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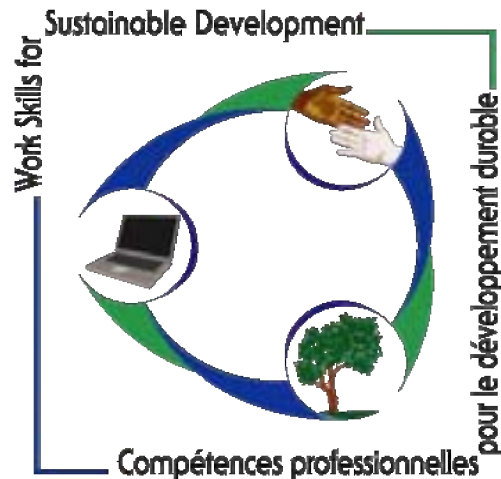
## Skills for sustainable livelihoods – Implementing the UNESCO normative instruments concerning technical and vocational education and training



*A sub-regional seminar for TVET policy-makers and  
UNEVOC Centre Coordinators in Central and East Africa*  
22 – 25 August 2005  
Nairobi, Kenya

**FINAL REPORT**

**Skills for sustainable livelihoods –  
Implementing the UNESCO normative  
instruments concerning technical and vocational  
education and training**



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## ACKNOWLEDGMENTS

The UNESCO sub-regional seminar *Skills for Sustainable Livelihoods – Implementing the UNESCO normative instruments concerning technical and vocational education and training* which was held in Nairobi, Kenya, from 22 to 25 August 2005, was an example of a programme activity successfully organized by several entities in the UNESCO family. The Section for Technical and Vocational Education at UNESCO Headquarters in Paris, the UNESCO Office in Nairobi, the UNESCO-UNEVOC Centre in Bonn and the Kenyan National Commission for UNESCO cooperated smoothly and effectively to hold a most fruitful and substantively productive event. The Nairobi Declaration that emerged from the seminar testifies to the quality of the deliberations that took place and the benefits of sharing experiences and ideas within a sub-region.

UNESCO wishes to give special thanks to the Hon Prof George Saitoti EGH, Minister of Education, Science and Technology of the Government of Kenya. His inspiring inaugural message calling on technical and vocational education and training (TVET) to better serve the interests of young people and, through them, social and economic development in East and Central Africa, underlined the Kenyan Government's firm commitment to TVET reform. Reiterating his belief in the importance of TVET for the countries of the Sub-region, Prof Saitoti provided supplementary funds for the organization of the seminar. UNESCO would also like to express its gratitude to Prof Karega Mutahi, Permanent Secretary of Education, Science and Technology for his unswerving support for the seminar and the hospitality he provided. Prof Mutahi's grasp of TVET issues was truly remarkable.

The efficient conduct of the seminar was to a large degree due to the excellent coordination by the Ministry's Organizing Committee, chaired by Mr. Arthur A. Rateng, Director of Technical Education. Bringing together over 60 participants from 13 of UNESCO's Member States and international agencies across Africa for four days of keen debate and discussions was a challenging undertaking. UNESCO is particularly appreciative that the Committee provided an evening of spectacular cultural performances as part of the programme.

Thanks also to the numerous support staff, particularly the interpreters, whose contributions were crucial to the success of the seminar.

Finally, UNESCO wishes to thank most warmly each of the participants at the seminar, whose energy, enthusiasm and wealth of experience made the seminar a memorable occasion for all.

## FOREWORD

Technical and vocational education and training (TVET) is increasingly recognized as an effective means of empowering young people to engage in productive and sustainable livelihoods. This is especially so in countries where vastly increased numbers will be completing primary and secondary education in the years ahead as the Education For All (EFA) process, for which UNESCO is the lead Agency, yields results. In these countries, governments are faced with the challenge of providing further learning opportunities for young people or preparing them for the world of work. Hence, TVET programmes that respond to the demands of the labour market, both local and global, are viewed as central to the effort to equip the young with the work skills that will enable them to escape the trap of poverty and contribute to their community's economic wellbeing.

As part of UNESCO's leadership role in the EFA process, the Organization promotes the acquisition of livelihood skills as a key aspect of lifeskills development. Indeed there is broad support for the view that livelihood skills development must form an integral part of basic education. Thus enhancing access to skills development and TVET programmes may be viewed as a contribution to EFA Goal 3 which seeks to provide young people and adults with quality lifeskills programmes.

In another role, that of international standard-setter in education, UNESCO has developed two normative instruments that set out the internationally acknowledged sound standards and practices in the field of technical and vocational education. These are the *Revised Recommendation concerning Technical and Vocational Education (2001)* and the *Convention on Technical and Vocational Education*. These standard-setting documents have recently been published together in a booklet and on CD-ROM, and are being distributed widely among education policy- and decision-makers with a view to providing them with the resource material to implement reform in their national TVET systems.

In order to further help education policy-makers, UNESCO has held a series of sub-regional seminars to familiarize them with the normative instruments and to promote TVET policy reform so that national systems are better aligned with labour market demands and better positioned to take advantage of the opportunities that globalization may bring. ***“Skills for Sustainable Livelihoods: Implementing the UNESCO Normative Instruments Concerning TVET”*** was the latest in this series of seminars and involved high-level TVET experts from Central and Eastern Africa. Held in Nairobi, Kenya, from 22-25 August 2005, the seminar brought together about 60 experts from 13 Member States and the international organizations present in the Region. Focusing on the seminar sub-themes “Learning for skills development” and “Transition to the world of work”, these policy-makers spent four days determining how the standards and practices set out in the normative instruments could be applied to benefit TVET in their countries. The recommendations that emerged from the working groups reflect the overall situation of TVET in the Sub-region and propose feasible strategies for addressing the challenges that face them.

The Nairobi seminar was also an opportunity for participants to reflect on the strengths and weaknesses of the UNEVOC Network of TVET Centres as well as the

proposal to establish an association of TVET professionals in Central and Eastern Africa.

The papers, presentations, discussions and conclusions reached at the seminar are contained in this report. However, the printed word does not do justice to the enthusiasm that characterized the proceedings. There was broad agreement that TVET holds the key to poverty alleviation and economic expansion in Central and Eastern Africa. It was this belief that led to the discussion on the need for recognized national and sub-regional associations of TVET professionals that could emphasize the crucial role TVET must play in national development programmes.

This report is intended to be a reference resource for TVET policy-makers and practitioners in Central and Eastern Africa. It highlights the need for TVET systems to be more closely aligned with the needs of the contemporary workplace, the need for multi-skilling that includes information and communication technology and the 'soft' skills such as entrepreneurship and adaptability to evolving work situations.

The proceedings of the Nairobi seminar indicated unequivocally that the pivotal role of TVET in preparing people of all ages and in all socio-economic contexts for productive, satisfying and socially responsible work in Central and East Africa is widely accepted. The discussions also highlighted the belief that sub-regional cooperation, particularly through the medium of a revitalized UNEVOC Network, could prove an invaluable means of implementing and maintaining sound standards. It is hoped that the material published in this report will inspire and motivate stakeholders in Central and Eastern Africa to reform their national TVET systems at all levels, from policy-making to delivery in all its forms, particularly in non-formal settings, so that young people and adults in the Sub-region are better prepared for work in the knowledge society.

Mohan Perera  
Chief  
Section for Technical and Vocational Education  
UNESCO

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## **CHAPTER 1**

### **BACKGROUND AND SUMMARY OF PROCEEDINGS**

#### **Background**

The forces of globalization combined with developments in information and communication technology (ICT) are causing profound changes in the world of work in both the developing and developed world. These changes concern the work content as well as the workers' terms and conditions of employment. In order to remain competitive members of the workforce, all individuals be they young people or adults, need to adapt their competencies to the prevailing skills demands of the workplace while acquiring a mindset compatible with the new conditions of employment.

As the branch of education most concerned with preparing young people and adults for the labour market, it is imperative that technical and vocational education and training (TVET) keeps abreast of the changes taking place in the world of work. Therefore UNESCO, the United Nations Organization with the mandate to develop the education aspects of TVET, has committed itself to facilitating the transition from education to work, particularly in developing countries, by preparing young people to better utilize the opportunities that change in the workplace may bring. UNESCO's work is especially focused on countries where the Education For All (EFA) process has resulted in vastly increased numbers of young people who will be completing primary and secondary education in the forthcoming years.

In order to advise its Member States' Ministries of Education about the policy reform necessary to adapt TVET to the needs of the contemporary world of work, UNESCO uses its normative instruments or standard-setting documents the *Convention on Technical and Vocational Education* and the *Revised Recommendation concerning Technical and Vocational Education (2001)* that describe the internationally acknowledged standards and practices in the field. These documents are invaluable guidelines for all TVET stakeholders, particularly policy-makers, practitioners, institution heads and employers who are endeavoring to prepare young people for sustainable livelihoods.

#### **Objectives of the seminar**

*Skills for Sustainable Livelihoods: Implementing the UNESCO Normative Instruments concerning TVET* was a Sub-regional seminar organized by UNESCO Headquarters in Paris, the UNESCO-UNEVOC International Centre and the UNESCO Office in Nairobi in close collaboration with the Ministry of Education in Kenya. The seminar brought together TVET policy-makers and practitioners from 13 countries in Central and East Africa to discuss and understand the role of the normative instruments and to devise mechanism for implementing them in national TVET systems. Its specific objectives were to:

- familiarize participants with the *Revised Recommendation concerning Technical and Vocational Education (2001)* and the *Convention on Technical and Vocational Education (1989)* and the aims and objectives of each
- discuss modalities for implementing the two documents in full or in part in national TVET systems, and the difficulties that may be encountered in the process of implementation



- explore the possibility of establishing a regional mechanism for supporting and reinforcing national initiatives to implement the two instruments
- explore ways and means to revitalize the UNEVOC Centres in the region to enable them to play an active role in co-operation

### **Participation**

Countries in the Central and East African Sub-region were invited to participate in the seminar by nominating a high-level policy-maker actively working in the field of technical and vocational education and training. These officials were to be from the Department of Technical and Vocational Education and Training in the Ministry of Education. The Coordinator of the national UNEVOC Centre in each country was also invited. The countries that responded to the invitation included Burundi, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Djibouti, Eritrea, Ethiopia, Kenya, Republic of Congo, Rwanda, Uganda and the United Republic of Tanzania.

Representatives from UNESCO Headquarters in Paris, the UNESCO Office Nairobi, the UNESCO-UNEVOC International Centre in Bonn, the UNESCO Office Liberia; the UNESCO Programme for Education for Emergencies and Reconstruction (PEER) Programme, the ILO together with several eminent Kenyan TVET professionals served as resource persons.

### **Programme components of the seminar**

1. Introducing the two standard-setting documents, their aims and objectives and the international consultative process by which they were developed.
2. Incorporating the articles and the spirit of the documents in national TVET policy: modalities, possibilities and challenges.
3. Implementing the documents in national TVET systems through dissemination, advocacy, mobilizing stakeholders, financing and innovation.
4. Identifying a regional mechanism for reinforcing and supporting national initiatives for implementing the documents.
5. Revitalizing UNEVOC Centres in the region to play a more active role in co-operation.

### **Inauguration**

The seminar began in plenary session on 22 August 2005 with a Welcome Address by Dr Esther W. Kakonge, Secretary-General of the Kenya National Commission for UNESCO. Introductory remarks were delivered by Ms Susan N'kinyangi, Senior Education Adviser, UNESCO Office Nairobi on the behalf of the Director of that Office. The seminar was officially opened by the Hon Prof George Saitoti EGH, MP, Minister of Education, Science and Technology of the Government of Kenya, who delivered the inaugural address on the theme **Skills for Sustainable Livelihoods in Africa**.

Prof. Karega Mutahi, Permanent Secretary of the Ministry of Education, Science and Technology, addressed participants at a reception hosted by the Ministry on the evening of 22 August.

### **Summary of proceedings**

After the inaugural addresses the election of the Chairperson of the seminar, the Working Group Chairs and Rapporteurs were elected. Mr Arthur A. Rateng,

Director of Technical Education in the Ministry of Education, Science and Technology of the Government of Kenya was elected by acclaim as the Seminar Chairperson.

Following the election of the bureau for the seminar, two eminent TVET professionals from the Region delivered orientation presentations on the two broad sub-themes of the seminar. Prof B. Kerre of Moi University, Kenya gave the presentation on **Learning for Skills Development** while Mr Pascal Wambiya of the ILO Office in Nairobi addressed the seminar on **Transition to the World of Work**.

The orientation presentations were followed by a brief description by Mr Mohan Perera, Chief of the Section for Technical and Vocational Education at UNESCO Paris, of the background of the two UNESCO normative instruments and the process of international consultation before their adoption by UNESCO's General Conference. Ms Halima Letamo and Ms Elspeth McOmish, from the same Section at UNESCO HQ, then explained the relevance of the normative instruments to the seminar themes.

Next, Mr Efison Munjanganja, Head of Networks at the UNESCO International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) in Bonn, Germany described the UNEVOC Network and its potential role as an effective vehicle for implementing TVET reform in the Central and East African Sub-region.

The seminar participants then divided themselves into the two Working Groups that engaged themselves in extremely interactive sessions for the ensuing day and a half. Under the two seminar sub-themes, the Working Groups functioned concurrently on the topics listed below. Participants chose to attend the Group that was dealing with the topic that most interested them. However the seminar secretariat attempted to maintain roughly equal numbers in both groups.

#### **Working Group on Learning for Skills Development**

1. Integrating skills development in basic education
2. Non-formal TVET
3. HIV/AIDS and TVET
4. Enhancing the national profile and effectiveness of UNEVOC Centres

#### **Working Group on Transition to the World of Work**

1. Links with the labour market
2. Entrepreneurship
3. TVET in post-conflict situations
4. Identifying possible collaborative activities.

Each Working Group conducted its deliberations with the guidance of a Chairperson while an elected Rapporteur recorded the highlights of the discussions. The Working Groups discussed and analyzed issues derived from the topics in question, identified regional mechanisms to implement the UNESCO Recommendations and Convention, and decided on measures to enhance the uses of the UNEVOC Network in the Sub-region.

After the Working Group sessions on the morning of the third day of the seminar, the participants spent the afternoon on a field visit to two TVET centres just outside Nairobi. On their return from the field trip, participants and resource persons were treated to an evening of traditional cultural performances from the various provinces of Kenya.

On the fourth and final day the seminar met in plenary session again with the Chairmanship of Mr Arthur Rateng. The plenary session began with the Rapporteurs from each of the two Working Groups presenting the recommendations and conclusions developed by that Group. The recommendations of the Groups that discussed the revitalization of the UNEVOC Network were then presented by the Rapporteurs of those sessions. The recommendations and conclusions of the Working Group sessions appear in Chapters 3.

The plenary session then discussed the possibility of creating an East African Association of TVET professionals. The proposed association would consist of policy-makers and practitioners and would help to guide decision-making in Government when major development issues that involved TVET were under consideration.

The participants then considered the text of a draft Nairobi Declaration which summarized the conclusions of the two Working Groups and called on the Governments of the Sub-region to recognize the crucial role that TVET could play in social and economic development and to integrate it in broader development initiatives. After some discussion, a slightly revised text was adopted by the plenary session of the seminar as the **Nairobi Declaration**.

After some closing remarks and a message from the Permanent Secretary of Education, Science and Technology, which was read by his representative, a participant gave a vote of thanks.

The Chairperson then declared a very fruitful and productive UNESCO TVET sub regional seminar closed.

## **CHAPTER 2 OPENING SESSION**

### **Introductory remarks**

**Ms Susan N’kinyangi, Senior Education Adviser,  
UNESCO Office Nairobi**

*Honourable Minister of Education  
Education Secretary  
Distinguished Guests  
Ladies and Gentlemen,*

On behalf of the UNESCO-Nairobi Office, I am pleased to welcome you to this UNESCO Sub-regional seminar on technical and vocational education and training. This seminar brings together education policy-makers concerned with technical and vocational education from some 13 countries in the region along with national coordinators of UNEVOC Centres and UNESCO staff from Paris, Bonn, Liberia and Nairobi. We give special thanks to the Kenya National Commission for UNESCO for its support in the planning and organization of the meeting.

This gathering is one in a series of seminars being organized around the world by UNESCO’s Technical and Vocational Education Programme and the UNESCO/UNEVOC Centre that is located in Bonn, Germany. The purpose of these seminars are to discuss and become conversant with the UNESCO normative instruments on technical and vocational education and see how these standard-setting instruments can be used to guide the education reform process. In each region of the world, the seminars debate the challenges of the TVET sub-sector and how to deal with these through strategic planning and education sector investment programmes. Our goal is to bring TVET policy reforms into practice.

Over the years UNESCO has consistently advocated for technical and vocational education and training as an important pathway for empowering youth and adults to participate in the world of work and employment. Young people and adults need life skills that will allow them to engage in sustainable livelihoods. They also need to acquire a yearning for lifelong learning.

In 1996, the report to UNESCO of the International Commission on Education for the Twenty-first Century published under the title --- Learning: The Treasure from Within---speaks of the ever-growing need of learning throughout life. It viewed ‘learning throughout life, as the heartbeat of society’. According to this International Commission under the Chairmanship of Jacques Delors, the challenges posed by a rapidly changing world emphasized the growing need for people to return to education in order to deal with new situations in their personal and working lives. The only way to satisfy this need is for individuals to ‘learn how to learn’.

Education systems are often blamed for unemployment. According to the Jacques Delors Report, this observation is only partially true. There are, as we know, other political, economic and social prerequisites for achieving full employment. Just the same there are real problems of the mismatch between the supply and demand on

labour markets which could be countered by a more flexible education system. More flexible education systems would allow greater curricular diversity and build bridges between different types of education -- formal and non-formal, between working life and further training.

The **Second International Congress on Technical and Vocational Education** that took place in Seoul, Republic of Korea, in April 1999, advanced the concept of technical and vocational educational and training for all as a lifelong process. 'TVET for All' as it was coined calls for programmes to be comprehensive and inclusive so as to accommodate to the needs of all learners through flexible access to lifelong learning. 'TVET for All' assures the participation of women and girls and those marginalized and excluded from educational opportunities.

The Seoul Congress proposed direction for developing the competencies and skills for learners' to become responsible citizens who are able and willing to contribute to sustainable development. There was an overwhelming appeal for a coordinated effort to reform TVET systems, particularly in developing countries.

In pursuance of the Seoul recommendations, UNESCO launched a new TVET programme in 2000. This was enhanced with the establishment of the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) in Bonn, Germany. These developments render greater recognition to TVET's contribution in fostering sustainable development, promoting democracy, peace, justice, gender equity and scientific, social and, of course, economic development.

The **Joint Meeting on Life Long Learning in the Twenty First Century** convened by the International Labour Organization (ILO) looked at lifelong learning as a guiding principle for policy strategies concerned with objectives ranging from a nation's economic well-being and competitiveness to personal fulfillment and social cohesion. In April 2000, the **World Education Forum** took place in Dakar, Senegal. The Dakar Forum renewed the opportunity for strengthening and expanding skills development for youth and adults and the 'TVET for All' agenda. In Dakar, Education for All (EFA) was ratified as the overarching international platform for basic education within one comprehensive strategy and within a lifelong learning framework.

Within the Dakar Framework for Action, TVET is seen as a lifelong learning process that is more than economics and employability. TVET is expected to foster social and human values and respond to such challenges as equity and access, quality and relevance, lifelong learning and sustainable livelihoods.

**EFA Goal # 3** specifically states "to ensure that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes."

**EFA Goal # 6** calls for "improving every aspect of the quality of education, and ensuring relevance so that recognized and measurable learning outcome are achieved by all especially literacy, numeracy and life skills". We know that improving quality of education is closely associated with relevance. We also know that the overriding objective of TVET is relevance.

*Ladies and Gentlemen*

‘TVET for All’ and lifelong learning have over these past years been vigorously discussed and debated. Technical and vocational skills development and training can be defined in terms of outcomes, competencies and in terms of process. It possible to organize the various stages of TVET education and learning into a coherent and transparent framework that provides for entry and passage from one stage to another and opportunities to pursue diverse paths through the system. Later in this seminar, we will be looking at the development of frameworks that integrate TVET into a unified system of recognized qualification that records learner achievement and allows for national recognition of knowledge and skills.

EFA and TVET are part of lifelong learning and the means for personal, community and human development, for active citizenship building and for improving the lives of people. They are part of a strategy towards building a learning society at local, national and global levels. The only possibility for achieving EFA is by making education and learning a need and task of all, by making TVET useful and relevant for people’s daily lives and struggles. This requires a comprehensive TVET education and training strategy with financial support. While the state, national and local governments have the main financial responsibility and other national and international partners are necessary to make this happen.

