaysia, by Prof. Dr. Jailani Md Yunos**

Prof. Dr. Jailani Md Yunos gave an overview of the current changes and prospects in the TVET policy in Malaysia. Connected with Malaysia's vision 2020 one of the major tasks is to develop the country's workforce. The Faculty of Technical Education of Kolej Universiti Teknologi Tun Hussein Onn (KUiTTTHO) currently is the only Faculty in Malaysia that is dedicated to technical and vocational Education in Malaysia and therefore the main institution to educate trainers, teachers, and lecturers for the technical schools, community colleges and polytechnics. Prof. Jailani presented the design of the TVET Master Programme that is run at KUiTTTHO, as well as the related philosophy for TVET teacher education. He stressed the implementation of problem based learning for future TVET teachers, trainers and lecturers in the study programme for the purpose of generating learning outcome that is more appropriate for the students' future work. Another important issue is the qualification of university staff, not only in innovative teaching methodologies but also in TVET research. Here international knowledge exchange and research cooperation is essential and helpful as for example demonstrated by European-Asian international research projects or a joint international PhD-programme set up in cooperation between KUiTTTHO and University of Bremen.

## **Master in TVET – the example from Indonesia, by Dr. Masriam Bukit**

Dr. Masriam Bukit related the challenges for TVET teacher education to the necessary quality improvement in TVET that has to focus on providing learners with the competences and knowledge they need to enter working life. He stated, that quality of TVET is closely related to a fruitful cooperation between schools, universities and industries. While competences, knowledge and attitudes of TVET teachers play a decisive role for the quality of TVET provision, the development of professionalism in TVET is also essential: academic reputation and knowledge have to be developed for fostering the development of national TVET. Dr. Bukit drafted the up-to-date picture of developments of TVET in Indonesia: Policy intends to augment the share of vocational schools from nowadays 30% to 70% in 2025 and enforces the development of teachers' competences to degree level. This goes in line with the development of TVET teacher study courses at Universities in Indonesia. Dr. Bukit presented the outline of a new TVET teacher study course at Indonesia University of Education, Bandung, and highlighted the positive effects of international cooperation for the innovation and development of academic TVET subjects and of researchers' and lecturers' competences.

## **Master in TVET – the example from University of Bremen, by Dr. Thomas Scheib**

Dr. Thomas Scheib presented the Master study course that was newly introduced at Bremen University in fall 2005 after restructuring in the framework of the European “Bologna-Process”: In Germany as in other European countries due to an agreement between the member states of the European Union all Universities have to convert their academic study courses to Bachelor and Master structures. He pointed out, that some differences exist in relation to the Hangzhou framework caused by national German regulations. All teachers, including TVET teachers, have to study a second subject in addition to the vocational discipline. In addition German teachers-to-be, after having acquired a Master degree, generally enter a two-year traineeship which ends with a state examination before they can become a teacher at a public school. In terms of content however, the Bremen model is pretty much in line with the Hangzhou framework, especially when also considering the Bachelor phase. Students entering the Master degree course either must have a Bachelor degree in TVET in the respective vocational discipline or in a related engineering discipline. Those with an engineering Bachelor will also have to study modules from the TVET Bachelor.



## Working groups

Two cycles of parallel working groups, each with the national and international subject were spread over the duration of the workshop:

### *Working group 1: Master study programme concept for teacher training in Sri Lanka*

was initially planned to be dedicated to discussions related to developing Master study programmes for the education of TVET teachers and professionals and for the development of TVET research capacity at universities in Sri Lanka. However, the majority of participants were interested in participating in this working group and they saw the need to also discuss TVET teacher education at a lower academic, i.e. Bachelor level, as well as the issue of continuing professional development for in-service TVET staff.

Changing the initial planning, three thematic sub-groups were formed, dedicated to the discussion of:

- *1a: Development of curriculum for Bachelor degree in technical education*
- *1b: Master degree programme in technical education*
- *1c: Curriculum for professional development*

Participants partly moved from group to group which lead to reconfiguration of sub-working groups during the course of the workshop.



### *Working group 2: International cooperation between universities in the field of TVET – Developing the Hangzhou Framework*

was meant to discuss issues of international cooperation in the development of TVET research and TVET teacher education including the development of vocational disciplines. Due to the small number of participants who voted for this working group only one session was held. After that, participants joined working group 1 in order to participate in the national oriented discussions, which ultimately also discussed the issue of international cooperation.

