

Table of Contents

Notes on contributors.	11
-----------------------------	----

Part One

Reflecting on policy transfer in vocational skills development

MARKUS MAURER & PHILIPP GONON

The challenges of policy transfer in vocational skills development: An introduction	15
--	----

KENNETH KING

Skills, competencies, and knowledge in international translation and cooperation	35
---	----

MICHEL CARTON

What do we need for vocational skills development: Data, consultancy or research? All of them!	49
---	----

Part Two

Transfer of national qualifications frameworks

STEPHANIE ALLAIS

National qualifications frameworks and apprenticeships: Promises, premises, pitfalls	67
---	----

MADHU SINGH

The work of UNESCO Institute for Lifelong Learning (UIL) in strengthening lifelong learning through National Qualifications Frameworks (NQFs)	85
---	----

POORNA KANTA ADHIKARY

Youth skill development in Nepal: An approach to human security and sustainable peace	133
--	-----

MARKUS MAURER

The revolutionary scope of qualifications frameworks and their limitations on the ground: Reflections on the model used in development cooperation and its implementation in Sri Lanka	151
--	-----

SALIM AKOOJEE

Promises unfulfilled and (still) counting casualties: Embedded interests and the NQF in South Africa	173
--	-----

RASHMI AGRAWAL

The Indian approach to skill certification	197
--	-----

MATTHIAS JÄGER

Meandering through policy development: Observations on vocational education and training in Albania	217
---	-----

*Part Three**Transfer of the dual model of vocational skills development***PHILIPP GONON**

Development cooperation in the field of vocational education and training – The dual system as a global role model?	241
---	-----

REINHARD STOCKMANN

The transfer of dual vocational training: Experiences from German development cooperation	261
---	-----

RUDOLF BATLINER

Adapting the dual system of vocational education and training	285
---	-----

STEFAN WOLF

The 'need' approach for curriculum development in the TVET cooperation with developing countries – CBET meets work-process oriented curriculum design	303
---	-----

SIROCO MESSERLI

Result-based payment systems in vocational skills development	325
---	-----

Part Four

Epilogue

CHRISTOPHER WINCH

Are the dual system and qualifications frameworks compatible with each other?	343
--	-----