TVET is a life long undertaking. Over the coming days, we hope to catalyze the process of shaping the TVET agenda in our region. We hope to learn from each others experiences and build alliances. We will work toward consensus on the TVET agenda for action. Learning and life skills form the basis of any development effort. As education policymakers, you are challenged with the obligation to ensure that every person is provided with an opportunity to meet their needs for basic education and training.

## Remarques préliminaires

**Mme Susan N'kinyangi, Conseillère principale en éducation,  
Bureau de l'UNESCO à Nairobi.**

*Son Excellence le Ministre de l'Éducation Nationale*

*Monsieur le Secrétaire général de l'Éducation*

*Distingués invités*

*Mesdames et Messieurs,*

Au nom du Bureau de l'UNESCO-Nairobi, je voudrais saisir cette opportunité pour vous souhaiter la bienvenue à ce séminaire sous-régional sur l'enseignement et la formation techniques et professionnels (EFTP). Ce séminaire a permis de réunir différents décideurs politiques du secteur de l'enseignement et de la formation techniques et professionnels issus des 13 pays de la région, les coordonnateurs nationaux des Centres UNEVOC, ainsi que les membres du personnel de l'UNESCO venus de Paris, de Bonn, du Libéria et de Nairobi. Nous voudrions particulièrement remercier la Commission nationale kenyane pour l'UNESCO de son appui dans la planification et l'organisation de cette réunion.

Cette rencontre fait partie de la série des séminaires organisés à travers le monde par le Programme de l'Enseignement technique et professionnel de l'UNESCO, et le Centre UNESCO-UNEVOC qui est basé à Bonn, en Allemagne. Le but de ces séminaires est d'examiner et de se familiariser avec les instruments normatifs de l'UNESCO sur l'EFPT, et de voir dans quelle mesure ces instruments peuvent être utilisés pour orienter le processus de réforme du secteur éducatif. Les débats des séminaires qui ont lieu à travers le monde sont centrés sur les défis du sous-secteur de l'EFPT, ainsi que sur les voies et moyens visant à faire face à ces derniers, à travers la planification stratégique et les programmes d'investissement dans le secteur de l'éducation. Notre objectif consiste à concrétiser les réformes de politique.

Au fil des années, l'UNESCO a, de manière consistante, entrepris le plaidoyer pour l'EFPT, comme moyen important d'habilitation des jeunes et des adultes pour la participation active dans le monde de travail et de l'emploi. Les jeunes, ainsi que les adultes ont besoin des compétences de vie qui leur permettront d'accéder aux moyens d'existence durable. Ils leur faut également développer des aspirations à la l'apprentissage tout au long de la vie.

Le rapport intitulé : '*Learning: The Treasure from Within*', de la Commission Internationale sur l'Éducation au 21<sup>ème</sup> siècle publié en 1996, et qui soumis à l'UNESCO, porte sur le besoin croissant de l'apprentissage tout au long de la vie. Il perçoit 'l'apprentissage tout au long de la vie, comme étant le cœur de la société'. D'après la Commission Internationale, sous la présidence de Jacques Delors, les défis posés par un monde en croissance rapide ont fait ressortir la nécessité croissante de poursuivre les études, afin de faire face aux nouvelles situations dans la vie personnelle et professionnelle. L'unique moyen de satisfaire ce besoin est 'd'apprendre pour apprendre'.

Les systèmes éducatifs ont souvent été critiqués pour le chômage. D'après le rapport de Jacques Delors, cette observation n'est que partiellement vraie. Tel que nous le

savons, il y a d'autres conditions d'ordre économique et social qu'il faudrait remplir pour réaliser le plein emploi, au même titre qu'il y a des problèmes concrets de déséquilibre entre l'offre et la demande sur les marchés de l'emploi qui peuvent être résolus par des systèmes éducatifs plus flexibles. Ces systèmes éducatifs permettraient de mettre en place une plus grande diversité des programmes d'études et de combler les disparités entre les différents systèmes éducatifs – le formel et le non-formel, entre la vie professionnelle et la formation approfondie.

Le **Deuxième congrès international sur l'enseignement et la formation techniques et professionnels** qui a eu lieu à Séoul, République de la Corée, au mois d'avril 1999, a élargi le concept de l'Enseignement et la formation techniques et professionnels pour tous, en tant que processus à vie. 'L'EFTP pour tous' permet de s'assurer de la participation des femmes, des filles, des groupes marginalisés et des groupes privés des opportunités éducatives.

Le Congrès de Séoul a proposé une orientation de renforcement des capacités et des compétences à l'intention des apprenants, qui deviendront des citoyens responsables capables et disposés à contribuer au développement durable. Un appel a vivement été lancé pour des efforts concertés, en vue de reformer les systèmes EFTP, particulièrement dans les pays en voie de développement.

Dans le cadre de la poursuite des recommandations de Séoul, l'UNESCO a mis sur pied un nouveau programme EFTP en 2000, qui a été soutenu par la création du Centre International de l'UNESCO pour l'Enseignement et la Formation Techniques et Professionnels (UNEVOC) à Bonn, en Allemagne. Ces progrès facilitent une meilleure reconnaissance de la contribution de l'EFPT dans la promotion du développement durable, de la démocratie, de la paix, de la justice, de l'équité de genre, et du développement scientifique, social et, bien sur, économique.

La **Conférence conjointe sur l'apprentissage tout au long de la vie au 21<sup>ème</sup> siècle**, qui a eu lieu sous les auspices de l'Organisation Mondiale du Travail (OIT) considère l'apprentissage tout au long de la vie comme étant un principe directeur pour les stratégies de politiques qui portent sur les différents objectifs allant du développement économique et de la compétitivité d'une nation à l'épanouissement personnel et à la cohésion sociale.

En 2000, le **Forum Mondial sur l'Education** a eu lieu à Dakar, au Sénégal, et il a renouvelé l'opportunité de renforcer et d'étendre le processus de développement des compétences pour les jeunes et adultes, et le programme de 'l'EFTP pour tous'. A Dakar, l'Education pour tous (EPT) a été ratifiée en tant que plate-forme internationale de préoccupation générale pour l'éducation de base au sein d'une stratégie globale et d'une structure d'apprentissage tout au long de la vie.

Dans le cadre d'action de Dakar, l'EFTP est perçu comme un processus d'apprentissage tout au long de la vie qui va au-delà de l'aspect économique et de l'emploi. Il est prévu que l'EFTP pourra promouvoir les valeurs sociales et humaines, et relever certains défis tels que l'équité et l'accès, la qualité et la pertinence, l'apprentissage tout au long de la vie et les moyens d'existence durable.



**L'objectif 3** consiste particulièrement à "s'assurer que l'on répond aux besoins d'apprentissage de tous les jeunes et adultes, à travers l'accès équitable aux programmes appropriés de formation et d'apprentissage tout au long de la vie.

**L'objectif 6** fait appel à "l'amélioration de chaque aspect de la qualité de l'éducation, et à s'assurer de la pertinence, afin que les résultats reconnus et mesurables soient atteints par tous, particulièrement les compétences de lecture et de calcul et les compétences de vie". Nous savons également que l'objectif primordial de l'EFTP est la pertinence.

*Mesdames et Messieurs,*

'L'EFPT pour tous' et l'apprentissage tout au long de la vie ont vigoureusement fait l'objet des discussions et des débats au cours des années écoulées. Le développement des compétences techniques et professionnelles, ainsi que la formation, peut être défini aussi bien en termes des résultats et de compétences qu'en termes de processus. Il est possible d'organiser les différentes étapes de l'EFTP en un cadre d'action cohérent et transparent qui permet l'accès et le passage d'une étape à une autre, et qui offre des opportunités de poursuivre diverses orientations à travers le système. Nous aborderons, ultérieurement dans ce séminaire, la mise sur pied des cadres d'action intégrant l'EFPT dans un système unifié de qualifications reconnues qui est utilisé pour mener le suivi des progrès de l'apprenant et qui facilite une reconnaissance des connaissances et des compétences au niveau national.

L'EPT et l'EFTP font partie intégrante de l'apprentissage à vie et des voies et moyens requis pour la réalisation du développement personnel, communautaire et humain, pour le renforcement actif de la citoyenneté, et pour l'amélioration de la qualité de la vie des personnes. Ils font partie d'une stratégie visant à créer une société d'apprentissage aux niveaux local, national et international. Le seul moyen d'atteindre les objectifs de l'EPT est de rendre l'enseignement/apprentissage une nécessité et une tâche de tous, en rendant l'EFTP utile et pertinent dans la vie et la lutte quotidienne. Cela requiert une stratégie détaillée de l'EFTP, ainsi que l'appui financier. Bien que la principale responsabilité financière revienne à l'Etat et aux gouvernements nationaux et locaux, la contribution des autres partenaires nationaux et internationaux est également indispensable pour que cela puisse s'accomplir.

L'EFTP est une entreprise à vie. Dans les jours à venir, nous envisageons le déclenchement du processus d'élaboration du calendrier de l'EFPT dans notre région. Nous espérons tirer des leçons en apprenant les uns et des autres, et créer des alliances. Nous nous efforcerons d'établir le consensus sur le plan d'action de l'EFPT.

Les compétences d'apprentissage et de survie constituent la base de tout effort de développement. En tant que décideurs politiques, vous êtes appelés à vous rassurer que l'opportunité de répondre aux besoins est offerte à chaque personne, dans le cadre de l'éducation et de la formation de base.

## **“Skills for sustainable livelihoods in Africa”**

**Hon Prof George Saitoti EGH, Minister of Education, Science and Technology, Kenya**

*The Permanent Secretary, MOEST,  
The Director, UNESCO Nairobi Office,  
The Education Secretary,  
Dr. Mohan Perera, TVET, UNESCO, PARIS,  
The Director of UNESCO – UNEVOC Centre in Bonn,  
The Directors of the various Directorates of the Ministry of Education, Science and Technology  
of the Republic of Kenya,  
TVET Policy Makers from Eastern and Central Africa,  
Distinguished Guests,  
Ladies and Gentlemen.*

It is with great pleasure to be with you today on this important occasion during the official opening of Sub-regional Seminar for TIVET Policy makers and UNESCO-UNEVOC centre coordinators. First, I want to take this opportunity to welcome you all to Kenya. We are honoured to have you here and to host this important workshop; which will deliberate on critical issues related to Technical, Vocational and Education Training. Development of TIVET is fundamental in our efforts to rid the continent of poverty thus ensuring basic human rights of our peoples.

Mr. Chairman, it has been globally acknowledged that education is a major tool for transforming and empowering the youth with skills and knowledge to become useful members of the society. Indeed education is key to sustainable development. The Bonn Resolution of October 2004 noted that TVET is the “Master Key” for alleviation of poverty, promotion of peace, and conservation of the environment, in order to improve the quality of human life and promote sustainable development.

In this context, this UNESCO/UNEVOC sub-regional meeting of experts and policy makers from the Eastern African Region on “Skills for Sustainable Livelihoods” is most timely, given our need for sustainable development. Today over 50 participants from 13 countries within the region are assembled here to deliberate on crucial issues and challenges facing the implementers of TIVET programmes at school and post-school levels in Africa. I am therefore most delighted to take part in this important meeting. It is my hope that at the end of four days of intensive deliberations, recommendations will emerge as to how Africa can reorient itself towards sustainable development, using TVET as a vehicle for her socio-economic and technological transformation. It is critical that we deliberate on strategies that Africa can utilize through TVET to meet the challenges of increased unemployment, poverty, food insecurity and environmental degradation. We should also devise strategies to address other challenges facing Africa such as HIV/AIDS and drug and substance abuse. Mr. Chairman, a sound TVET system must therefore aim to provide learners with appropriate skills for higher productivity, remunerative income for the individual and higher economic growth at national level. Higher labour productivity will be achieved only when programmes for employment creation and poverty eradication are driven by policies that promote asset generation, utilization of skilled human resource and enhanced application of modern technology. Such strategies which include

application of livelihood principles, function by creating assets that directly benefit the poor by raising their productivity through education and training in specific skills. Ladies and Gentlemen although TVET is expected to create employment and raise standards of living, a haphazard or non-existent policy framework has resulted in the dilemma of the working poor” in Africa. It is within that context that the Kenya Government invited an ILO mission in 1972 to study and document the characteristics of the “informal sector” which has become popularly known as “Jua Kali”. By then it was already evident that although this sector had many hard-working people who produced and sold various products and services, the workers remained generally poor.

Mr. Chairman, as the case of the Kenyan Jua Kali amply demonstrates, there is the dilemma of poverty amongst the African working population. This is a complex problem which requires more innovative approaches than has been the case in the past. Such approaches could address how this spontaneous informal sector could be institutionalized and ensure that pre-entry measures such as quality education and training can be intensified, while training and skills on business entrepreneurship are incorporated in all levels of schooling. TVET scholars and researchers from the sub-region can help us to resolve this existing paradox. For policy-makers aiming to widen access to TVET and to improve the general quality of education and training in Sub-Saharan Africa, it is necessary to overcome obstacles that hinder participation. Under-investment in skill training institutions such as Youth Polytechnics has resulted in understaffing, lack of physical infrastructure such as workshops and tools and low quality of education which is not synchronized with what the labour market or local livelihoods require. Thus graduates from TVET institutions tend to get excluded from the world of work because they lack productive skills. Core values and attitudes which translate into positive work ethics are also lacking as they tend to be given a passing recognition within the institutional setting. This disconnect between the institution and the work situation is a challenge that TVET policy-makers must confront and resolve.

Mr. Chairman, TVET and other institutions of Higher learning in Africa which were established to develop indigenous human capacity for nation building, have not lived up to that mandate. There is a great need to develop TVET schools and colleges that promote environmental health, community empowerment and entrepreneurship. The institutions should also be more integrated with livelihood activities in the local surroundings. At the same time, they should contribute human resources which can set up medium or large scale indigenous firms which are at the cutting edge of modern technology. Such firms tend to ensure a steady flow of new technologies from North to South and facilitate more linkage with institutions of higher learning and research.

Ladies and gentlemen, several countries particularly among them, the developed and developing nations such as Italy, Brazil, China, Sweden, Japan etc have given more recognition to Technical, Industrial and Vocational Education and Training through adequate funding. As a result, students get exposed to vocational training and to a culture of scientific investigation and application at an early age. In Europe, at least 50 percent of the students in upper secondary education pursue some form of technical or vocational education. In China, India and South East Asia the figure is 35-40 percent, whereas in Africa it is less than 20 percent.

Given the above, it is a matter of great concern that Africa lags behind the rest of the world in technology and yet it continues to pay little attention to technical education and technological research. The rapid pace of industrial growth and economic prosperity realized by the South East Asian countries in the last 25 years can only be

attributed to the importance attached to TVET in those countries. Experiences from countries of Latin America also underline the importance of training programmes that are tailored to local needs, and with strong linkages to the nearby firms and institutions. It is often the case that employability of graduates is enhanced when practical hands-on exposure to actual work settings is integrated into the TVET training process in the various phases of internship or attachment. The emerging trends and comparative practices across countries and regions of the world as discussed above should sound a wake up call for Africa to take skills training and technological research more seriously in order to address growing poverty levels within the continent.

Mr. Chairman, I would now like to turn to the Kenyan situation where we are addressing TVET Reforms. The aim of the TVET programme in Kenya is to absorb the large proportions of students who cannot progress to the secondary and higher levels of education, immediately, so that they are enabled to contribute meaningfully to economic development. Out of the 600,000 graduates of primary education, only 55% (or 350,000) proceed to secondary schools. At the end of the secondary cycle only 20,000 proceed to universities, the rest (200,000) are expected to be catered for by the middle level colleges and TVET institutions, where the existing capacity is inadequate. In addition, the TVET sub sector in Kenya is facing challenges posed by an inflexible and outdated curriculum, a mismatch between skills taught and those demanded by the industries, an inadequate quality assurance mechanism, inadequate physical and learning resources and low participation of the private sector, which is necessary to bridge the school-work gap.

Ladies and gentlemen, the Government of Kenya is committed to re-invigorating the TVET sector through a reform programme, which started with a rapid appraisal of the TVET system. This was followed by a key stakeholders workshop which adopted the recommendations of the rapid appraisal team. A national symposium held in November 2003 reviewed the current TVET status and made key recommendations. Some of the recommendations include the establishment of a National Training Authority to over-see TIVET development and co-ordination. Other recommendations include the development of a National Skills and Training Strategy, incentives to strengthen involvement of industry in financing skills training; promotion of centres of excellence and nurturing of creativity and innovation; and promotion of a national qualification framework to enhance multi-entry points between technical, non formal and formal academic education and training.

In Conclusion, Mr. Chairman, I wish to reiterate the fundamental role of TVET in securing skills for sustainable development. This is the only way if Africa hopes to overcome devastating effects of disease stigma and the indignity of poverty. Your deliberations during this workshop will no doubt contribute immensely in taking this agenda forward. I wish you fruitful deliberations and with these remarks, I now declare this sub-regional workshop on TVET officially open.

**THANK YOU.**

## **“Learning for skills development”**

**Prof B. Kerre, Kenya.**

**LEARNING FOR SKILLS DEVELOPMENT:**

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***A Paper Presented at the Eastern and Central  
African Sub-Regional Seminar for TVET  
Policy makers And UNEVOC Centre  
Coordinators.***

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### **A World of Science and Technology**

- As the world community strides into the 21<sup>st</sup> Century that is characterized as **Scientific and Technological**, Africa lingers at the doorstep in a dilemma and faced with a millennium challenge.
- Her **dilemma**: a vast continent well endowed with both human and natural resources, yet, a mother to poor nations greatly afflicted by ignorance, poverty and disease- perennial enemies.
- Her **challenge**: to enter, survive and remain competitive in the world that is fast becoming a global village in order to guarantee her posterity a future.

### **The Challenge of Education in Africa**

- Education is one of the sectors most vulnerable to political, economic and social forces in Society. Reports on the state of Education in Africa show a marked decline in participation and funding most especially in the 1990s (UNESCO, 1997).
- Today, there are countries where education is practically non-existent. These are countries that have experienced prolonged political instability, civil strife and a host of other natural disasters such as draught, famine and now the HIV/AIDS scourge (Obanya, 1999 p.36, 37).
- Adult illiteracy remains fairly high with women having a higher rate than men. In 1990 men in Sub-Saharan Africa had 40.5% of illiteracy while women had 64.4% (UNESCO, 1995 p.73). These rates are most likely to be higher today.
- The participation of girls in education declines considerably as they go up the education ladder from primary level. They are most conspicuously excluded from scientific and technological programmes and careers.

## **Technical and Vocational Education Systems in Africa**

- Technical and Vocational Education (TVE) systems were equally derivatives of the colonial trade and apprentice training systems.
- An overview of TVE in Africa (Kerre, 1996; Atchoarena and Delluc, 2002) reveals that even though considerable progress has been made in legislation and planning, most systems are still rooted in the western models of the early sixties. More entrenched are those from Francophone Africa.

## **Lack of Basic Learning Needs**

At present, most educational systems in Africa do not adequately provide for basic learning needs as outlined in article 1 of the World Declaration on Education for all. These essentially comprise:

- All essential learning tools: literacy, oral expression, numeracy and problem-solving skills.
- Basic learning content: knowledge, skills, values and attitudes.
- Problem-solving skills are characteristics of technological literacy and yet least considered in most curricula.

## **Education and Training: To the rescue**

- Education has been recognized to play a pivotal role in the alleviation of poverty, ignorance and disease, the three most dreaded enemies of man. However, in Africa education has been undertaken but with little or no consequences on its dilemma. What, then, has been the problem?
- When sufficiently equipped with relevant knowledge, skills and attitudes in a more conducive environment, we can transform our natural resources into goods and services that will serve our human needs and wants.
- "...the African countries, in a century characterized by technological progress, should embark on a very broad expansion of technical and vocational education and specialized training in the interests of their own development and especially for their industrialization." (ECA/UNESCO 1961:9,37)

### **The Need for a Balanced Curriculum**

- There is an urgent need for Africa to build and nurture a school curriculum that integrates technical and vocational education into the mainstream general curriculum for all to access
- Africa's new vision is to have a policy dimension that sets "learning to do" as concomitant with other pillars of learning and a curriculum dimension that systematically builds TVE in early forms of learning (See Fig.1).
- Within the TVE cluster is found **technology**, the study of which is fundamental to all other TVE domains (See Fig.2).

### **THE NEED FOR TECHNOLOGICAL LITERACY**

- Broadly speaking technology is how people modify the natural world to fit their own purposes. From the Greek word: **techne-** meaning art or artifice or craft, **technology** literally means the act of making or crafting. **More generally it refers to the diverse collection of processes, knowledge and skills that people use to extend human abilities and to satisfy human needs and wants** (ITEA, 2000 P.2).