## Outcomes working group 1: Master study programme concept for teacher training in Sri Lanka

Due to these reconfiguration processes results were elaborated with different depth and detail. The results are given below:

### 1a: Development of curriculum for Bachelor degree in technical education

This sub-group discussed the possible layout of a Bachelor study course for TVET teacher training. The results are summarized in a graph (see Figure 1)

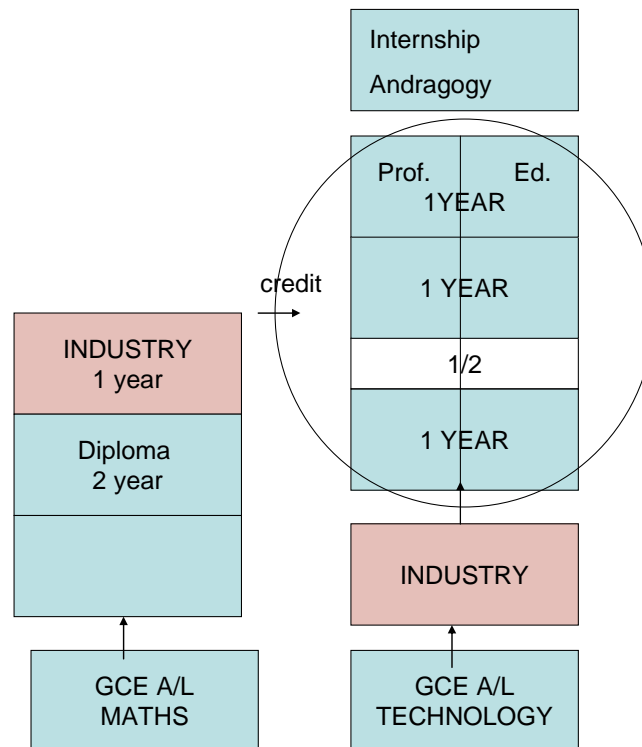


Figure 1: Possible layout of a Bachelor degree course

### 1b: Master degree programme in technical education

This sub-group discussed the possible layout of a Master degree course for Sri Lanka. The major issues that were discussed were:

Entry qualifications:

Bachelor in Engineering (in a relevant technical discipline) or equivalent qualifications + 3 years industrial practice.

Curriculum:

Should focus on the roles that technical education teaches (Master degree holders) are expected to perform (to be defined through discussions with stake holders)

Four Major STRANDS

- i. Pedagogical/ Androgenic / Professional careers
- ii. Discipline based (Technical & Vocational) works
- iii. Practical
- iv. Research (Project / dissertation)

## Core Courses

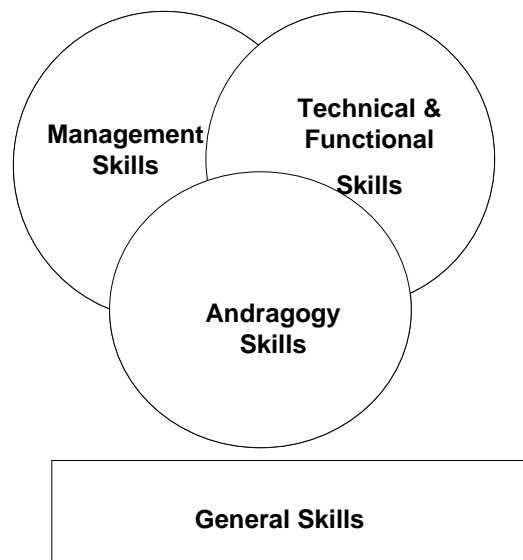
1. Pedagogical courses – Principals of technical & vocational education
2. Curriculum development (TVEL)
3. Management
4. Measurement & Evaluation (TVEL)
5. Educational Technology (industrial methods of teaching)
6. Guidance & Counselling for (TVEL)
7. Discipline based TVEL courses (deepening courses)
8. Practicing (4 – 8 weeks) (can be exempted for in-service education)
9. Research (including a course a research methodologically)

Exemptions to be given on a consideration of prior achievements.

### 1c: Curriculum for professional development

This group elaborated the result of discussions in such detail, that it is not possible to reproduce the documented results in this report. Instead, the key results are presented:

The curriculum outline addresses continuous and professional development for TVET teachers. Competences needed by TVET teachers were structured according to Figure 2.



**Figure 2: Competence areas of TVET teachers**

The competence areas were further elaborated, which is not presented here.

The group drafted a curriculum with a comprehensive initial phase of about 600 hours as well as a curriculum for continuous development.

A certain amount of continuous training in each of the competence areas should be compulsory for in-service TVET teachers, monitored by an assessment scheme. Content areas were drawn up in detail and the amount of training required in a 3 years time span was suggested.

For the success of such a programme the implementation of a monitoring strategy was considered to be very essential.

## **Outcomes working group 2: International cooperation between universities in the field of TVET – Developing the Hangzhou Framework**

Only few of the international participants and none of the local participants opted for participation in this workgroup. This is somehow understandable because first, the hands-on development of TVET teacher training in a country is an interesting and challenging task, and second, for the local participants this was the problem which was in the foreground of their thoughts.

Thus working group 2 only used half an afternoon to discuss issues related to the development of vocational disciplines, which in the Hangzhou framework are defined, but not yet sufficiently elaborated in terms of structure and content.

The participants discussed

- the implementation of vocational disciplines at the University of Bremen based on a presentation of Dr. Scheib,
- the approaches for the development of vocational disciplines that were sketched at the conference in Tianjin, based on an input by Dr. Dittrich, and
- a content-related example of the relevance for technical and vocational education and training of technological development in the field of manufacturing technology, presented by Mr. Leung.

At the end of the discussions the participants of the working group agreed,

- that there was no point to further discuss international cooperation among the participants because there already exists research cooperation between them,
- that a guideline for the implementation of vocational disciplines in TVET teacher study courses and at universities should be developed; such a guideline should be prepared for discussion at the next international UNIP conference,
- and that the participants of working group 2 will join working group 1 to participate in the discussion on the development of TVET teacher training in Sri Lanka.



## Summary

As far as the organizers can judge, there was a very lively and fruitful exchange of ideas and knowledge on technical and vocational education and training and the respective teacher education during the workshop. Sri Lankan participants learned about experiences made in other countries during the past decades and international participants got an insight in the problems a country is facing, which is developing its TVET system virtually from scratch.

The major findings of the workshop are:

### Regarding TVET in Sri Lanka

- In view of the experiences in Malaysia and other countries worldwide it is worthwhile to review, whether the NVQ-approach to TVET is an appropriate one for Sri Lanka. Malaysia for example, after 10 years of experience with a NVQ-type system, decided to try to migrate to a more holistic, apprenticeship-related system.

### Regarding TVET teacher education in Sri Lanka

- For developing the TVET system it is essential to build up capacities for high level teacher and trainer education, but also for the development of high level TVET expertise.
- The concept of work-process-orientation was considered a viable approach to technical and vocational education, to TVET teacher education, and to TVET research.
- While regular TVET teacher/trainer competencies might be built up at the Bachelor level, a Master's level is required to generate expertise for higher level personnel at TVET institutions as well as to build up and ensure a sustainable TVET expertise in the country that is able to educate future TVET teachers and trainers and to participate in the future development of the TVET system of Sri Lanka. Master level concepts should adhere to the Hangzhou framework in order to facilitate international cooperation.
- In building up this higher level expertise it is worthwhile to cooperate with other countries in the region, namely with the countries represented at the workshop, like Malaysia, Indonesia, Bangladesh, and China. The participants from South- and South-East-Asia agreed to have another working meeting in spring 2007 in order to continue the fruitful work initiated in Colombo.

The United TVET Network on Innovation and Professional Development (UNIP) is pleased about the positive reception of its ideas and concepts and the interest individuals showed in its work.

UNIP was also able to hold a board meeting after the end of the workshop. During this board meeting the next UNIP world conference was scheduled for beginning of December 2007, preferably to be held in Bonn, Germany; where the UNESCO-UNEVOC International Centre is located.