### **Domains of Technology**

- Manufacturing
- Construction
- Power/Energy
- Information and Communications
- Transportation
- Biotechnologies
- Others

## WHAT SHOULD BE TAUGHT?

- **TVET in Formal Education;**

There is need to ensure that TVET is introduced and strengthened as an integral aspect of general education. The focus should be the creation of awareness at early childhood and primary level. At secondary level an appropriate orientation and exploration of technological careers should be the emphasis. At the post-secondary level, emphasis should be placed on specialization with due regard for higher education and training for those with the capacity and willing to do so (See Fig.1)

## THE TECHNOLOGY EDUCATION CURRICULUM

The main goals of a well delineated technology education curriculum **for all** should include the following:

1. **To develop an understanding of the nature of technology and how it relates to modern society.**
2. **To develop an understanding of, and ability to create, a design.**
3. **To develop an understanding of, and abilities for a technological world.**

A proper grounding in these three foundational domains of technology education will undoubtedly impart the understanding and capabilities required of a modern individual not only competent but capable to determine and influence the course of his/her life and that of others in the 21<sup>st</sup> century (See Fig. 4).

## Non-formal TVET:

- In most developing countries of Africa, the informal sector, often referred to as “Jua Kali” in Kenya absorbs between 70% and 80% of the labour force. Quite often the majority are youth who have missed to proceed with formal education and training or may be looking for employment. The majority, often, have lower levels of education (primary).



#### **PLIGHT OF THOSE IN THE INFORMAL SECTOR**

The plight of those in this sub-sector who form the bulk of the national labour force has often been overlooked or dismissed. Their learning and training needs include:

- The completion of basic education
- The acquisition of secondary education
- The acquisition of vocational and technical skills
- The achievement of basic business skills for running and managing of self employed enterprises in the informal sector
- Entrepreneurship Training

### **Conclusion**

The modern world is by and large a man made world where learning skills is crucial for survival. Technological advancement has tremendously enhanced human capability. It has extended the senses and created possibilities never before imagined. Our modern day political clout, economic might and socio-cultural transformations are subject to and functions of our technological capability. TVET is a critical avenue through which such capability can be mastered whether be in the formal or non-formal setting. We can only ignore it at our own peril. .

## « Apprendre pour le développement de compétences »

**Prof B. Kerre, Kenya.**

APPRENDRE POUR LE DEVELOPPEMENT DES COMPETENCES:

Par  
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**Présentation faite à l'occasion du Séminaire  
sous-régional des décideurs politiques de  
l'EFTP et des Coordonnateurs des Centres  
UNEVOC de l'Afrique de l'Est et de l'Afrique  
Centrale  
22-25 août 2005  
Nairobi, Kenya**

### Un monde scientifique et technologique

- Alors que la communauté mondiale vient d'entrer dans le 21ème siècle caractérisé par les **progrès scientifiques et technologiques**, le continent africain s'attarde au seuil d'un dilemme et se trouve confronté à un défi du millénaire.
- Son **dilemme**: un continent vaste et riche tant en ressources humaines qu'en ressources naturelles, et pourtant, mère des nations pauvres où sévissent l'ignorance, la pauvreté et les maladies – qui sont ses ennemies éternelles.
- Son **défi**: entrer, survivre et demeurer compétitif dans un monde qui se transforme rapidement en un village planétaire, en vue de garantir un avenir meilleur à sa postérité

### Défi de l'éducation en Afrique

- L'éducation est l'un des secteurs les plus vulnérables aux forces politiques, économiques et sociales dans la société. Le rapport sur l'état de l'éducation en Afrique indiquent une baisse remarquable en termes de participation et de financement, plus particulièrement au cours des années 1990 (UNESCO, 1997).
- Il y a actuellement des pays où l'éducation est presque inexistante. Ces pays ont connu l'instabilité politique prolongée, des guerres civiles et d'autres catastrophes naturelles, comme par exemple la sécheresse, la famine et, présentement, la pandémie du VIH/Sida (Obanya, 1999 p.36, 37).
- Les taux d'analphabétisme demeurent relativement élevés chez les adultes, et sont beaucoup plus prononcés chez les femmes que chez les hommes. En 1990, ils étaient estimés à 40,5% chez les hommes et de 64,4% chez les femmes en Afrique subsaharienne (UNESCO, 1995 p.73). Ces taux seraient probablement plus élevés à ce jour.
- La participation des filles à l'éducation baisse considérablement à mesure qu'on progresse vers les niveaux élevés du parcours scolaire/académique. Les filles sont manifestement exclues des programmes et des carrières à caractère scientifique et technologique.

## **Systèmes d'enseignement et de formation techniques et professionnels en Afrique**

- Les systèmes d'enseignement technique et professionnel (ETP) sont également des produits du commerce colonial qui ont essentiellement été des systèmes de formation des apprentis.
- Un aperçu de l'ETP en Afrique (Kerre, 1996; Atchoarena & Delluc, 2002) révèle qu'en dépit des progrès considérables réalisés dans les domaines de la législation et de la planification, la plupart des systèmes sont encore fondés sur les modèles occidentaux du début des années 60. Les plus rigides de ces systèmes se rencontrent en Afrique francophone.

## **Systèmes non adaptés aux besoins éducatifs de base**

Actuellement, la plupart des systèmes d'enseignement en Afrique ne répondent pas aux besoins éducatifs de base, tels que définis dans l'article 1 de la Déclaration Mondiale sur l'Education pour Tous, et qui comprennent essentiellement:

- Tous les outils essentiels de formation: savoir lire et écrire, expression orale, calcul et aptitudes à résoudre des problèmes.
- Les contenus fondamentaux de l'apprentissage: les connaissances, les compétences, les valeurs et les attitudes.
- Les aptitudes à résoudre les problèmes sont une caractéristique de l'alphabétisation technologique, et qui ne sont pas suffisamment prise en considération dans la plupart des programmes d'études.

## **A la rescousse de l'enseignement et de la formation**

- Il a été reconnu que l'éducation joue un rôle essentiel dans la réduction de la pauvreté, de l'ignorance et des maladies, qui constituent les trois plus grands ennemis de l'humanité. Cependant, l'éducation a été entreprise en Afrique, mais avec peu ou sans effet quelconque sur son dilemme. Quel a donc été le problème?
- Si nous étions suffisamment dotés de connaissances, d'aptitudes et d'attitudes pertinentes dans un environnement favorable, nous serions donc en mesure de transformer nos ressources naturelles en biens et services susceptibles de répondre à nos besoins et à nos nécessités.
- "...dans un siècle caractérisé par des progrès technologiques, les pays africains devraient s'engager dans un processus élargi d'expansion de l'enseignement et technique et professionnel, et de la formation spécialisée en vue de leur propre développement, et plus particulièrement leur industrialisation." (CEA/UNESCO 1961:9,37)

## Nécessité d'un programme équilibré

- Il est impérieux que l'Afrique mette en place et qu'elle entretienne un programme d'études qui intègre l'enseignement et la formation techniques et professionnels dans le programme général d'études, en vue de faciliter l'accès à tous.
- La nouvelle vision de l'Afrique est de mettre en place une dimension politique qui privilégie "l'apprentissage par l'action" comme étant concomitant aux autres piliers de l'apprentissage, et une dimension du programme d'études qui renforce l'EFTP au niveau de l'enseignement de base (voir Fig. 1).
- Dans le sous-secteur de l'EFTP, se trouve la **technologie**, un domaine qui est fondamental pour tous les autres domaines de ce secteur (voir Fig. 2).

## NECESSITE DE L'ALPHABETISATION TECHNOLOGIQUE

- La technologie est généralement définie comme étant la manière dont les individus modifient la nature pour répondre à leurs propres besoins. Du grec **techne-**, le mot "technologie" signifie étymologiquement art, artifice ou métier, et littéralement, il veut dire l'acte de fabriquer ou de façonner. **Il se réfère généralement aux divers processus, connaissances et compétences qu'utilisent les gens pour étendre les aptitudes humaines et pour satisfaire leurs besoins et nécessités.** (ITEA, 2000 P.2).

## Domaines de la technologie

- Fabrication
- Construction
- Puissance/énergie
- Information & Communications
- Transport
- Biotechnologies
- Autres

## CE QU'IL FAUDRAIT ENSEIGNER

- **L'EFTP dans l'enseignement formel;**

Il s'avère nécessaire de s'assurer que l'EFTP est introduit et renforcé en tant que partie intégrante de l'enseignement général. L'on devrait insister sur la sensibilisation aux niveaux préscolaire et primaire. Au niveau de l'enseignement secondaire, l'accent devrait porter sur une orientation et une exploration appropriées des carrières à caractère technologique, alors que dans l'enseignement post-secondaire, l'accent devrait être mis sur la spécialisation, en tenant pleinement compte de l'enseignement et la formation au niveau supérieur pour ceux qui ont les capacités ainsi que la volonté de le faire (voir Fig. 1)

## LE PROGRAMME DE L'ENSEIGNEMENT TECHNOLOGIQUE

Les principaux objectifs d'un programme bien élaboré de l'enseignement technologique **pour Tous**, devraient être, entre autres :

1. **Développer la compréhension de la nature de la technologie et des ses liens avec la société moderne.**
2. **Développer la compréhension d'un plan et les capacités à le concevoir.**
3. **Développer la compréhension d'un environnement technologique et les capacités adaptées à ce dernier.**

Une base solide dans ces trois domaines fondamentaux de l'enseignement technologique aidera certainement à la compréhension et à l'acquisition des capacités requises pour un individu évoluant dans la société moderne, et qui est non seulement compétent, mais aussi capable de déterminer et d'influencer le cours de sa vie et celui des autres au 21<sup>ème</sup> siècle (Voir Fig. 4).

## L'EFTP non formel:

- Dans la plupart des pays africains, le secteur informel, généralement connu sous l'appellation "Jua Kali" au Kenya, absorbe entre 70% et 80% de la main d'œuvre, dont la majorité est souvent constituée des jeunes qui n'ont pas eu la chance de poursuivre l'enseignement et la formation formels, ou qui seraient à la recherche de l'emploi. La plupart d'entre eux disposent dans bien de cas d'un niveau bas d'éducation (niveau d'enseignement primaire).

**LE FARDEAU QUI PESE SUR CEUX-LA QUI ŒUVRENT  
DANS LE SECTEUR INFORMEL**

Le fardeau qui pèse sur les acteurs du secteur informel, et qui pourtant constituent la majorité de la main d'œuvre au niveau national, a souvent été négligé ou ignoré. Leurs besoins d'apprentissage et de formation comprennent:

- L'achèvement du niveau d'enseignement de base
- L'acquisition de la formation de niveau secondaire
- L'acquisition des compétences professionnelles et techniques
- L'acquisition des compétences de base du monde des affaires pour être en mesure de faire fonctionner et de gérer des entreprises privées dans le secteur informel
- La formation à l'esprit d'entreprise

**Conclusion**

Le monde actuel est d'une manière générale façonné par l'être humain et où les compétences d'apprentissage s'avèrent indispensables pour la survie. Les progrès technologiques ont considérablement amélioré les capacités humaines, et ont permis de renforcer les capacités des sens et de créer des opportunités jusque-là jamais envisagées. De nos jours, l'influence politique, la puissance économique, ainsi que les transformations socioculturelles dépendent de nos capacités technologiques. L'EFTP est une voie importante à travers laquelle ces capacités peuvent être maîtrisées, aussi bien dans un environnement formel que non-formel. Nous ne pouvons l'ignorer qu'à nos propres risques et périls.

## **“Transition to the world of work”**

**Mr Pascal Wambiya, ILO Office Nairobi.**

### **Skills Training Strategies to Combat the Worst Forms of Child Labour in the Urban Informal Sector**

**By  
Pascal Wambiya  
ILO/IPEC Sub-Regional Coordinator**



A paper Presented at a UNESCO  
Workshop on skills training at the UN  
Offices in Nairobi on 22<sup>nd</sup> August, 2005

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### **What is the informal economy?**

According to the ILO, the informal economy is comprised of the following:

- ? Home based workers
- ? Street traders and street vendors (*The Jua-Kali workers*)
- ? Itinerant, seasonal or temporary job workers on building sites or road works
- ? Those in between the streets and home, for example waste collectors

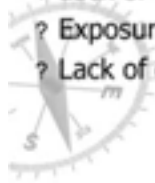
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### **Why the informal economy?**

- ? It creates the largest number of jobs in the developing countries. In Kenya, the sector is employing 5 million people and contributes 18.4% of the GDP
- ? It provides the poor population with the goods and services they can afford.
- ? It allows the operators to survive

### **Problems faced by the urban informal economy**

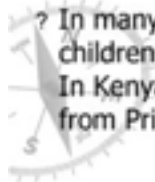
- ? Poor infrastructure like seating space and cover from rain and sunshine
- ? Lack of access to finance
- ? Lack of training opportunities
- ? Exposure to hazards
- ? Lack of enforcement to labour standards.



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### **Education and Vocational Training**

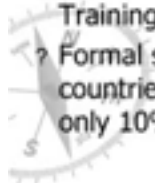
- ? Efforts to achieve EFA and the Progressive elimination of child labour are linked. The G8, UNESCO and the World Bank recognize this link internationally.
- ? In many developing countries, many children cannot access secondary education. In Kenya for example, the transition rate from Primary to Secondary school is 45%.



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### **Education and Training Contd.**

- ? Most of the children that drop out of primary school and those who cannot access secondary education, rely on Technical, Vocational Education and Training (TVET)
- ? Formal systems of TVET in Developing countries are bedeviled with problems and only 10% of the children access it

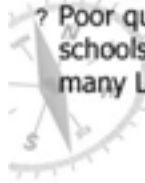




## Education and Training Contd.

? This is because they are supply driven, institution based, long term and costly. They are also oriented towards formal employment.

? Poor quality education in most primary schools is another obstacle to access in many LDCs.



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## Education and Training Contd.

? Traditional Apprenticeship Training (TAT) has become in vogue. In view of these problems, the principle means of training for the majority of those who drop out of school and cannot access secondary education from poor families.



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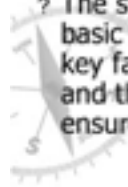
## Education and Training Contd.

? But TAT has its own problems including long training periods without gaining any skill, the content can be vague and poorly standardized and they do not sometimes lead to decent employment and labour relations in the TAT can be exploitative.



## Education and Training Contind.

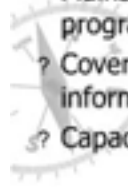
- ? The four country studies undertaken at the beginning of the project indicate that basic education and TVET policy and systems are currently going on in these countries.
- ? The studies also indicate that exclusion from basic education and TIVET are amongst the key factors that keep children in child labour and therefore tackling problems there would ensure that CL is eliminated



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## The ILO/IPEC approach

- ? Research on the needs of working children
- ? Comprehensive policy on child labour and vocational training
- Mainstreaming of gender into the skills programmes
- ? Coverage of the children in formal and informal sectors
- ? Capacity building for service providers



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## ILO/IPEC approach Contd.

- ? Improving market relevance
- ? Networking with all stakeholders



## Objectives of the Project

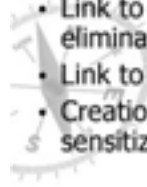
- ? Instituting policy reform in the urban informal Sector
- ? Direct support to children to benefit from a reformed TAT through training.
- ? Development of materials to support training including generic tools based on the experiences during implementation



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## Project strategy

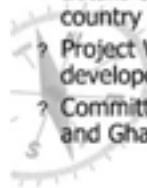
- Cost effective methods of Training with special emphasis on Traditional Apprenticeship training
- Informal sector skills policy
- Link to EFA processes as key element in the elimination of child labour
- Link to PRSP processes
- Creation of a broad spectrum of actors, sensitize and mobilize them to act.



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## What has happened since the project begun.

- ? Stakeholders to this project has been identified through a tripartite consultation forum
- ? A stakeholders workshop has been held in Kenya and Ghana and they have been briefed on the details of the project and the findings of the country studies.
- ? Project Work plans and operation plans have been developed in Kenya and Ghana
- ? Committees of experts have been formed in Kenya and Ghana



## Achievements contd

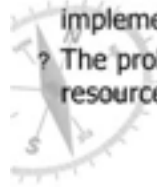
- ? ToRs have been developed and research Institutions chosen to conduct work based family and consumer research into attitudes and behavior towards girls work in the traditionally male dominated trades in both Ghana and Kenya. These studies are to start immediately in Kenya and Ghana.



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## Challenges

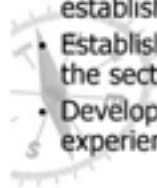
- ? Most of the informal sector Associations have a very weak administrative structure and it will be challenge for them to implement a programme of ILO/IPEC
- ? The problem is huge as compared to resources available for this project.



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## Way forward

- Develop a career counseling module for use by stakeholders
- Work with stakeholders to review policies and programmes that support the establishment of MSES
- Establish linkages with other stakeholders in the sector.
- Developing generic tools based on the experience of the project.



## « Transition vers le monde du travail »

**M. Pascal Wambiya, Bureau de l'OIT à Nairobi.**

**Stratégies de formation aux compétences  
nécessaires de lutte contre les formes  
néfastes du travail des enfants dans le  
secteur non-formel en milieu urbain**

**Par  
Pascal Wambiya  
Coordonnateur Sous-Régional de  
L'OIT/IPEC**



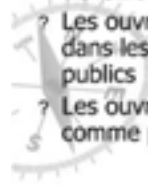
Présentation faite à l'atelier de l'Unesco  
sur l'acquisition de compétences  
ONU, Nairobi, le 22 août 2005

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### **Qu'est-ce l'économie non- formelle?**

D'après l'OIT, les acteurs de l'économie informelle  
sont:

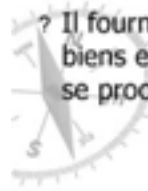
- ? Les travailleurs à domicile
- ? Les commerçants et les vendeurs ambulants (Les  
travailleurs du secteur *Jua-Kali*)
- ? Les ouvriers itinérants, saisonniers ou temporaires  
dans les sites de construction ou des travaux  
publics
- ? Les ouvriers à cheval entre les rues et les maisons,  
comme par exemple les éboueurs



---

### **Pourquoi le secteur non formel?**

- ? Il crée le plus grand nombre d'emplois dans  
les pays en développement. Au Kenya, ce  
secteur emploie 5 millions de personnes,  
avec une contribution de 18.4 % au PIB.
- ? Il fournit aux populations démunies les  
biens et services qu'elles sont capables de  
se procurer. Il favorise la survie des acteurs.



## **Problèmes du secteur économique urbain non-formel**

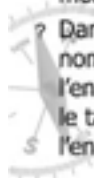
- ? Manque d'infrastructures, telles que de places assises et celles susceptibles d'aider à se mettre à l'abri de la pluie et du soleil
- ? Manque d'accès aux financements
- ? Manque d'opportunités de formation
- ? Exposition aux dangers
- ? Manque de respect des normes du travail.



## **Education et formation professionnelle**

- ? Des efforts visant la réalisation des objectifs de l'EPT et l'élimination progressive du travail des enfants sont liés. Ce lien est reconnu au niveau international par le G8, l'UNESCO et la Banque mondiale.

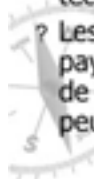
- ? Dans plusieurs pays en développement, bon nombre d'enfants manquent d'accès à l'enseignement secondaire. Au Kenya par exemple, le taux de passage de l'enseignement primaire à l'enseignement secondaire est de 45%.



## **Education et formation professionnelle.**

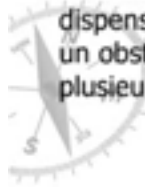
- ? La plupart des élèves qui quittent l'école primaire et ceux qui ne peuvent pas payer pour l'enseignement secondaire s'appuient sur l'Enseignement et la formation techniques et professionnels (EFTP)

- ? Les systèmes formels de l' EFTP dans les pays en développement regorgent tellement de problèmes que seuls 10% des enfants peuvent y accéder.



### Enseignement et formation (Suite).

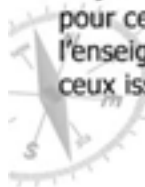
- ? Ceci parce qu'ils sont basés sur la demande, sur l'institution et chers. Ils sont En outre, orientés vers l'emploi formel.
- ? La mauvaise qualité de l'enseignement dispensé dans plusieurs écoles primaires est un obstacle supplémentaire à l'accès dans plusieurs pays en développement.



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### Education et formation (Suite).

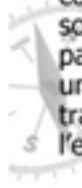
- ? Face à ces problèmes, le mode de formation traditionnelle concernant est devenu le principal moyen de formation pour la majorité des enfants qui quittent l'école et pour ceux qui ne peuvent avoir accès à l'enseignement secondaire, ainsi que pour ceux issus des familles pauvres.



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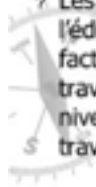
### Enseignement et formation (Suite).

- ? Cependant, le mode traditionnel de formation a aussi ses propres difficultés, notamment des longues périodes de formation sans qu'on acquiert de compétence quelconque; le contenu est souvent vague et dépourvu de normes, et parfois ce type de formation ne mène pas à un emploi décent; et enfin, les relations de travail dans cette formation mènent souvent l'exploitation de l'homme par l'homme.



## Enseignement et formation Suite.

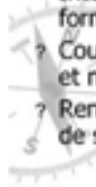
- ? Les études menées dans les quatre pays au début du projet indiquent que l'éducation de base, ainsi que les règles et les systèmes de l'EFTP se poursuivent actuellement dans ces pays.
- ? Les études indiquent également que l'exclusion de l'éducation de base et de l'EFTP figurent parmi les facteurs-clés qui entretiennent la pratique du travail des enfants, et traiter les problèmes à ce niveau permettrait de s'assurer de l'élimination du travail des enfants



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## La méthode de l'OIT/IPEC

- ? Recherche portant sur les besoins des enfants travailleurs
- ? Principes d'ensemble concernant le travail des enfants et la formation professionnelle
  - Intégrer le genre dans les programmes de formation aux compétences
- ? Couverture des enfants dans les secteurs formels et non-formels
- ? Renforcement des capacités pour les fournisseurs de services



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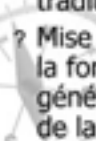
## Méthode de l'OIT/IPEC (Suite).

- ? Améliorer la pertinence du marché
- ? Mise en réseau avec toutes les parties prenantes

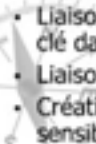




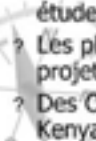
## Objectifs du projet

- 
- ? Instituer la réforme des politiques dans le secteur non-formel en milieu urbain
  - ? Soutien direct aux enfants pour qu'ils tirent profit du mode réformé de formation traditionnelle, à travers la formation.
  - ? Mise au point des instruments pour soutenir la formation, notamment des instruments génériques basés sur l'expérience acquise de la mise en oeuvre.
- 

## Stratégie du projet

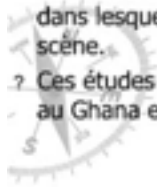
- 
- Méthodes de formation rentables mettant un accent particulier sur le mode traditionnel de formation
  - Principes concernant les compétences du secteur non-formel
  - Liaison aux processus de l'EPT en tant qu'élément clé dans l'élimination du travail des enfants.
  - Liaison avec les processus du DSRP
  - Création d'un large spectre d'acteurs; les sensibiliser et les mobiliser pour l'action.
- 

## Réalisations majeures depuis le lancement du projet.

- 
- ? Les acteurs de ce projet ont été identifiés à travers un forum tripartite de consultation.
  - ? Un atelier des parties prenantes a été organisé au Kenya et au Ghana, au cours duquel ils ont été informés sur le projet et sur les résultats des études menées au niveau national.
  - ? Les plans de travail et de fonctionnement du projet ont été élaborés au Kenya et au Ghana.
  - ? Des Comités d'experts ont été mis en place au Kenya et au Ghana.
-

## Réalisations (Suite)

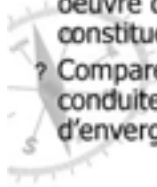
- ? Des termes de référence ont été mis au point et des institutions ont été choisies pour diriger des recherches basées sur le travail des familles et des consommateurs, en mettant l'accent sur les attitudes et les comportements autour du travail des filles dans les milieux commerciaux du Ghana et du Kenya, et dans lesquels les hommes occupent le devant de la scène.
- ? Ces études sont tenues de commencer immédiatement au Ghana et au Kenya.



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## Défis

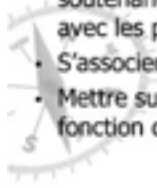
- ? La plupart des Associations du secteur non-formel possèdent une structure administrative très faible, et la mise en oeuvre du programme de l'OIT/IPEC constituera pour eux un défi à relever.
- ? Comparé aux ressources disponibles pour sa conduite, il s'agit d'un problème d'envergure.



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## Perspectives d'avenir

- Mettre sur pied un module d'orientation professionnelle destiné à être utilisé par les parties prenantes
- Examiner les politiques et les programmes soutenant l'institution des MSES, en concertation avec les parties prenantes
- S'associer aux autres acteurs du même secteur.
- Mettre sur pied des instruments génériques en fonction de l'expérience du projet..



**“Background to the UNESCO normative instruments on TVET” /  
« Les instruments normatifs de l’UNESCO concernant l’EFTP »**

**Mr Mohan Perera,  
Chief / Chef,  
Section for Technical and Vocational Education / Section pour  
l’enseignement technique et professionnel, UNESCO Paris.**

**UNESCO’S METHODS OF ACTION**

- A laboratory of ideas
- An international standard-setter / Organisme normatif international
- A clearing house
- A capacity-builder in Member States
- A catalyst for international cooperation

**International Standard-Setting  
in Technical and Vocational  
Education**

- Convention on Technical and Vocational Education
- Revised Recommendation concerning Technical and Vocational Education (2001)

**History of UNESCO  
Recommendations**

- 1962: Recommendations Concerning TVE
- 1974: Revised Recommendations concerning TVE

## **Towards end of 20th Century**

- Accelerating Globalization
- Information and Communication Technology
- Liberalized Economies



Change in Nature of Work (Employment)

## **World of Work Demands New Skills**



TVET Needed to Adapt to Meet New Challenges



Necessity to Revise Standard Setting Document

## **Second International Congress on TVE Seoul, Republic of Korea, 1999**



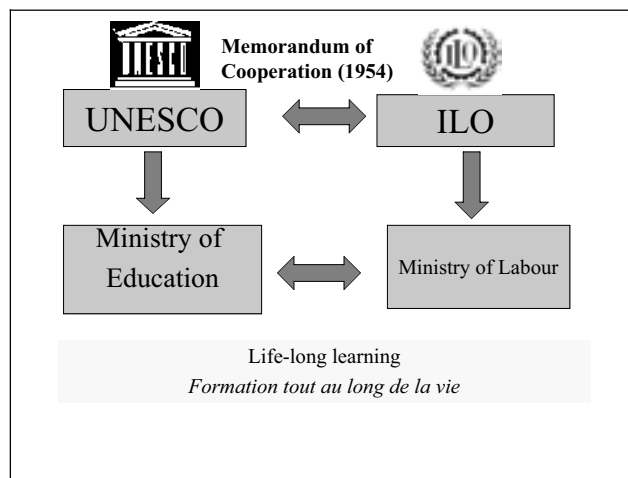
Recommendations



UNESCO General Conference  
31<sup>st</sup> session in 2001:  
Recommendations adopted

**Normative instruments are for the benefit of all TVET stakeholders**

- Policy-makers / *Décideurs de politiques*
- Trainers / *Formateurs*
- Curriculum developers / *Développeurs de programmes*
- Teachers / *Enseignants*
- Learners / *Apprenants*
- Employers / *Employeurs*



**World Forum on Education  
Dakar, Senegal, April 2000**

**Goal 3:**

*Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning & life skills programmes*

## **Basic Education**

Need to integrate skills development (skills for livelihoods) in basic education /  
*Besoin d'intégrer le développement de compétences (compétences pour la vie) dans l'éducation de base*

## **Objectives of this seminar**

- Discuss possibilities and challenges in implementing UNESCO Recommendations in each of your national TVET systems
- *Discuter des possibilités et des défis dans la mise en oeuvre des Recommandations de l'UNESCO dans chacun des vos systèmes nationaux d'EFTP*
- Promote TVET cooperation in the Sub-region
- *Promouvoir la coopération en matière d'EFTP dans la sous-région*

**“The UNESCO normative instruments and learning for skills development”**

**Ms Halima Letamo,  
Assistant Programme Specialist, Section for Technical and Vocational Education, UNESCO Paris.**

Learning for Skills Development  
and UNESCO Normative  
Instruments  
22-25 August 2005  
Nairobi, Kenya

Presentation by H.N Letamo

**Article 5 World Declaration on Education,  
Jomtein 1990,**

“learning needs of youth and adults should be broadened to include skills training, apprenticeship, formal and non-formal education programmes”

**Dakar goal 3** states that it should be ensured that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

## UNESCO Normative Instruments for TVET

### **Article 1: Convention**

“technical vocational education refers to all forms and levels of educational process involving, in addition to general knowledge, the study of technologies and related sciences and the **acquisition of practical skills, know-how, attitudes and understanding relating to occupations in the various sectors of economic and social life**”

### **Article 3 (d)**

contracting states agree to provide and develop TVET programmes that take into account “a basis for education and training that may be essential for occupational mobility, improvement of professional qualifications and updating of knowledge, skills and understanding.”



**RECC 46** (b) states that TVET should permit the updating and renewal of knowledge and practical abilities and skills in the occupational field

**RECC 52** (a) states that provisions should be made to enable disadvantaged groups to update their professional skills

**RECC 45** states that TVET has a responsibility to ensure a sound initial education and training aimed at learning to learn.

This recommendation emphasizes that the skill to learn is the most precious skill of all.

### **Practical skills**

**Article 3 (b)** “contracting states agree to provide TVET programmes that take account of technical and professional skills...”

**RECC 22 (c)** states that TVET should develop a certain command of valuable practical skills.

### **Skills of interacting with people**

**Article 3 (c)** states that TVET should be designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation

**RECC 61 (a)** articulates the need to take into account the economic, social, technological, cultural and family factors influencing the learners attitudes, expectations and choice of career.

### **Safety and Survival Skills**

**Article 3 (e)** of the convention refers to the development of TVET programmes that take into account occupational health, safety and welfare

**RECC 44 (a)** “TVET programmes should orientate the special occupational field to raising the standard of living in terms of nutrition, clothing, housing, medical services, quality of family life and that of the environment.

\*Integrating Skills Development  
in Basic Education,

\*HIV/AIDS

\*Non-Formal TVET

## Why TVET for Skills Development?

### **Life Skills**

- ◆ Basic human survival skills
- ◆ High level technological competencies

\*acquisition of key generic competencies

\*capacity for independent learning

\*acquisition of practical skills

\*familiarity with technology

\*understanding of the economic and social life

\*a producer,

\*an inventor,

\*an entrepreneur

\*a responsible citizen,

\*a family member,

\*a creative thinker/dreamer

e.t.c

**« Les instruments normatifs de l'UNESCO et  
l'apprentissage pour le développement de  
compétences »**

**Mme Halima Letamo,  
Spécialiste adjointe du programme, Section pour  
l'enseignement technique et professionnel, UNESCO Paris.**

Apprendre pour le  
développement de compétences  
et instruments normatifs de  
l'Unesco  
22-25 août 2005  
Nairobi, Kenya

Présentation de H.N Letamo

**Article 5 de la Déclaration Mondiale sur  
l'Education, Jomtien 1990,**

“Les besoins d'apprentissage des jeunes  
et des adultes devraient être étendus de  
manière à inclure la formation axée sur les  
compétences, l'apprentissage et les  
programmes d'enseignement formel et  
non formel”

Le 3ème objectif de Dakar stipule  
qu'il faudrait répondre aux  
besoins d'apprentissage de tous  
les jeunes et les adultes, à  
travers l'accès équitable aux  
programmes appropriés  
d'enseignement et aux  
programmes de formation aux  
compétences de vie

## Instruments normatifs de l'UNESCO pour l'EFTP

### **Article 1: Convention**

“L'enseignement technique et professionnel se réfère à toutes les formes et à tous les niveaux du processus éducatif impliquant, outre la connaissance générale, l'étude des technologies et des sciences connexes, l'acquisition de compétences pratiques, le savoir-faire, les attitudes et la compréhension des diverses professions dans divers secteurs de la vie socioéconomique”

### **Article 3 (d)**

Les Etats contractants conviennent de fournir et d'élaborer des programmes sur l'EFTP qui tiennent compte d'“une base pour l'enseignement et la formation susceptible de favoriser la mobilité professionnelle, l'amélioration des qualifications professionnelles, et la mise à jour des connaissances, des compétences et du niveau de compréhension.”

**La RECC 46 (b)** stipule que l'EFTP devrait permettre la mise à jour et le renouvellement des connaissances, ainsi que des habiletés et des compétences pratiques dans le domaine professionnel

**La RECC 52 (a)** stipule qu'il faudrait mettre en place des dispositions susceptibles d'aider les groupes défavorisés à mettre à jour leurs compétences professionnelles

**La RECC 45** stipule que l'EFTP a la responsabilité d'assurer une bonne formation initiale visant à « apprendre à apprendre ».

Cette recommandation souligne le fait que l'aptitude à apprendre est la plus précieuse de toutes les compétences..

**Article 3 (b)** "Les Etats contractants conviennent de mettre en place des programmes d'EFPT qui tiennent compte des compétences techniques et professionnelles..."

**RECC 22 (c)** stipule que l'EFTP devrait permettre une certaine maîtrise de compétences pratiques précieuses.

**Compétences en vue des rapports interpersonnels**

**L'article 3 (c)** stipule que l'EFTP devrait être conçu pour l'acquisition et le développement des connaissances et du savoir-faire requis pour des professions appropriées

La **RECC 61 (a)** souligne la nécessité de prendre en considération les facteurs d'ordre économique, social, technologique, culturel et familial qui influencent les attitudes, les attentes et les choix des métiers chez les apprenants

**Compétences nécessaires pour la sécurité et la survie**

**L'Article 3 (e)** de la convention se réfère à l'élaboration des programmes d'EFTP qui prennent en considération la santé, la sécurité et le bien-être au niveau professionnel.

**RECC 44 (a)** "Les programmes d'EFTP devraient orienter le domaine professionnel spécial, en vue de l'amélioration du niveau de vie en termes de nutrition, d'habillement, d'hébergement, de services sanitaires, de qualité de la vie familiale et de celle de l'environnement.



\*Intégrer le développement de compétences dans l'éducation de base,

\*VIH/SIDA

\*L'EFPT non formel

Pourquoi l'EFPT pour le développement de compétences?

**Compétences nécessaires à la vie courante**

- Compétences de base pour la survie humaine
- Compétences technologiques de haut niveau

\*Acquisition de compétences  
génériques essentielles

\*Capacité pour l'apprentissage  
autonome

\*Acquisition de compétences  
pratiques

\*Familiarité avec la technologie

\*Compréhension de la vie sociale et  
économique

\*un producteur,

\*un inventeur,

\*un entrepreneur

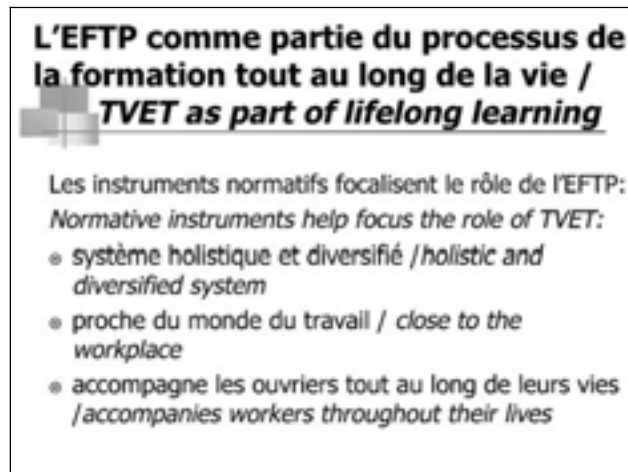
\*un citoyen responsable,

\*un membre de famille,

\*Un penseur créatif/visionnaire,  
etc.

**“The UNESCO normative instruments and the transition  
to the world of work” / « *Les instruments normatifs  
de l’UNESCO et la transition vers le monde du  
travail* »**

**Ms/Mlle. Elspeth McOmish,  
Assistant Programme Specialist  
/Spécialiste adjointe du programme,  
Section for Technical and Vocational Education /Section pour  
l’enseignement technique et professionnel, UNESCO Paris.**



## **Brouiller les barrières entre l'EFTP et le monde du travail / *Blurring the barriers between— TVET and the world of work***

Trois questions clés / *Three core issues:*

1. Ce qui est enseigné / *What is taught*
2. Comment c'est enseigné / *How it's taught*
3. Qui reçoit l'enseignement? / *Who is taught*

### **1. Ce qui est enseigné *1. What is taught***

- compétences génériques pour promouvoir l'adaptabilité / *generic skills and competencies to promote adaptability*
- attitudes et comportements / *attitudes*
- compétences dans des domaines où une demande projetée existe, ex. métiers de la durabilité / *skills in areas of projected demand, e.g. sustainability industries*

### **2. Comment c'est enseigné *2. How it's taught***

- **Organisation des cours / *Organization of classes:***
  - méthodes pédagogiques qui relient théorie et pratique / *pedagogical methods that link classroom and practical skills*
  - stage en entreprise / *experience in the workplace*
  - modes de mise en œuvre diversifiés / *diversified delivery modes*
- **Enseignants / *Training staff:***
  - Connaissances du monde du travail / *knowledge of the working environment*
  - Actualisation régulière des compétences / *regular updating of skills*

### 3. Qui reçoit l'enseignement?

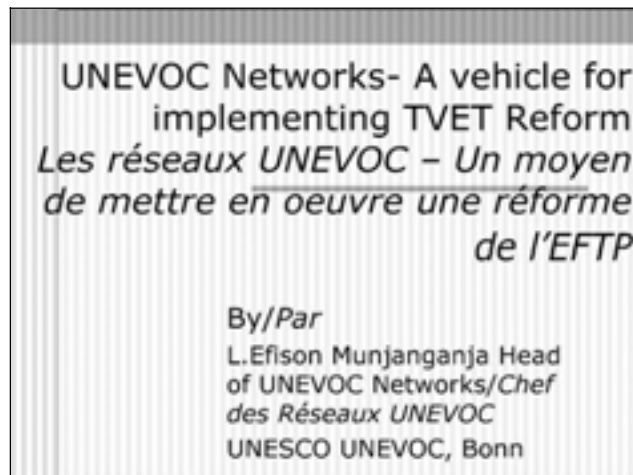
#### 3. *Who is taught?*

- politiques d'accès étendues / *wider access policies*
- offre diversifiée / *diversified provision*
- conseil et orientation / *guidance and counselling*

**Renforcer les liens entre l'EFTP  
et le monde du travail: utiliser  
les instruments normatifs de  
l'UNESCO comme boîte à outils**  
***Reinforcing the links between  
TVET and the world of work:  
using the UNESCO normative  
instruments as a toolkit***

**“The UNESCO-UNEVOC Network –  
A vehicle for implementing TVET reform” / « *Les réseaux  
UNEVOC – un moyen de mettre en oeuvre une réforme de  
l’EFTP* »**

**Mr L.E. Munjanganja,  
Head of UNEVOC Networks / *Chef des Réseaux UNEVOC,*  
UNESCO-UNEVOC International Centre, Bonn.**



**Cheap prices?/*Bon marché?***

- Finding bargain prices
- *Trouver des occasions*

### A network / Un réseau

- is "social web" connecting people to one another/ *est un "réseau social" qui met en lien les personnes*
- joined by interests, say in TVET / *réunies par un intérêt commun dans, par exemple, l'EFTP*
- by subject, pedagogy, ideology, technology / *selon la matière, pédagogie, idéologie, technologie*

### International programme for TVE / Programme international pour l'ETP

- Upshot of 2nd International Congress on TVE (1999) / *Résultat des recommandations du 2e Congrès International sur l'ETP*
- TVET reform central feature of programme / *la réforme de l'EFTP est une caractéristique principale du programme;*
- Urged UNEVOC network transformation into a framework for common support & collaboration in TVET/ *A encouragé la transformation du réseau UNEVOC en cadre pour soutien et collaboration communs*
- A strong national UNEVOC network needed/ *Besoin d'un réseau national UNEVOC fort*

### Why reform TVET/ Pourquoi réformer l'EFTP

- Changes in societies, economies, workplaces / *changements dans sociétés, économies, travail*
- Increased complexity in skills, knowledge and attitudes needed for employment/ *Compétences, connaissances et attitudes nécessaires pour l'emploi plus complexes*
- Shifts towards knowledge / *Glissements vers la connaissance*
- Increased interest in equity, quality & relevance of vocational education policies, programmes, etc/ *Plus d'intérêt quant à l'équité, la qualité et la pertinence des politiques d'EP, des programmes...*