## Agenda

<b>Wednesday, 22.11.2006</b>	
Arrival of participants	
17:00 – 18:30	Meeting of organization committee
19:00	Fellowship & communal dinner
<b>Thursday, 23.11.2006</b>	
09:00 – 10:30	<p>Opening</p> <p><i>Welcome addresses by</i>  <b>Mrs. Uta Borges (GTZ)</b>  <b>Mrs. Nilanthi Sugathadasa (MVTT Sri Lanka)</b>  <b>Mrs. Naing Yee Mar (UNESCO-UNEVOC)</b>  <b>Prof. Dr. Felix Rauner (UNIP)</b></p> <p><i>Objectives of the workshop and agenda by</i>  <b>Mr. Peter Collingro (GTZ)</b></p> <p><i>Vote of thanks by</i>  <b>Mr. Dr. H. L. Obeyesekera (DTET- Sri Lanka)</b></p>
10:30 – 11:00	Tea break
11:00 – 12:30	<p>Keynote session  Chair: <b>Dr. H. L. Obeyesekera</b></p> <p><b>Prof. Dr. (Eng) Dayantha Wijeyesekera</b>  Member of National Education Commission,  Chairman of Standing Committee on Technical and Tertiary Education  <i>Technical education in Sri Lanka -- Past, present and future</i></p> <p><b>Prof. Dr. Felix Rauner</b>  University of Bremen  <i>Professionalism in TVET teacher education and practice</i></p> <p>Discussion</p>
12:30 – 13:30	Lunch break
13:30 – 14:45	<p>Short plenary session  Chair: <b>Mr. Peter Collingro</b></p> <p><b>Dr. Joachim Dittrich</b>  University of Bremen  <i>The Hangzhou framework reviewed</i></p>

	<p><b>Dr. Suresh Kumar Dhameja</b> Colombo Plan Staff College for Technician Education, Manila, Philippines <i>A Perspective Plan of Post Graduate Studies for Technical Teachers by CPSC</i></p> <p>Discussion</p>	
14:45 – 16:00	Working group 1: Master study program concept for teacher training in Sri Lanka	Working group 2: International cooperation between universities in the field of TVET – Developing the Hangzhou Framework
16:00 – 16:30	Tea break	
16:30 – 18:00	Continuing Working group 1	Continuing Working group 2
<b>Friday, 24.11.2006</b>		
8:30 – 10:00	<p>Short plenary session Chair: <b>Mr. Peter Collingro</b></p> <p><b>Prof. Dr. Zhao Zhiqun</b> Beijing Normal University <i>Master in TVET – the example from China</i></p> <p><b>Prof. Dr. Che Cum Clement</b> Islamic University of Technology (IUT), Bangladesh <i>Master in TVET – the example from Bangladesh</i></p> <p><b>Mr. Gamini Bambaradeniya</b> University of Vocational Technology (UNIVOTEC) <i>Impact of TVET Reforms in Sri Lanka on Teacher Qualification</i></p> <p>Discussion</p>	
10:00 – 10:30	Tea break	
10:30 – 13:00	Continuing working group 1	Continuing working group 2
13:00 – 14:00	Lunch break	
14:00 – 15:30	<p>Short plenary session Chair: <b>Mr. Peter Collingro</b></p> <p><b>Prof. Dr. Jailani Md Yunos</b> Kolej Universiti Teknologi Tun Hussein Onn (KUiTTHO) <i>Master in TVET – the example from Malaysia</i></p> <p><b>Dr. Masriam Bukit</b> Graduate school, Indonesia University of Education <i>Master in TVET – the example from Indonesia</i></p>	

	<b>Dr. Thomas Scheib</b> University of Bremen <i>Master in TVET – the example from University of Bremen</i>  Discussion	
15:30 – 16:00	Tea break	
16:00 – 18:00	Continuing working groups (combined 1+2)	
<b>Saturday, 25.11.2006</b>		
9:00 – 10:30	Short plenum: Reports from the working groups and discussion Chair: <b>Mrs. Naing Yee Mar</b>	
10:30 – 11:30	Tea break	
11:30 – 13:00	Summarizing R&D needs and perspectives in Sri Lanka	Meeting of board members of UNIP
13:00 – 14:00	Communal lunch	
14:00	Visit of vocational institutions	