### Re-think education & training/*Repenser l'éducation & la formation*

- Efficacy of front-end model of vocational education & training being questioned /*Interrogations sur l'efficacité du modèle d'un enseignement limité dans le temps*
- Changes in world of work call for continuous renewal of competencies /*Besoin d'un renouvellement constant des compétences*
- Attention on ethical issues in TVET /*Attention aux questions éthiques de l'EFTP*

### UNEVOC network vs 're-inventing the wheel'/*Réseau UNEVOC vs "réinventer la roue"*

- Foster collaborative learning, facilitate exchanges of lessons learnt, consultation, support, knowledge sharing / *Encourager l'apprentissage en commun, faciliter l'échange, la consultation, le soutien, le partage*
- Assumption : effective national UNEVOC Centre network, regional, etc / *Hypothèse: réseau UNEVOC efficace (national, régional...)*

### UNEVOC Centres/Centres UNEVOC

- Focal points on assistance on TVET/ *Points focaux pour l'aide à l'EFTP*
- Develop & lead national network / *Développer & mener un réseau national*
- Gather information on national best practice & innovations/*Rassembler des informations sur les meilleures pratiques et innovations nationales*
- Share information nationally and with the network / *Partager l'information*
- Engage in trans-national cooperation / *Co-opération transnationale*



### UNEVOC Network: One network or several / Réseau UNEVOC: un ou plusieurs réseaux

- Several / *Plusieurs*
- \* UNEVOC Centres / *Centres UNEVOC*
- \* National, sub/sous-regional, regional,
- \* world-wide/*mondial*
- \* UNESCO designated Centres of Excellence in TVET / *Centres d'excellence en EFTP*
- \* E-Forum / *forum électronique*
- \* Other informal networks / *Autres réseaux informels*

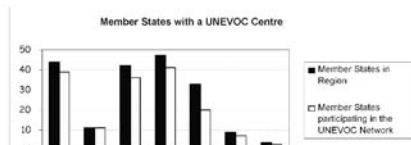
### Current Membership: world/ Adhésion actuelle: monde

Map of the UNEVOC Network



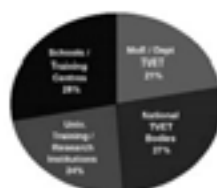
### Participating Member States by Region / Etats membres participants par région

Participating Member States by Region



## Diverse membership */Adhérents variés*

Classification of Centres by Affiliation



UNEVOC

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## UNEVOC Networks: explained *Les réseaux UNEVOC expliqués*

- Links of institutions & professional cadre engaged in TVET / *Liens entre institutions et cadres de l'EFTP*
- Linked by common membership of the network, origin, shared purpose / *Liés par adhésion au réseau; origines, buts partagés*
- Membership open to UNESCO Member States / *Adhésion ouverte aux états membres de l'UNESCO*

## How is learning & capacity building fostered through the networks? / *L'apprentissage et le renforcement des capacités à travers le réseau*

- Professionals connected across country, region, etc./*Professionnels reliés à travers le pays, région...*
- Sharing information, exchange of materials, reports / *Partage d'informations, échange de matériels, rapports*
- UNEVOC cadre belonging/*Cadre UNEVOC*
  - have allies, community/*avoir alliés, une communauté*
- Learning from the experience of other Centres / *Apprendre des expériences des autres*

How is learning & capacity building fostered through the networks?/ *L'apprentissage et le renforcement des capacités à travers le réseau*

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- Collaborative learning / *Apprentissage en collaboration*
- Collaborative knowledge building / *Accumulation des connaissances en collaboration*
- UNEVOC network seminars, workshops, joint studies / *séminaires, ateliers, études conjointes de l'UNEVOC*

### Networks & learning/ *Réseaux et apprentissage*

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- Individual learning
- *Apprentissage individuel*
- Advancing knowledge of others
- *Faire avancer les connaissances des autres*
- Professional community
- *Communauté professionnelle*

### Network & Internet & World Wide Web/ *Réseau & Internet & toile*

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- Ready access to information
- *Accès facile à l'information*
- Individual skills acquisition
- *Acquisition individuelle de compétences*
- Community / *Communauté*
- Stored information and value of acquired knowledge reduced
- *Information conservée et valeur des connaissances acquises réduite*

### Network approaches to learning/ *Aborder l'apprentissage par le réseau*

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- Interdependence / *Interdépendance*
- Collaboration
- Coalition / *Alliance*
- Partnership / *Partenariat*

### Supporting networking */Soutenir les réseaux*

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- Activities providing for interdependent work, reflection on practice, valuing expertise of network members, responding flexibly / *Activités permettant un travail interdépendant, une réflexion sur les pratiques, une appréciation de l'expertise des membres du réseau, réponses flexibles*
- Activities that are worthwhile, productive, in which members play a role / *Activités productives dans lesquelles les membres jouent un rôle*

### Supporting networking/ *Soutenir les réseaux*

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- Connecting & working actively with others / *Communiquer & travailler activement avec d'autres*
- Insights obtained from other network members / *Gains obtenus grâce aux autres membres du réseau*
- Information, inspiration & alternative ways of thinking and doing things from speakers / *Informations, inspiration et façons alternatives de penser et faire*

### Portrait of UNEVOC Centres/ Portrait des Centres UNEVOC

- Attributes of UNEVOC Centres
- *Caractéristiques des Centres UNEVOC*
- Attributes vs effective information, communication and networking
- *Caractéristiques vs information efficace, communication et mise en réseau*

### Enhancing UNEVOC network effectiveness / *Améliorer l'efficacité du réseau UNEVOC*

- UNEVOC network is extensive geographically / *Le réseau UNEVOC est géographiquement étendu*
- Covers multiple areas of TVET / *Champs multiples de l'EFTP englobés*
- Cluster / *Groupe*
  - Network within network created- vision, purpose / *Création d'un réseau dans le réseau Investing in purpose of cadre / Investir dans le but du cadre*
- Interest & attract new members / *Intéresser et attirer de nouveaux membres*
- Effective links between Centres in the South and North / *Liens efficaces entre Centres au sud & au nord*

### Up to date situation of the UNEVOC Centre and an active UNEVOC network / *Situation du Centre UNEVOC et un réseau actif*

- Up-to-date picture of UNEVOC Centres / *Portrait actualisé des Centres UNEVOC*
- Reporting to UNESCO UNEVOC / *Informer UNESCO-UNEVOC*
- Communicate changes, interesting stories / *Communiquer changements, cas intéressants*
- Document innovations / *Documenter les innovations*
- Subject of interest & focus (system, policy improvement, reform, curriculum innovation, pedagogy / *Questions intéressantes et centrales (système, amélioration de politiques, réformes, innovations dans les programmes, pédagogie...)*

### Action Research Network: An example / Réseau d'action et de recherche: un exemple

- Supports dissemination / Soutient la diffusion
- Assisting teacher education to critique & adapt modules / Aide la formation des professeurs à critiquer et adapter modules
- Purpose; Guiding principles of network; Reporting; Personal Professional Dev; Positive influences / But; principes directeurs du réseau; informer; développement professionnel personnel, influences positives

### Benefits of Networks: enable / Avantages des réseaux

- Gaining experience / Gagner de l'expérience
- Collaborative identification & solutions to problems / Identification en collaboration & solutions aux problèmes
- Gaining confidence / gagner en confiance
- Collaborative development of innovative approaches / développement en collaboration d'approches innovatrices

### Making information, communication & networking happen/Réaliser l'information, la communication et la mise en réseau

- Knowing needs of TVET professionals / Connaître les besoins des professionnels de l'EFTP
- Knowing needs of cadre at other UNEVOC Centres / Connaître les besoins des cadres des autres Centres UNEVOC
- Gather information / rassembler l'information
- Build resources / développer des ressources
- Share / partager
- Report / informer
- Participate in UNEVOC activities / participer aux activités de l'UNESCO
- Consult /consulter

**Fulfilling role as network members**  
*/Etre un membre du réseau*

- Gather information about innovative practices, solutions
- *Rassembler des informations sur les pratiques innovantes, solutions*
- Communicate / share
- *Communiquer / partager*
- Network: broker & facilitate
- *Réseau: négocier et animer*
- Report
- *Informer*

## **CHAPTER 3 WORKING SESSIONS**

### **Recommendations of Group Sessions A: Learning for skills development**

#### **Session A1: Integrating skills development in basic education**

Recognizing that TVET is an important tool for socio-economic transformation and poverty alleviation we hereby make the following recommendations for integrating skills development in basic education:

1. Priority should be given to the establishment of an education structural framework that allows for integration of skills development in basic education from early childhood extending to the highest level.
2. At primary school level, the TVE subjects such as agriculture, business studies and technology should be introduced at an awareness level considering the learner's environment.
3. TVE subjects should be accorded an adequate time frame, about 40 per cent of the total school time, to allow for the acquisition and application of technical knowledge and skills.
4. More emphasis should be put in strengthening the learning of mathematics and science in order to provide a strong foundation for further education and training in technical and scientific disciplines.
5. To ensure successful integration of TVE in basic education an appropriate capacity building strategy should be in place. This will include:
  - a. Timely Teacher education and training in TVE.
  - b. Investment in appropriate facilities and teaching / learning materials.
6. At secondary level, emphasis should be given to exploration of concepts and application of technical skills in various fields of TVE.
7. An appropriate assessment and examination system should be established to ensure the achievement of quality TVE curricula.
8. At post-primary and post-secondary levels emphasis should be placed on the provision of technical and vocational training with an orientation toward gainful employment or further training.
9. A national TVET qualification Framework should be established for purposes of quality assurance, harmonization of certification and credit transfer from one level to the other.
10. Stakeholders in TVE including representatives of business and industry, the community, institutions of higher learning should be involved in curriculum review



11. UNESCO/UNEVOC should assist member states in establishing sub-regional networks that will be useful in providing information for the integration of TVE in basic education.
12. More effort should be put in helping the girl-child to access TVE to prepare for career choices in technical vocational fields.

### **Session A2: Non-formal TVET**

1. Non-formal TVET at foundation level should allow and encourage adequate enrolment, assessment and certification. It should be open-ended and offer learners opportunities for progressing to higher levels and into the formal system.
2. Non-formal TVET should be designed to attract as many new learners as possible and delivered through a broad range of providers (NGOs, CBOs, FBOs ...).
3. The demands and needs for non-formal TVET should be harmonized and delivered in the most efficient and effective way possible.
4. Governments need to recognize the non-formal TVET system and enrich it to provide for assessment and accreditation of skills.
5. Governments need to intervene in order to provide continuity and standardize what skills need to be offered through the non-formal TVET system.
6. Acquisition of literacy and numeracy skills should be accessible to all to make it easier to enter the non-formal TVET system.
7. There is need to sensitize communities on the opportunities offered by non-formal TVET system.
8. There is urgent need for capacity-building of trainers in the non-formal TVET system.
9. Governments should take affirmative actions to accommodate the needs of vulnerable groups (e.g., special needs, girls and orphans) to allow them to join the non-formal TVET system.
10. There is need to document traditional and rare skills existing within communities in order to recognize those that warrant patents.
11. Non-formal TVET should safeguards traditional skills and crafts and offer training opportunities to upgrade them to enhance livelihood.
12. There is need to integrate cultural practices into the non-formal TVET system.
13. UNEVOC should intervene and popularize among all stakeholders the non-formal TVET system. UNEVOC should also play an important role in identifying training needs among various groups in the non-formal sector.

### **Session A3: HIV/AIDS and TVET**

Recognizing prevailing poverty and unemployment, prostitution and risky sexual practices, substance abuse etc. are contributing to the rampant spread of HIV especially

among youth in the region, TVET providers must be mobilized and committed to HIV/AIDS prevention, care and support within the TVET sub-sector.

1. All TVET providers should mainstream HIV/AIDS prevention in their TVET programmes at all levels in both public and private sectors. A deliberate effort should be made to fight against stigma and discrimination, promote healthy life styles and assure a safe and secure learning environment.
2. HIV/AIDS prevention should be an integral part of TVET skills development within the security and safety component of TVET programmes. HIV/AIDS prevention should use an array of methods including peer education, Health Clubs, theatre and drama etc.). The HIV/AIDS life skills acquired through TVET should be used to promote prevention within the wider community.
3. There is immediate need for capacity building of all TVET teachers and personnel working within TVET institutions in HIV prevention, counselling, care and support.
4. Guidance and counselling must be institutionalized with TVET and the broader education sector and include HIV/AIDS prevention, career counselling etc.
5. Orphans and vulnerable children and youth should be encouraged and assisted (e.g. through scholarships and bursaries) to undertake TVET.
6. TVET institutions should play their role in contributing to HIV/AIDS sensitization efforts within the community giving special attention to girls, street children, idle youth, school dropouts, those with special needs etc.

## **Recommandations des Sessions de groupe A: Apprendre pour le développement de compétences**

### **Session A1. Intégrer le développement de compétences dans l'éducation de base**

Reconnaissant que l'EFTP est un outil indispensable de transformation socio-économique et de réduction de la pauvreté, nous faisons des recommandations ci-après pour l'intégration du développement des compétences dans l'éducation de base :

1. La priorité devrait être accordée à la mise en place d'un cadre structurel de l'éducation permettant d'intégrer le développement des compétences dans l'éducation de base à partir de la petite enfance jusqu'au niveau le plus élevé.
2. Au niveau de l'école primaire, les disciplines EFTP telles que l'agriculture, les études de commerce et la technologie devraient être introduites à un niveau de sensibilisation qui tient compte de l'environnement de l'apprenant.
3. L'on devrait accorder suffisamment de temps aux disciplines EFTP, soit environ 40 % du temps passé à l'école, pour permettre aussi bien l'acquisition que l'application des connaissances et des compétences techniques.
4. Un accent particulier devrait davantage être mis sur le renforcement de l'apprentissage des mathématiques et des sciences, afin d'offrir une base solide pour les niveaux élevés d'enseignement et de formation dans les disciplines techniques et scientifiques.
5. Pour une intégration réussie de l'EFTP dans l'éducation de base, une stratégie appropriée de renforcement des capacités devrait être mise en place. Cela devra comprendre :
  - a. La formation en temps utile des enseignants en matière d'EFTP
  - b. L'investissement dans des infrastructures et supports pédagogiques appropriés.
6. Au niveau de l'enseignement secondaire, l'accent devrait être mis sur l'exploration des concepts et l'application des compétences techniques dans divers domaines de l'EFTP.
7. Un système approprié d'évaluation et d'examen devrait être mis en place, en vue de s'assurer de l'élaboration des programmes scolaires de qualité en matière d'EFTP.
8. Aux niveaux de l'enseignement post-primaire et post-secondaire, l'on devrait mettre l'accent sur la formation technique et professionnelle donnant accès à un emploi bien rémunéré et à une formation ultérieure.
9. Un cadre national de qualification en matière d'EFTP devrait être établi pour l'assurance de la qualité, l'harmonisation des processus de certification et de transfert de crédits d'un niveau à un autre.
10. Les parties prenantes du sous-secteur de l'EFTP, y compris les représentants du monde des affaires et de l'industrie, la communauté et les institutions de l'enseignement supérieur, devraient être impliqués dans l'évaluation des programmes scolaires.

11. L'UNESCO-UNEVOC devrait aider les Etats membres dans la création, au niveau sous-régional, des réseaux qui seront utiles pour la communication des informations en vue de l'intégration de l'EFTP dans l'éducation de base.
12. Des efforts devraient être davantage être consentis pour promouvoir l'accès de la jeune fille à l'EFTP, afin de la préparer à des choix professionnels dans les domaines de l'enseignement technique et professionnel.

**Session A2 : Apprendre pour le développement des compétences – L'EFTP non-formels**

1. Au niveau de la base, l'EFTP non-formels devraient attirer suffisamment des candidats, et mettre en place des systèmes efficaces d'évaluation et de certification. Ils devraient être ouverts et offrir aux apprenants des opportunités de continuer leurs études au niveau élevé du parcours scolaire/académique, et dans le système formel.
2. L'EFTP non-formels devraient être conçus de manière à attirer le plus possible de nouveaux apprenants, et assurés à travers divers fournisseurs (ONG, Organisations communautaires, les organisations religieuses).
3. Les demandes ainsi que les besoins en matière d'EFTP non-formels devraient être harmonisées et présentées de la manière la plus appropriée et la plus efficace possible.
4. Les gouvernements devraient reconnaître le système de l'EFTP non-formels et l'enrichir de manière à permettre l'évaluation et l'accréditation des compétences.
5. Les gouvernements devraient intervenir, en vue de permettre la continuité et déterminer les compétences à faire acquérir à travers le système de l'EFTP non-formels.
6. L'on devrait offrir à tout le monde l'occasion de savoir lire et écrire, et d'acquérir des notions de calcul pour faciliter l'accès au système de l'EFTP non-formels.
7. Il s'avère nécessaire de sensibiliser les communautés sur les opportunités offertes par le système de l'EFTP non-formels
8. L'on devrait de toute urgence procéder au renforcement des capacités des formateurs dans le système de l'EFTP non-formels.
9. Les gouvernements devraient mener une action positive pour répondre aux besoins des groupes vulnérables (ex. groupes ayant des besoins spécifiques, filles et orphelins) pour leur mettre d'intégrer système de l'EFTP non-formels.
10. Il s'avère nécessaire de documenter les compétences traditionnelles et rares existant parmi les communautés, en vue d'identifier celles qui méritent des brevets d'invention
11. L'EFTP non-formels devraient protéger les compétences et les métiers traditionnels, et offrir des opportunités de formation en vue de les promouvoir pour l'amélioration des conditions d'existence.
12. L'intégration des pratiques culturelles dans le système de l'EFTP non-formels s'avère nécessaire
13. L'UNEVOC devrait intervenir et assurer la vulgarisation parmi toutes les parties prenantes du système de l'EFTP non-formels, et jouer également un rôle important

dans l'identification des besoins de formation parmi divers groupes du secteur non formel.

### **Session A3: Le VIH / SIDA et l'EFTP**

Reconnaissant que la pauvreté, le chômage, la prostitution, les pratiques sexuelles à risque ainsi que l'utilisation de la drogue contribuent actuellement à la propagation généralisée du VIH, particulièrement parmi les jeunes de la région, les prestataires de services de l'EFTP doivent être mobilisés et engagés à la prévention, aux soins et au soutien concernant le VIH/SIDA dans le sous-secteur de l'EFTP.

1. Tous les prestataires de services de l'EFTP devraient intégrer la prévention du VIH/SIDA dans leurs programmes d'EFTP à tous les niveaux, aussi bien dans le secteur public que dans le privé. Il faudrait fournir des efforts conscients en vue de lutter contre la stigmatisation et la discrimination, de promouvoir des modes de vie sains, et d'assurer un environnement d'apprentissage sûr et sécurisant.
2. La prévention du VIH/Sida devrait faire partie intégrante du développement de compétences relatives à l'EFTP au sein de la composante sécurité des programmes de ce sous-secteur. La prévention du VIH/SIDA devrait se servir d'une gamme de méthodes, notamment l'éducation par les pairs, les associations sanitaires, le théâtre et l'art dramatique etc. Les compétences nécessaires pour gagner la vie, pertinentes au VIH et acquises à travers l'EFTP, devraient être utilisées pour promouvoir la prévention au sein de la communauté en général.
3. Il est absolument nécessaire de procéder immédiatement au renforcement des capacités de tous les enseignants et de tout le personnel des institutions de l'EFTP en matière de prévention, de services socio-psychologiques, de soins et de soutien dans le domaine du VIH/SIDA.
4. L'orientation et les services de conseils devraient être institutionnalisés aussi bien dans l'EFTP que dans le secteur éducatif en général, en intégrant la prévention, l'orientation professionnelle, etc.
5. Il faudrait accorder l'assistance aux orphelins, aux enfants vulnérables et aux jeunes, et les encourager à se lancer dans l'EFPT (à titre d'exemple, à travers les programmes de bourses).
6. Les institutions de l'EFTP devraient assumer leur rôle en contribuant aux actions de sensibilisation en matière de VIH/Sida au sein de la communauté en mettant un accent particulier sur les filles, les enfants de rue, les jeunes désœuvrés, les enfants ayant quitté l'école, ceux ayant des besoins spécifiques, etc.

## “Integrating skills development in basic education”

Ms Susan N’kinyangi, UNESCO Nairobi.