## List of Participants

**Prof. Lal Balasuriya**

Moratuwa University, Sri Lanka

**Mr. Gamini Bambaradeniya**

Skills Development Project (SDP), Sri Lanka

**Mrs. Kirsten Brehm**

REVO Project, GTZ, Sri Lanka

**Dr. Masriam Bukit**

Graduate school, Indonesia University of Education, UNIP, Indonesia

**Dr. Che Kum Clement**

Islamic University of Technology (IUT), Bangladesh

**Mr. Peter Collingro**

REVO Project, GTZ, Sri Lanka

**Dr. Suresh Dameja**

Colombo Plan Staff College for Technician Education, Philippines

**Mr. Rashitha Delapola**

REVO Project, Sri Lanka

**Mr. P.N.K. Dias**

Appretice Training Institute, Sri Lanka

**Dr. Joachim Dittrich**

ITB, University of Bremen, UNIP, Germany

**Mr. Earle Fernando**

Skills Development Project (SDP), Sri Lanka

**Mr. Ralph Fernando**

REVO Project, Sri Lanka

**Mrs. Renuka Gamage**

USAID, Sri Lanka

**Dr. T.A.G. Gunasekara**

USAID, Sri Lanka

**Mr. Gaminie Gunasinghe**

REVO Project, Sri Lanka

**Prof. Chandra Gunawardane**

Open University of SL, Sri Lanka

**Prof. Raja Gunawardane**

University of Colombo, Sri Lanka

**Mr. L.M. Gurusinghe**

Department of Technical Education & Training (DTET), Sri Lanka

**Mrs. Gaya Hapuarachchi**

CBCQE - TIAT Project, Sri Lanka

**Mr. P.L.A. Jayasinghe**

Institute of Engineering Technology, Sri Lanka

**Prof. Lakshman Jayathilaka**

National Institute of Business Management, Sri Lanka

**Mr. R. L. Jayaweera**

Department of Technical Education & Training (DTET), Sri Lanka

**Mrs. Silke Leindecker**

Department of Technical Education and Training, Sri Lanka

**Mr. J.M. Leung**

UNIP, Hong Kong

**Mr. Sudath Liyanage**

National Institute of Technical Education in Sri Lanka

**Mr. Lalith Liyanage**

Distance Education Modernization Project, Sri Lanka

**Dr. Norman Lucas**

Institute of Education, University of London, UNIP, England

**Mr. Gamini Manchanayake**

Ceylon German Technical Training Institute, Sri Lanka

**Mrs. Naing Yee Mar**

UNESCO-UNEVOC, UNIP, Netherlands

**Dr. H.L. Obeyesekera**

Department of Technical Education and Training (DTET), Sri Lanka

**Dr. T.A. Piyasiri**

Tertiary and Vocational Education Commission (TVEC), Sri Lanka

**Mr. S. Rajapaksha**

UNICEF Sri Lanka

**Prof. Felix Rauner**

ITB, University of Bremen, UNIP, Germany

**Mrs. Renuka Rodrigo**

GTZ - NIAAT Project, Sri Lanka

**Dr. Thomas Scheib**

ITB, University of Bremen, Germany

**Mrs. Nilanthi Sugathadasa**

Ministry of Vocational and Technical Training (MVTT), Sri Lanka

**Mr. D.D.D. Suraweera**

Learning Resource Development Centre (LRDC), Sri Lanka

**Mrs. Badrani Thoradeniya**

University of Moratuwa, Sri Lanka

**Mr. Benedict Ulluvishewa**

Lesson International (pvt) Ltd., Sri Lanka

**Mrs. Lan Wang**

International Communication Services, Germany

**Mr. J. Weerasinghe**

Skills International (Pvt) Ltd., Sri Lanka

**Mr. N.R.R.K. Wijenayake**

Sri Lanka Technical College, Sri Lanka

**Prof. Dayantha Wijesekara**

University of Moratuwa, Sri Lanka

**Mr. Bandula Wimalasundara**

Institute of Incorporated Engineers Sri Lanka (IIESL)

**Mrs. Jin Yang**

Beijing Normal University, China

**Mr. Qiding Yu**

Beijing Normal University, China

**Prof. J.B.M.D. Yunus**

Kolej Universiti Teknologi Tun Hussein Onn (KUiTTTHO), UNIP, Malaysia

**Dr. Zhiqun Zhao**

Beijing Normal University, UNIP, China