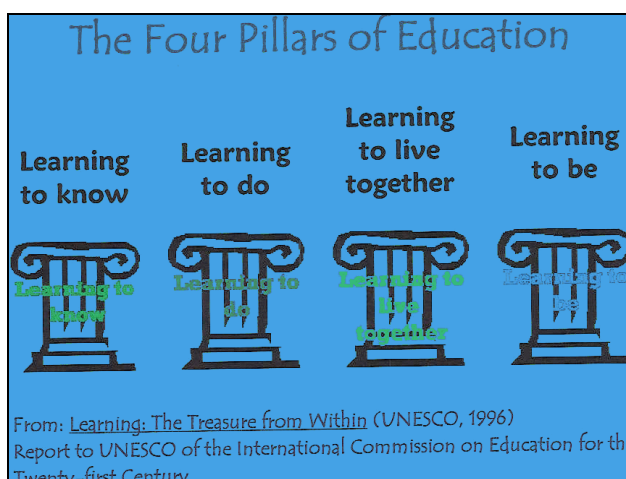
### Group session 1:

#### A.1 Learning for skills development - Integrating skills development in basic education

### World Conference on Education for All (EFA)

Jomtien, Thailand, March 1990

Basic education understood as education to meet basic learning needs of children, youth and adults -throughout life, within and outside the school system.



**5<sup>th</sup> International Conference on  
Adult Education** (Hamburg, July 1997)

Adult education and learning includes adult basic education and adult continuing education, vocational and technical education and higher education.

**2<sup>nd</sup> International Congress on Technical +  
Vocational Education and Training  
(TVET)**, Seoul, April 1999

Education and training must go together, TVET must be a component of life long learning, its content introduced in school curriculum and with training in the workplace, and be available for self - development and sustainable livelihood.

**World Education Forum  
Dakar, April 2000**

1. Expand early childhood education.
2. Free and compulsory primary education.
3. Training and life skills for youth and adults.
4. Adult literacy programmes.
5. Eliminate gender disparities in access, progression and completion.
6. Improve overall quality of education.

### **EFA Goal # 3 – Life skills**

Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.

### **EFA Goal # 4 - Literacy**

Achieving a 50 % improvement in the level of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

### **EFA Goal # 6 – Quality of education**

Improving every aspect of the quality of education, and ensuring their excellence so that recognizes and measurable learning outcomes are achieved by all, especially in literacy, numeracy and life skills.



### **‘TVET for All’ reform process**

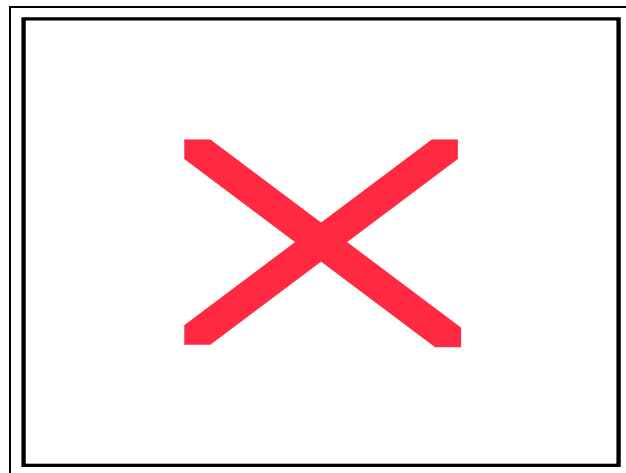
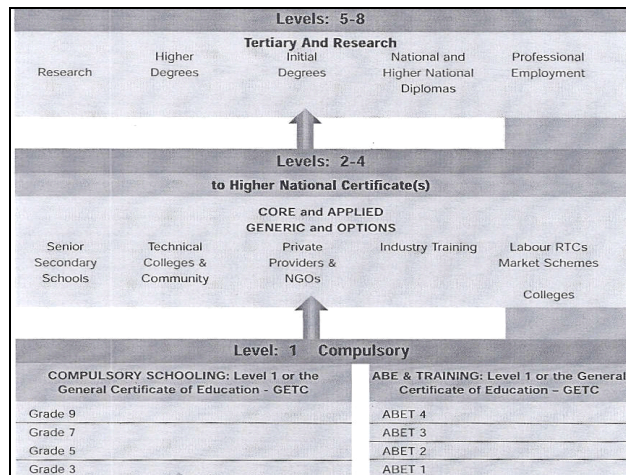
- Toward an integrated education and training framework.
- Easier for learners to enter the education system and to move and progress within it.
- Improve the quality of education and training.

### **Why a framework?**

- Integrate TVET into a unified structure of recognized qualifications that records learner achievement enabling national recognition of acquired knowledge and skills.
- Ensuring an integrated system that encourages TVET through lifelong learning.

### **Guiding principles**

- Quality: to ensure that needs of learners are met through a framework that is valued and relevant.
- Recognition of learning: learners have access to formal recognition of learning through awards with reliable system of recognition of prior learning.
- Relevant to needs of learners, employers and industry and society in general.
- Clear, navigable and understood by stakeholders.
- Coherent and transparent with seamless transfer within the system between different learning settings and contexts.



## Issues:

- ✍ Determining the key skills – sustainable livelihoods.
- ✍ Setting different levels of skills clearly and progressively.
- ✍ Aligning key skills and vocational qualifications.
- ✍ Setting entry level qualifications.
- ✍ Recognition of prior learning.

### **Notion of TVET learning outcomes**

- What learners are expected to demonstrate.
- Focus on what it is the learners knows and can do rather than where the learner did his/her studying.
- Clearly articulate the outcomes of learning achievements.

### **Critical outcomes**

Outcomes that are deemed critical for the development of the capacity for lifelong learning and sustainable livelihoods.

### **Toward a framework of qualifications**

- Patterns of learning are evolving.
- How to meet learners needs through provision of programmes at times and in quantities suited to their lifestyles and capacities.
- Credit systems should link units of learning with access transfer and progression enabling learners to accumulate credits for their learning over a lifetime.
- Framework evolves and adapts to changing circumstances.

### **Key features**

- Learner centered.
- Outcomes-based approach.
- Recognition of prior learning.
- Flexibility in learning provision - access, transfer and progression.
- Life long learning.

## **“Intégrer le développement de compétences dans l'éducation de base”**

**Mme Susan N'kinyangi, UNESCO Nairobi.**

**Session de groupe 1:**

**A.1 Apprendre pour le développement de compétences – Intégrer le développement de compétences dans l'éducation de base**

S. Nkinyangi/UNESCO  
August 2005

**Conférence mondiale sur l'Education pour Tous (EPT)**

Jomtien, Thaïlande, March 1990

**L'éducation de base comprise comme celle permettant de satisfaire les besoins fondamentaux d'apprentissage des enfants, des jeunes et des adultes tout au long de la vie, au sein et en dehors du système éducatif.**

S. Nkinyangi/UNESCO  
August 2005

**Les quatre piliers de l'éducation**

Apprendre à connaître	Apprendre à faire	Apprendre à être avec les autres	Apprendre à être

Source: *Learning: The Treasure from Within* (UNESCO, 1996)

Rapport soumis à l'UNESCO par la Commission internationale sur l'éducation au 21<sup>e</sup> siècle

S. Hwang/UNESCO  
August 2005

### **5<sup>ème</sup> Conférence Internationale sur l'éducation des adultes** (Hambourg, juillet 1997)

**L'éducation et l'apprentissage des adultes englobent l'éducation de base et la formation continue des adultes, la formation professionnelle et technique, ainsi que l'enseignement supérieur.**

S. Hwang/UNESCO  
August 2005

### **2<sup>ème</sup> Congrès international sur l'enseignement et la formation techniques et professionnels (EFTP), Séoul, avril 1999**

**L'éducation et la formation devraient aller de pair, l'EFTP devrait faire partie du processus d'apprentissage de tout au long de la vie, il convient d'inclure son contenu dans les programmes scolaires et dans la formation au lieu de travail, en outre, il devrait être disponible pour le développement autonome et les moyens d'existence durable.**

S. Hwang/UNESCO  
August 2005

## **Forum mondial sur l'Éducation**

**Dakar, avril 2000**

1. Étendre l'éducation préscolaire.
2. Assurer un enseignement primaire gratuit et obligatoire.
3. Assurer la formation et l'acquisition des compétences nécessaires à la vie courante pour les jeunes et les adultes.
4. Mettre en place des programmes d'alphabétisation des adultes.
5. Éliminer les disparités liées au genre en matière d'accès, de progression et de réussite scolaire.
6. Améliorer la qualité de l'enseignement dans l'ensemble.

S. Mwangi/UNESCO  
August 2000

### **Objectif # 3 de l'EPT– compétences nécessaires à la vie courante**

**S'assurer que les besoins  
d'apprentissage de tous les jeunes  
enfants et des adultes sont satisfaits,  
à travers l'accès équitable à des  
programmes d'apprentissage  
appropriés et aux programmes de  
formation aux compétences  
nécessaires à la vie.**

S. Mwangi/UNESCO  
August 2000

### **Objectif # 4 de l'EPT– Alphabétisation**

**Améliorer de  
50 % le niveau d'alphabétisation des  
adultes d'ici 2015, particulièrement  
pour les femmes, et réaliser l'accès  
équitable à l'éducation de base et à  
la formation continue pour tous les  
adultes.**

S. Mwangi/UNESCO  
August 2000

## Objectif # 6 de l'EPT – Qualité de l'enseignement

Améliorer tous les aspects liés à la qualité de l'éducation, et s'assurer de leur excellence de manière à ce que les résultats de l'apprentissage observables et mesurables soient réalisés par tous, particulièrement dans le domaine de l'alphabétisation, de calcul et d'acquisition de compétences nécessaires à la vie.

S. Mwanuzi/UNESCO  
August 2010

## Processus de réforme de 'l'EFPT pour Tous'

- Vers un cadre intégré d'enseignement et de formation.
- Accès facile des apprenants à un système éducation souple et leur permettant de réaliser des progrès.
- Amélioration de la qualité de l'enseignement et de la formation.

S. Mwanuzi/UNESCO  
August 2010

## Pourquoi un cadre?

- Intégrer l'EFPT dans un cadre unifié de qualifications reconnues qui établit les progrès réalisés par l'apprenant, et qui permet, au niveau national, la reconnaissance des connaissances et des compétences acquises.
- S'assurer d'un système intégré encourageant l'EFPT, à travers l'apprentissage tout au long de la vie.

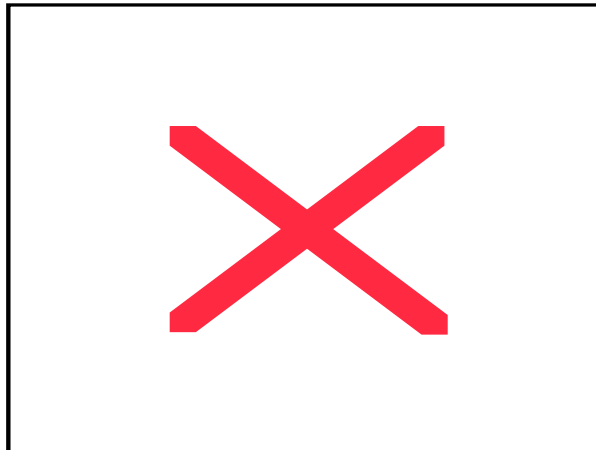
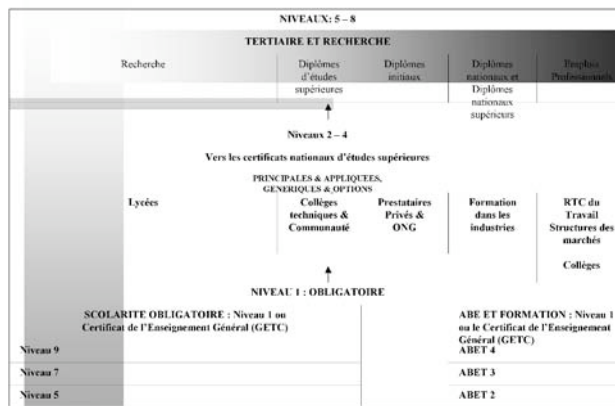
S. Mwanuzi/UNESCO  
August 2010



## Principes directeurs

- **Qualité**: s'assurer que les besoins des apprenants sont satisfaits, à travers un cadre appréciable et pertinent.
- **Reconnaissance des acquis du processus d'apprentissage**: les apprenants ont accès à la reconnaissance officielle des acquis du processus d'apprentissage, à travers les qualifications reconnues par un système fiable de reconnaissance des acquis antérieurs.
- **Pertinent aux besoins des apprenants, des employés des entreprises et de la société en général.**
- **Clair, souple** et compréhensible pour les parties prenantes.
- **Cohérent et transparent**, avec possibilité de transfert sans heurts au sein du système entre différents environnements et contextes d'apprentissage.

S. Honyang/UNESCO  
August 2005



## Préoccupations:

- Déterminer les compétences-clés pour des moyens d'existence durable.
- Déterminer clairement et progressivement les différents niveaux de compétences
- Harmoniser les compétences-clés avec les qualifications professionnelles.
- Fixer les conditions d'admission.
- Reconnaître les qualifications antérieures.

S. Wenzel/UNESCO  
August 2010

## Notion de résultats de l'EFPT

- Ce qui est attendu des apprenants en termes de comportement observable.
- Accent sur ce que les apprenants savent et peuvent faire, plutôt que sur l'institution de formation .
- Enoncer clairement les résultats de l'enseignement/apprentissage.

S. Wenzel/UNESCO  
August 2010

## Principaux résultats

**Résultats considérés comme déterminants pour le développement de compétences en vue de l'apprentissage tout au long de la vie et des moyens d'existence durable.**

S. Wenzel/UNESCO  
August 2010

## Principaux résultats :

- Identifier et résoudre les problèmes en faisant appel à la réflexion critique et à la créativité.
- Travailler efficacement avec les autres.
- S'organiser, s'autogérer et assurer de manière responsable et efficace la gestion de ses propres activités.
- Recueillir, analyser, organiser et évaluer minutieusement les informations.
- Communiquer efficacement.
- Utiliser efficacement et d'un œil critique la science et la technologie.
- Comprendre que les contextes de résolution des problèmes n'existent pas de manière isolée.

S. Huiyan/UNESCO  
August 2005

## Vers un cadre de qualifications

- Les modèles d'apprentissage évoluent.
- Comment répondre aux besoins des apprenants à travers des programmes offerts au moment opportun et dont les contenus cadrent avec leurs modes de vies et leurs aptitudes.
- Les systèmes de crédit devraient associer les unités d'apprentissage à l'accès aux possibilités de transfert et de progression pour permettre aux apprenants d'accumuler des crédits dans le cadre de l'apprentissage tout au long de la vie.
- Ce cadre évolue et s'adapte aux circonstances changeantes.

S. Huiyan/UNESCO  
August 2005

## Éléments clés

- Centré sur l'apprenant
- Approche basée sur les résultats.
- Reconnaissance des acquis antérieurs.
- Souplesse dans l'accès, le transfert et la progression en matière d'enseignement.
- Apprentissage tout au long de la vie.

S. Huiyan/UNESCO  
August 2005

## **“Non-formal TVET”**

**Mr M. Devadoss, UNESCO PEER, Nairobi.**

### ***1. Somalia: a case for non-formal TVET***

An ILO JASPA assessment done in 1989 indicated the need for skilled workers in Somalia stating that the emphasis had been on technical training at higher levels. Fifteen years later, the need for skilled workers has become, if anything, more acute and this can be easily noted when one compares what is imported with what is locally produced. Even fitting imported items (doors, windows, door knobs, plumbing and electrical fittings) leaves much to be desired. The economy is basically pastoral and only limited white collar jobs are/will be available. So TVET at the artisan/craftsman/skilled worker levels is crucial for sustainable livelihoods in Somalia.

Also, in Somalia, there are attitudinal problems. Labour is not held in high esteem; certain crafts are even considered menial, reserved for certain sections of population effectively creating the equivalent of the Caste system in India.

### ***2. Why is non-formal TVET needed?***

Formal TVET is expensive and as offered in many African countries is very theoretical. The typical TTI, particularly, government-sponsored/run institute does not have state of the art equipment and an adequate supply of consumables. The curriculum is outdated and textbooks are in short supply. Graduates from engineering colleges are recruited and they come and “teach” mostly theory. The technical training institutes are not in touch with the world of work; attempts at ‘attachment’ or ‘internship’ are made in an uncoordinated fashion. The Technical Training Institutes simply transform uneducated/untrained unemployed to educated/trained unemployed increasing frustration levels more than promoting gainful employment

The TTI is not able to diversify its courses taking note of community needs, environment and local surroundings whereas the non-formal TVET is able to put together shorter courses that directly address the needs of a particular context. For the typical TTI it is costly to identify needs, develop curricula and come up with proper assessment modalities and certification.

### ***3. Target groups***

A whole lot of people in sub-Saharan Africa need non-formal TVET for sustainable livelihoods e.g., out-of-school youth, ex-combatants, school drop-outs, street children. Where do they go? What do they do? They need economic and social reinsertion and reintegration and have to become productive members of their communities.

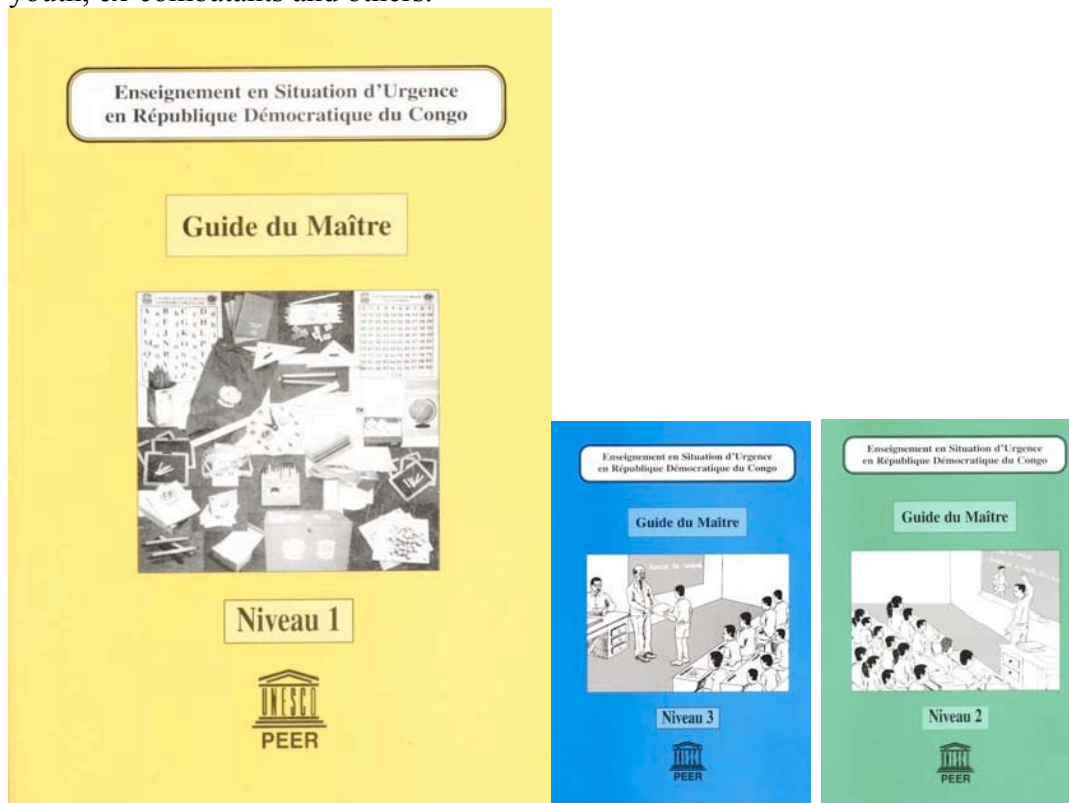
#### **4. Basic education and non-formal TVET: the UNESCO PEER (Programme of Education for Emergencies and Reconstruction) experience**

Non-formal TVET goes hand in hand with basic education. The UNESCO PEER programme that operates in the Horn of Africa and Great Lakes Region seamlessly integrates the two. To attain the Millennium Development Goal 2, it seeks to ensure the provision of basic education for all through three modalities (or, figuratively, three nets).

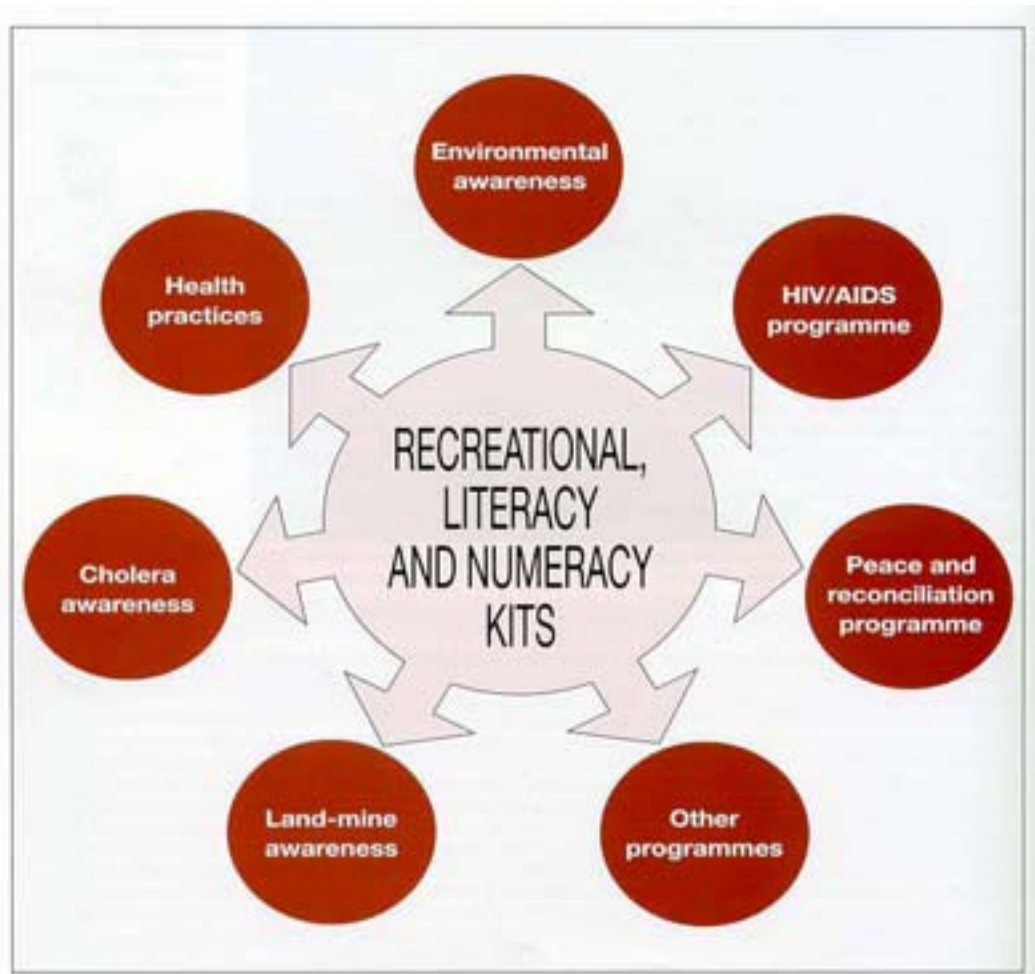
#### **5. The Three Nets**

Net One: Formal primary education should become universal and all school-going age children must be in school.

Net Two: Alternative/accelerated primary education: Despite the best efforts of governments and communities, in every country there are over-aged children/ out of school youth, ex-combatants and others. For these, PEER developed the Teacher Emergency Package (TEP) or a school in a box. TEP now exists in Somali, Afar, Kinyarwanda, Kirundi, Portuguese, French, etc. For example, the six-year DRC primary curriculum is delivered in three 8-month modules to over-aged children, out-of-school youth, ex-combatants and others.



DRC Accelerated Primary Education Materials



Supplementary Life skills Packages

ASAMA (Accelerated Compressed Learning for Malagasy Adolescents) co-sponsored by UNDP/UNESCO delivers in 11 months the equivalence of a 5-year primary programme.

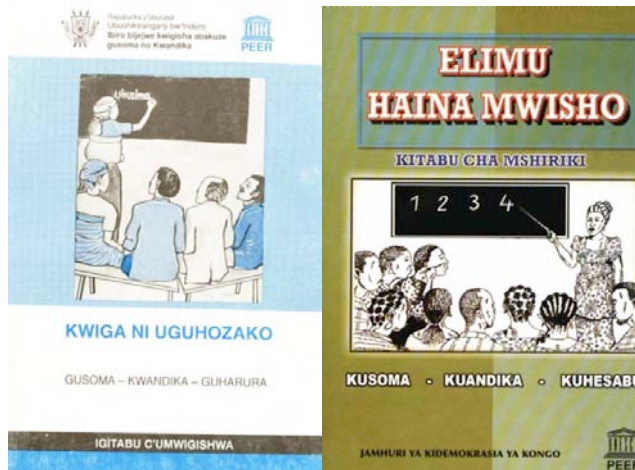
In addition to the formal primary subjects and TVET training, students are exposed to other needed life skills. There are either integrated into the main subjects or are presented through supplementary life skills packages.

At the end of the accelerated programme, reinsertion is possible at different levels formal education. This is the only way many can eventually have access to secondary schools, VTCs, youth polytechnics, TTIs, national polytechnics, university etc.

Net Three: Non Formal Education: There are adults and adolescents who do not need formal primary education before entering the world of work. Literacy, numeracy, life skills are given to adults and adolescents who are further given training at the artisan/craftsman level and asked to join the labour market.

AFI-D Intensive Functional Literacy for Development (UNDP/UNESCO/WFP) in Madagascar is a successful Third Net programme. PEER has programmes in Kirundi and Kiswahili languages. Lingala, Kikongo and Tchiluba programmes are being released in the first quarter of 2006.

The Third Net too aims at integration of life skills in basic education.



Kiswahili and Kirundi non-formal education materials

## 6. Advantages of Non-formal TVET

Non-formal TVET presents advantages by:

- being a cost-effective way of improving access to TVET;
- being a market-driven programme; studies demand and supply; takes note not only of the macro economic realities of the country but comes down to community level;
- being particularly suitable for countries emerging from conflicts all through the post-conflict reconstruction phase;
- being totally flexible with respect to the skills acquired and the way these are acquired; alternating between training and work is not only possible but actively encouraged;
- often host trainers/enterprises end up hiring their trainees;
- improving employability and having a very strong entrepreneurial orientation enhancing self-employment as an alternative to wage-employment;
- contributing to poverty reduction;



- offering part-time employment prospects to home-makers/care givers, particularly, women; home-based, cottage industries;
- rendering possible working in co-operatives;
- empowering the rural and urban poor and enhancing employability of disadvantaged sections of the population, e.g. women;
- entry-level age may vary unlike in formal education (programmes have catered for 14 year-old and 40 year-old trainees!);
- being fully job-oriented, life/work skill-based training (one programme features 21 weeks of life skills, 21 weeks of work skills, 8 weeks of internship and 2 weeks of evaluation and preparation for employment representing 1,710 hours of work, earning the trainee 57 credits at the rate of one credit for 30 hours of work);
- having strong linkage and ties with industry/enterprise/service sectors;
- meeting manpower needs of all (industrial, commercial, agricultural, service) sectors;
- competencies acquired and assessed non-formally but certified;
- being localized training with scope for full community involvement;
- being the answer to the low enrolment and retention rates at every stage of formal education (primary, middle school and high school); and
- on-the-job training is also a form of non-formal TVET (most industries, factories do).

### 7. Formal TVET and non-formal TVET

There is no such thing as formal TVET or non-formal TVET; it is TVET given in a formal or non-formal way. Standardized vocational skills and competencies are given formally or non-formally.

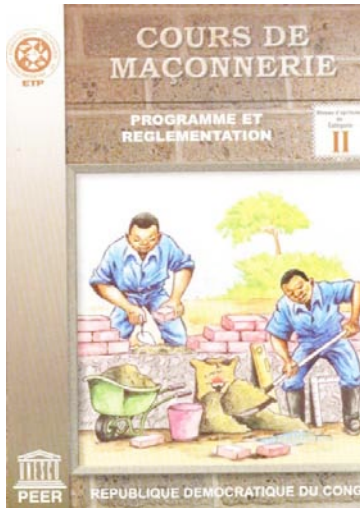
On the basis of market studies, PEER has created demand-driven syllabi in the following trades at Skill 3 and Skill 2 Levels.



SOMALIA TVE Syllabi



Electrical installation Grades III & II  
Carpentry & Joinery Grades III & II  
Masonry Course Grades III & II  
Metal Fabrication Grades III & II  
Garment Making Grades III & II  
Agriculture Course Certificate level



#### DRC TVE SYLLABI

Garment Making Grades I & II  
Masonry Course Grades I & II  
Carpentry & Joinery Grades I & II

PEER is in the process of publishing Skill 3, 2, and 1 level syllabi for more demand-driven trades. These are easily adaptable from country to country. Entrepreneurial training is an integral part of all these courses. PEER also publishes TVE support subjects in:

- arithmetic
- language
- civics and ethics .

Being a regional programme, PEER is able to transfer knowledge, experience gained, lessons learnt, and good practices from one country/sub-region to another. There is no reinventing the wheel; generic materials are generated in English or French, easily adaptable to different contexts.

Noting the close relationship that exists between non-formal TVET and the world of work, PEER typically deals not with one Ministry but different Ministries (for example, in DRC it deals with the Ministries of EPSP, Youth and Sports and Social Affairs).

#### ***8. Typical arrangement***

The typical arrangement is as follows:

- Primary Education or Accelerated Primary Education or Non-Formal Education as a *sine qua non* for any vocational skills acquisition.
- Artisan-level training follows (PEER Skill Level 3/2 syllabi are used with the necessary modifications both for formal and non-formal TVET).
- FTPB (Basic Technical and Vocational Training) a UNDP/UNESCO joint-initiative in Madagascar operates at Skill Level 3 or lower.
- Craft-level training is done using PEER Skill Level 1 syllabi. Typically it is done in Technical Training Institutes.
- Diploma-level and Higher Diploma-level training is carried out in National Polytechnics and the degree-level work is done in universities.

### **9. How does PEER support non-formal TVET?**

In addition to syllabi, PEER assists formal and non-formal TVET through instructors' manuals, assessment criteria, and distribution of selected books in English and French for different trades. Most TVET set-ups lack these materials and so PEER prepares/procures and distributes these materials in the Horn of Africa and Great Lakes Region. Additionally, training of different types is given to instructors, managers, host trainers, participating VTCs and NGOs.

### **10. IBT Vs EBT or IBT AND EBT?**

PEER has no preference for IBT (Institute Based Training) or EBT (Enterprise Based Training). Both are needed by different target groups. Interaction between enterprises and institutes is necessary. Theory and practice are complementary. Institutes do send out their students to enterprises for 'attachment', 'internship' etc. Skill upgrading is a matter of survival for enterprises. What they do today, they have to do better tomorrow. With the emergence of the middle classes with a significant purchasing power, quality has become a major concern and enterprises have to innovate and for this they need the assistance of institutes.

PEER does EBT with NGOs or VTCs (e.g., Saciid an NGO and Elman a VTC in Mogadishu). Enterprises serve as host trainers for the trainees 5 days a week; once a week the trainees come to the centre for review, civic and peace education, entrepreneurial training, sport etc.

EBT resembles closely the apprenticeship mode of training. However, there are differences.

Apprenticeship	Apprenticeship and EBT Compared EBT
<ul style="list-style-type: none"><li>▪ Learning by doing</li><li>▪ Not time-bound</li><li>▪ No assessment and certification</li></ul>	<ul style="list-style-type: none"><li>▪ Learning by doing</li><li>▪ Structured without formalizing</li><li>▪ Host trainers' capacity ascertained and they are given induction training and skill upgrading, new technologies introduced and bad practices corrected</li><li>▪ Sponsoring VTCs and NGOs given induction training for staff and management, syllabi, books, instructor's guides, assessment criteria, etc</li><li>▪ Assessment and certification; external examiners identified by the VTC/NGO go round to assess</li></ul>

### ***11. A typical PEER-supported non-formal TVET programme***

Normally, a PEER-supported non-formal TVET programme moves through the following seven steps.

Step 1: Clarification and understanding of the concept and implementation of the system with stakeholders

Step 2: Needs analysis, market study (supply-demand)

Step 3: Identification of the job-oriented programmes to be offered

Step 4: Consultations and negotiations (local community/NGO CBO partners/ VTCs and locally available training facilities/enterprises/industries/service sector)

Step 5: Assessing existing training/management capacity, and building the capacity NGOs, CBOs, VTCs, host trainers, instructors and managers to required levels and ensuring availability of equipment/consumables, syllabi, manuals, instructor guides, assessment criteria

Step 6: Selection of trainees with full community involvement and launching the training programme

Step 7: Monitoring and evaluation

### ***12. Issues related to non-formal TVET***

There are many issues that are to be addressed in non-formal TVET programmes, for example:

- uneven entry-level education qualifications of trainees;
- training too short to impart needed skills;
- non-availability of trainees for the even the minimum required period of time;
- resource mobilization (insisting on 'fees' so as not to promote dependency while noting that an adolescent/adult trainee may be the bread winner of his/her family and

there could be ‘lost wages’ to be compensated for (value-added WFP food rations have been used with necessary controls);

- ongoing non-formal education/demobilization efforts not subscribing to this holistic and integrated approach to social and economic reintegration of adolescents and adults;
- recognition of training (at least one credit for 30 hours of work); diplomas to be recognized by government-approved education bodies and reinsertion made possible in secondary schools, VTCs, youth polytechnics, TTIs, national polytechnics, universities etc.;
- lack of opportunities for trainees of horizontal and vertical mobility; and
- non-availability of start-up capital, micro financing; recognizing that while a certificate is useful so is a toolkit for a fledgling carpenter, electrician, etc.

## “TVET and HIV/AIDS”

Ms Susan N’kinyangi, UNESCO Nairobi.

### TVET and HIV/AIDS

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by  
Susan Nkinyangi  
Senior Education Adviser

Susan Nkinyangi/UNESCO  
August 2005

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### Collective responsibility

- HIV/AIDS epidemic has grown to nightmarish proportions over the last 24 years – most devastating in human history.
- Almost every passing year sees a revision upwards of dire estimates and predictions. **No cure in sight!**
- How can the TVET sub-sector be mobilized to help stem the advance of HIV?
- How can the TVET sub-sector pro-actively ensure its proper functioning in a world with AIDS?

Susan Nkinyangi/UNESCO  
August 2005

### UN Ministerial-level General Assembly on AIDS, June 2005

- We are losing the AIDS fight.
- HIV/AIDS expanding at an accelerating rate.
- Treatment and prevention efforts nowhere near enough.
- Containing the AIDS epidemic by 2015 will not be achieved without a "quantum leap" in funding and education.

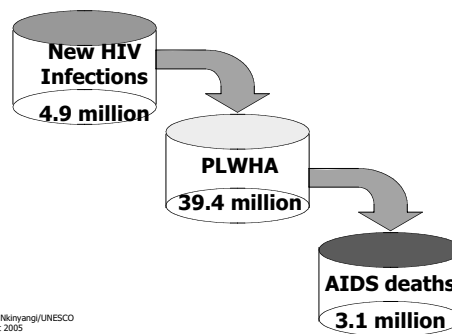
Susan Nkinyangi/UNESCO  
August 2005

## Executive Director, UNAIDS, June 2005

- We have not turned back the epidemic.
- The gap between need and action remains enormously wide and may even grow.
- Unless we control this epidemic it will continue to expand and worsen for decades, killing unbelievably large numbers and wrecking entire societies.
- We will be defeated by this epidemic unless there is an exceptional response.

Susan Nkinyang/UNESCO  
August 2005

## Global HIV Dynamics, 2004



Susan Nkinyang/UNESCO  
August 2005

## TVET and HIV/AIDS

- Directly responsible for the physical welfare and education of young people who are at high risk.
- Highest priority to 10 to 24 age group.
- TVET institutions and learning centres must develop effective strategies to deal with HIV.

Susan Nkinyang/UNESCO  
August 2005

## Core issues

- **How to address the impact of HIV/AIDS on TVET educators, students, institutions and learning centres.**
- **Mounting effective prevention and education to protect learners and educators from exposure to infection including principles of safe and healthy learning environments.**

Susan Nkinyang/UNESCO  
August 2005

## Reducing risk

- ❖ **Protecting learners, educators and educational personnel from HIV-infection and providing care and support for those infected with HIV.**
- ❖ **Ensure that learners affected by HIV/AIDS especially orphans do not miss educational opportunities.**

Susan Nkinyang/UNESCO  
August 2005

## **Knowing one's status**

**TVET educators and students should be encouraged to find out their status.**

**The HIV-free must know how to stay that way.**

**The HIV-positive must know how to stay healthy and when and where to seek medical advice and care.**

Susan Nkinyang/UNESCO  
August 2005

## Action areas

- **Mainstream preventive education in TVET.**
- **Counselling and care for affected and infected, learners of all ages, young and old.**

Susan Nkinyang/UNESCO  
August 2005

### # 1: Prevention

- **Preventive education at all levels of TVET— formal, non-formal, primary, secondary, higher education, adult education.**
- **Awareness, knowledge, skills, attitudes, values.**
- **Learner-friendly, gender-sensitive, rights-based HIV education using peer education, AIDS support clubs, arts and creativity, communication and information networks, involvement of people living with AIDS ...**

Susan Nkinyang/UNESCO  
August 2005

### # 2: Social support

- Making institutions and learning environments caring and supportive to those affected and infected by HIV.**
- Providing counselling support and care to the infected and affected (including direct interventions such as VCT, STI treatment, contraceptive services).**

Susan Nkinyang/UNESCO  
August 2005



## Guiding principles

- \* **Fight stigma and discrimination.**
- \* **Apply codes of conduct and discipline rigorously and consistently.**
- \* **Zero tolerance for sexual harassment and sexual abuse by teaching staff on students, or of students on students.**
- \* **Respect the right to learn in a safe and caring environment.**

Susan Nkinyang/UNESCO  
August 2005

## Antiretroviral Therapy (ART)

- **ART can bring an almost miraculous improvement in health and hope.**
- **But, ARVs are not a silver bullet for solving the HIV and AIDS problem.**
- **ART is not a cure and can have troublesome, sometimes serious side effects.**
- **Once started, ART must continue for the remainder of a person's life.**
- **Improved nutrition and treatment of opportunistic infections and common illnesses should be routine early concerns, with ARV treatment coming as the final stage.**

Susan Nkinyang/UNESCO  
August 2005

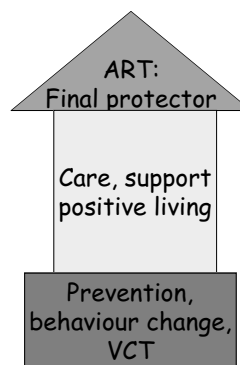
## Responding to HIV and AIDS -- Building a house

**Start with the foundation of prevention, behaviour change & VCT.**

**Build the walls of positive living.**

**End up with the roof of ART.**

Source: Alex Coutinho, Director of TASO,  
Uganda  
Susan Nkinyang/UNESCO  
August 2005



## Coming to grips with HIV and AIDS

- **Low levels of success in responding to the epidemic may be partly because of almost universal tendency to see HIV and AIDS as somebody else's problem.**
- **HIV/AIDS is a problem belonging to all of us, and not just to people "out there".**
- **Seeing it as our problem will also help us to be more realistic in the measures we propose for TVET.**

Susan Nkinyang/UNESCO  
August 2005

## Way forward

- **Making the TVET institutional culture life-affirming.**
- **Improving education on prevention and life-skills in all TVET programmes.**
- **Providing social and psychological support to the affected and infected.**
- **Providing protection measures (VCT, STI treatment, ARVs).**
- **Explicit and implemented codes of conduct.**

Susan Nkinyang/UNESCO  
August 2005

## The approach

- **Raise awareness and understanding on HIV/AIDS in the TVET sub-sector.**
- **Provide universal access to both HIV prevention and treatment within TVET.**

Susan Nkinyang/UNESCO  
August 2005

## Agenda for action

- **Preventing the spread of HIV/AIDS in all TVET educational institutions and learning centers among all learners and educators.**
- **Providing social and psychological support to learners and educators affected and infected by HIV/AIDS.**

Susan Nkinyang/UNESCO  
August 2005

## TVET partnership-building

- ❖ **Supporting advocacy and dissemination of policies on HIV/AIDS and education.**
- ❖ **Collecting and sharing information on good practice in education, prevention, care and support.**
- ❖ **Pooling expertise within the region.**

Susan Nkinyang/UNESCO  
August 2005

## Guiding principles

- **Promotion and protection of human rights, gender equality, elimination of violence against women, stigma and discrimination.**
- **Prevention based on scientifically sound and culturally relevant and appropriate information.**

Susan Nkinyang/UNESCO  
August 2005

## **Recommendations of Group Sessions B: Transition to the world of work**

### **Session B1: Links with the labour market**

#### *Observations*

1. Small and medium enterprises have taken on a dominant role in the economy of our countries, employing the largest number of people.
2. The nature and structure of today's industry and commerce has significantly changed from what it was at the time of independence. New skills which depend on new technologies require changes in training and job specifications.
3. In a number of countries, the interaction between industry and training institutions is inadequate. Dialogue among key stakeholders in TVET has not been encouraged, especially in the formulation of enabling policies for the growth of TVET for sustainable development.
4. Relevance of TVET provided is in question. Its quality, efficiency and effectiveness are lacking.
5. There is a need to harmonize training for purposes of establishing standard procedures and processes of quality assurance in the entire TVET systems of our countries>
6. In some countries, the industrial base is still low, it cannot absorb all the graduates of TVET at the various levels. This creates acute unemployment.
7. It was noted that statistical data on the labour market has not been very reliable for purposes of human resource development.
8. The process of industrial attachment has not been adequately managed to benefit the stakeholders of TVET.
9. The interaction between TVET institutions: roles played by various stakeholders.

#### Government

- puts in place policy and regulatory framework for establishment and management of TVET institutions
- provides funds for payment of salaries, other recurrent expenditures
- provides for admission of students, examination and certification
- invests in building institutions infrastructure, equipment and instructional materials

#### Institutions

- provide teachers/instructors
- develop curricula
- conduct training and education
- assess competence levels achieved
- provide guidance and counseling
- provide research services to industry

#### Industry

- provide training opportunity for students and staff during attachment
- provide employment
- provide professional counselling/part-time teaching
- support research activities of institutions

Private sector

- invest in TVET (build institutions)
- provide training services
- contribute towards policy formulation
- provide funding for training and research in institutions as well as industry/community
- users of the products of training

Community

- provide a conducive environment for institutions to operate
- participate in management of institutions
- provide practical training opportunities
- support institutions by rendering various services

10. Provisions that could be made for special groups to enable them to update their skills for re-entering the workforce:

- interest and sensitize out-of-school youth on career opportunities in TVET, counsel them on challenges and solutions for better livelihoods
- provide for training opportunities offered by TVET institutions in relevant skills. Tailor training to the specific group (out-of-school, unemployed, vulnerable groups, etc)
- provide generic skills to allow for flexibility in access to TVET
- design curricula that ensures a positive change of attitudes and aptitudes towards TVET in society and give unlimited opportunities for lifelong learning.

*Recommendations*

1. There is an urgent need to review and restructure TVET programmes to reflect the changing technologies and demands of industry and commerce and the world of work in general.
2. Key stakeholders of TVET should maintain constant dialogue about providing the best practices of TVET in the individual countries and the region which ensure equitable access, quality, relevance, efficiency and effectiveness.
3. TVET institutions and government should harmonize training so as to establish standard procedures, processes and outputs of the TVET system.
4. Governments should widen the industrial base by diversifying areas of economic activity so as to absorb TVET graduates.
5. TVET institutions should work constantly with the private sector to promote business opportunity guidance and entrepreneurship skills, so as to increase the body of entrepreneurs and reduce unemployment.
6. Government agencies responsible for planning should at any time provide reliable employment statistics and the general state of the TVET market.
7. Industrial attachment for experiential training should be planned and adequately managed to benefit all TVET stakeholders
8. Governments and non-governmental organizations should make provision for vulnerable groups to access TVET so as to re-enter the workforce and improve their livelihood.

## **Session B2: Entrepreneurship (and sustainability industries)**

Points discussed:

- insertion of entrepreneurship training in formal and non-formal education and training systems
- provision of training with necessary competencies
- implication of all actors interested in the development of entrepreneurship
- definition and implementation of measures to assist insertion/reinsertion
- necessary identification and capitalization of successful experiences
- trainers' experiences in business
- follow-up and evaluation of informal sector
- in-depth study and better understanding of the subject throughout the countries for the purpose of harmonization
- age of apprentices and in-business training
- mobilization of resources
- entrepreneurial attitude in the exercise of a profession
- stimulating and maintaining vocations
- multiplier effects of entrepreneurship

### Conclusion and recommendations

Following the discussions held during the session, entrepreneurship is being recognized as a concrete means of promoting development. Conveying both attitudes and knowledge that lead to sustainable management of businesses, and therefore occupations, entrepreneurship is today becoming an incontrovertible necessity for the development of the countries of East and Central Africa. For this reason, entrepreneurship training and assistance to its instigators were retained as priorities in the process of transition to the world of work.

The following recommendations were therefore formulated:

1. For UNESCO:
  - identification and capitalization of successful experiences
  - organization of training of professional training who will then train those in their country and sub-region
2. For UNEVOC:
 

Organization of exchanges between countries by various and appropriate means.
3. For the concerned countries:
  - development and implementation of measures to assist young entrepreneurs
  - insertion of entrepreneurship in education/training programmes in the formal and non-formal sectors
  - supervision of the informal sector.

## **Session B3: TVET in post-conflict situations**

Over the last years, many of our African countries have experienced war, leaving behind orphans, high rates of illiteracy, wounded and homeless people, thus increasing poverty.

For this reason, governments have decided to face up to this challenge, priority being given to TVET for the insertion of young people, and where one of the pillars of this training is education for peace.

We therefore recommend:

1. The governments most affected by conflict should organize themselves immediately to assist young men and women who have been de-mobilized and abandoned to enter working life through TVET, by facilitating adaptation of programmes to the needs of refugees and different cultures.
2. Training programmes must tend towards improving the social life of individuals, developing national economies, and providing young people with the necessary means to be trained and make the best use of their country's resources.
3. The rehabilitation of infrastructures and capacity building of institutions.
4. The issue of financing is crucial. International organizations must organize congresses on this subject in the regions concerned and institute a clear system of information on financing and follow-up.
5. The issue of exodus of young people towards urban areas, and its impact on the type of training offered, must be taken into consideration.
6. The inclusion of education for peace in TVET programmes; and capacity building in guidance and counselling competencies among TVET trainers.

## **Recommandations des Sessions de groupe B: Transition vers le monde du travail**

### **Session B1 : Rapports avec le marché de travail**

Il y a un besoin urgent de revoir et restructurer les programmes d'EFTP afin de refléter les technologies changeantes et les demandes de l'industrie et du commerce, et du monde du travail en général. Les recommandations suivantes ont été faites :

1. Nécessité de prendre des mesures urgentes et de restructurer les programmes de l'EFTP en vue de refléter les technologies ainsi que les exigences de l'industrie et du commerce et le monde du travail en général.
2. Les parties prenantes devraient maintenir constamment le dialogue sur le maintien de meilleures pratiques dans l'EFTP dans les différents pays et au sein de la région dans le cadre de la promotion de l'accès équitable, de la qualité, de la pertinence, de l'efficience et l'efficacité.
3. Les institutions de l'EFTP et les gouvernements devraient harmoniser la formation de manière à mettre en place des procédures, processus et objectifs standards du sous-secteur de l'EFTP.
4. Les gouvernements devraient élargir la base industrielle en diversifiant les domaines d'activités économiques de manière à absorber les diplômés de l'EFTP.
5. Les institutions de l'EFTP devraient collaborer constamment avec le secteur privé, en vue de promouvoir l'orientation dans les opportunités commerciales et les attitudes d'entrepreneuriat, de manière à accroître l'effectif des entrepreneurs et de réduire le chômage.
6. Les agences gouvernementales chargées de la planification devraient chaque fois produire des statistiques fiables sur l'emploi, et faire le point sur la situation générale du marché de l'EFTP.
7. Les stages de formation au sein des entreprises dans le cadre d'acquisition de l'expérience devraient être envisagés et gérés de manière appropriée au profit de toutes les parties prenantes.
8. Nécessité d'établir un lien entre le Ministère du travail et le Ministère de l'enseignement.

Les gouvernements et les organisations non-gouvernementales devraient prendre des mesures nécessaires en vue de promouvoir l'accès des groupes vulnérables à l'EFTP, de manière à permettre la réintégration de la main d'œuvre et à améliorer leurs moyens d'existence durable.



## **Session B2 : Entrepreneuriat (et métiers de la durabilité)**

### I. Points essentiels soulevés et débattus

- insertion des enseignements sur l'entrepreneuriat dans le processus d'éducation et de formation dans les systèmes formel et non-formel ;
- dotation des formateurs en compétences requises ;
- implication de l'ensemble des acteurs intéressés au développement de l'entrepreneuriat ;
- définition et mise en œuvre des mesures d'accompagnement pour l'insertion/réinsertion ;
- nécessaire identification et capitalisation des expériences réussies ;
- pratique des formateurs en matière d'entreprise ;
- suivi et évaluation des actions du secteur informel ;
- étude profonde et meilleure compréhension du sujet dans l'ensemble des pays pour les besoins d'harmonisation
- âge d'apprentissage et de formation en entreprise ;
- mobilisation des ressources ;
- esprit d'entreprise dans l'exercice des professions ;
- éclosion et entretien des vocations ;
- effets multiplicateurs de l'entrepreneuriat.

### II. Conclusion et recommandations

A l'issue des discussions engagées au cours de cette séance, l'entrepreneuriat s'affirme comme une voie de développement des horizons au-delà des théories. Véhicule d'un savoir-être et savoir-faire favorable à la gestion durable des entreprises, et donc des métiers, l'entrepreneuriat devient aujourd'hui une nécessité incontournable, pour le développement des pays de l'Afrique centrale et australe.

C'est pourquoi la formation en la matière et l'accompagnement des promoteurs ont été retenus comme priorités dans le processus de transition vers le monde du travail.

Ainsi, les recommandations suivantes ont été formulées :

1. A l'endroit de l'UNESCO :
  - identification et capitalisation des expériences réussies ;
  - organisation de la formation des formateurs professionnels devant assurer le relais dans leurs pays et sous-régions respectifs.
2. A l'endroit de l'UNEVOC :  
Organisation des échanges entre pays par des moyens divers et appropriés.
3. A l'endroit des Etats intéressés :
  - élaboration et mise en œuvre de mesures d'accompagnement au profit des jeunes promoteurs d'entreprises ;
  - insertion de l'entrepreneuriat dans les programmes d'éducation/formation des secteurs formel et non-formel ;
  - encadrement du secteur informel.

### **Session B3 : L'EFTP dans les situations d'après conflit**

Durant les dernières années, beaucoup de nos pays africains ont connu des périodes graves de guerres, laissant derrière elles des orphelins, des analphabètes, des mutilés et des sans-abri, accentuant ainsi la pauvreté.

Pour cela, les gouvernements se sont engagés à relever les défis, une priorité étant accordée à l'EFTP pour l'insertion des jeunes et où l'un des piliers de cette formation est l'éducation à la paix.

Ainsi nous recommandons :

1. Les gouvernements les plus touchés par les conflits doivent se mobiliser dans l'urgence. Il s'agit principalement d'aider les jeunes (hommes et femmes) démobilisés et abandonnés à s'insérer dans la vie active par le truchement de l'EFTP en facilitant l'adaptation des programmes aux besoins des réfugiés et aux différentes cultures.
2. Les programmes de formation doivent aller dans le sens de la régulation de la vie sociale des individus, du développement de l'économie nationale de ces pays, de fournir aux jeunes gens les moyens nécessaires à se former, à maximaliser les ressources nécessaires des pays.
3. La réhabilitation des infrastructures et le renforcement des capacités institutionnelles.
4. La question du financement est essentielle. Les organisations internationales doivent organiser des assises à ce sujet dans les régions concernées et mettre en place un système clair d'information sur le financement et du suivi des différents moyens.
5. La question de l'exode des jeunes vers la ville, et l'impact sur le type de formation offerte, doivent être pris en considération.
6. L'inclusion de l'éducation à la paix dans les programmes de l'EFTP, le renforcement des compétences en matière de conseil et d'orientation parmi les formateurs de l'EFTP.

## **“Links with the labour market”**

**Mr Ahmed Ferej, UNESCO Liberia.**

**Introduction:** Could the years spent in school be considered preparation for work? If this assumption is correct then we spend nearly 15 years, preschool included, to complete high school. In Europe a further half of the cohort would then proceed to university while 80% in the US continue with further education. The completion rate of six years of primary education is still a problem for the majority of the Sub-Saharan region and less than 5% would advance beyond high school. If the years spent in school are considered preparation for work then what knowledge and skills should be taught to better prepare school graduates for the world of work?

Generally time spent in school was divided into academic and vocational tracks. The academic track was for those who wished to proceed to college and the vocational track for those going directly to the world of work. Thus college bound students spent a large portion of school time on mastering core subjects such as language, math, science, history, geography etc. While those on the vocational track selected vocational skill area and spent a large portion of their time acquiring knowledge and skills to operate in that line of work.

The two-track pattern held universal appeal in a large number of countries during the so called industrial age and remains so to date in many countries. African countries generally copied the system that was applied by the country that exercised colonial authority over it. Thus countries ruled by the French, tended to model the French system and the same applied to those ruled by the English. Over the last forty years of independence some African countries have created their own hybrid systems. For example in the 1980s Kenya implemented what it dubbed as the 8-4-4 system with eight years of primary, four of secondary and four of university. The argument advanced for this change by government was the perception that the essentially academic curriculum and system that included two years advanced level after the four years secondary was wasteful and did not impart adequate skills for the world of work for those who did not advance to university. The system also acknowledged the poor completion rate of students at the primary level, and an even poorer transition rate to secondary level. To impart what was perceived as skills needed in the world of work the curriculum was revamped to include vocational subjects in every cycle to ensure that those who dropped out at each stage were adequately prepared to enter into the world of work. The 8-4-4 curriculum, now in place, has since been gradually changed with vocational education losing ground to the traditional academic component.

### **What skills are needed in the world of work?**

This is a difficult question and might be different from country to country. Are there skills that might be described as universal in the present stage of international development? During the industrial age the West for the most part modeled its curriculum on the needs of their societies and strong vocational programmes that mirrored the main industries in operation were developed. Because the world of work remained fairly stable the knowledge and skills imparted by these vocational programmes equally remained relevant. Those who entered work often remained in

those careers for the rest of their lives. Things started to change with the advent of information age and heavy automation in most industries. Suddenly lifetime careers were no longer assured and hence skills and knowledge that vocational programmes imparted were no longer relevant for the world of work. In the US for example, there were several studies and vibrant discussions in the 1980s among the intellectual elite as to what kind of education would be best for the country's need.

In Africa the situation was vastly different. As alluded to earlier African countries had at independence adopted foreign models of education inherited from colonial masters. These were largely unsuitable for the development of these countries as in reality Africa was no where close to being considered to be in the industrial age. The euphoria of replacing departing expatriates after independence ended shortly after with resulting growth in massive unemployment. Coupled with many developmental challenges, most sub-Saharan countries regressed in real terms with catastrophic unemployment rates. Each year majority of school leavers continued to swell the sea of unemployed. Many resorted into petty trade within the growing informal sector as a means of survival. While this happened large tracks of land remained unutilized or under used because the youth were flocking into cities to look for jobs that school prepared them for. Jobs that did not exist tracks in reality. Agriculture did not feature in their sights. There continues to be a mismatch between the skills needed outside school and that provided by the school. While the world was grappling with the needs of the industrial society, African countries were producing large numbers of graduates with industrial skill profiles without the necessary industries to absorb them.

Today the challenges for Africa are not any fewer. Africa's development spans the three paradigms of agriculture, industrial and information or knowledge society. In addition to these we have the burgeoning informal sector. In Kenya, for example, jobs in the informal sector are growing faster than any other sector. For which paradigm therefore would transitional skills be developed? Clearly therefore each region must develop its own strategies to address its level of development, and world of work envisaged. The more diverse the employment scenario the more creative would be transitional skills required.

**Universal Skills:** While each region needs to review what might be considered relevant world of work skills, some skills could be classified as universal and transcends all development paradigms. During the TVET Congress in Seoul in April 1999, the issue of workplace skills was clearly articulated and some recommendation put forth for handling the problem. These were codified in the amendment of the 1974 recommendations and became the "Technical and Vocational Education and Training for the Twenty-first Century – UNESCO and ILO Recommendations" (UNESCO/ILO, 2002) to guide the field under the present rapidly shifting paradigm. Some of the recommendations included reduced emphasis on specialization in favour of imparting core technical skills that enable individuals to easily adapt to changing world of work. These technical skills would in turn be built on a solid foundation of core subjects such as language, math, and science. In a world where rapid technological change and rapid development of new information is now the norm, it was felt the strategy of teaching individuals to continue seeking knowledge on a lifelong basis was the most appropriate. In this way people are less disoriented by change in their jobs and even in career shift when that is necessary.

Another important recommendation that is probably more critical for Africa is the introduction of entrepreneurship education to students. It was felt that this improved the opportunities for earning a livelihood even when formal employment was not forthcoming through self-employment. Kenya for example, starting in early 1990s, made the study of entrepreneurship education compulsory for all tertiary students in middle level TVET institutions. After about 15 years of implementation of this policy it would be useful to review its success and what difference it might have made to the graduates of TVET programmes. Entrepreneurship education, it has been argued, also improves the scope of thinking of individuals even for those who enter formal employment as it teaches the concept of continually scanning the environment to seek new opportunities to help the individual or organization to thrive.

Information and communication technology (ICT) is another important skill area recommended. However, ICT today is like the reading and writing skills we now take for granted as the basis for learning everything else. One now needs ICT for the same reasons – to be able to learn, unlearn and relearn new knowledge and skills in every field of human endeavour. When students develop good ICT skills they are more likely to access new information regarding their work environment as they become available and therefore accommodate and adapt to new developments more easily. In the past one had to attend formal training programmes to update themselves to new knowledge and skills.

Ability to work individually or in groups was also emphasized as a skill a modern day worker needs.

### **What are the current practices?**

In Africa there continues to be a mismatch between what schools teach and the reality of the workplace. The example of Kenya would illustrate the problem. Curriculum tends to still emphasize knowledge acquisition as a basis for meeting requirements to access higher education. Currently primary level curriculum is largely about progression to secondary school even though the transition rate continues to be under 50%. At the same time secondary schools concentrate on preparing students to pursue university education when less than 1% of the cohort will actually enter government institutions of higher learning. Even when the whole of the tertiary level is factored in the percentage is still lower than 3%. It is true that our schools could be ill equipped to impart ICT, entrepreneurship and other vocational skills. These cost too much at the stage when the country is struggling to meet the EFA and Millennium Development Goal of providing Universal Primary Education by the year 2015. But there are some strategies that cost little or nothing that could be applied. One that comes easily to mind is the teaching approach itself. Emphasis is placed on rote, teacher centered learning. Students are over drilled to pass examinations at the cost of everything else. Graduates of schools with this teaching approach are often less innovative and fail to comprehend concepts outside the narrow precept of what the teacher spoon fed them. When the teaching and learning environment is more student centered and discovery based, graduates tend to be more innovative and better problem solvers who can handle new information and ideas more effectively. Such individuals would fit the changing world of work better than graduates of teacher centered learning environment.

In the context of teaching of TVET, instructors rarely give students opportunities to design solutions to existing problems. All too often students are given drawings from which to fabricate or make end products. Thinking skills are not imparted early. Only in the final so called “Projects” are students given opportunities to try out their solutions to problems.

As mentioned earlier, Kenya moved from the bold move it had made to vocationalize its curriculum back to teaching students to simply pass examinations for the next educational level. One can understand, however, the difficulty of introducing vocational subjects in all the educational stages. What made the problem worse was that these subjects were being introduced in the traditional mode, i.e. preparing students in specialized skills. It is now an acknowledged fact that schools are ill equipped to provide job specific skills. Under this format the costs of putting up the infrastructure, train the instructors, and provide the learning materials were too prohibitive. Rather than remove them altogether, however, other possibilities that are more effective and a lot less costly could have been explored.

Another problem is what teachers perceive as the world of work and consequently the transfer of the same perception to their students. Rarely is the informal sector or small business or small agriculture holdings brought up as the most likely work destination for the majority. Students therefore go through the education system with false perception of where they will end up when they become workers, even when the evidence surrounds them in abundance. One finds little interest in placing students on work attachment with the informal sector entrepreneurs or small business owners. Students are encouraged to seek work experience attachment with larger industries but eventually find themselves forced by circumstances looking for work in the informal sector for which they are ill prepared.

**Questions for this sub-regional seminar to ponder:**

1. How can government and key stakeholders cooperate to develop policies that would improve the teaching of TVET to better prepare its graduates for the rapidly changing world of work?
2. Given the high cost of TVET and the endemic poverty within the region, how should TVET be engineered to provide benefits for the individual and the society?
3. In the current drive to achieve EFA and MDGs by 2015, TVET seem to be losing ground. How can TVET be brought into the fore of public policy and expenditure debate within the region?
4. How should TVET be made an integral component of general education at a reasonable cost?
5. How should TVET be made an interesting and attractive option to students?



## UNESCO SEMINAR

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**The Eastern and Southern Sub  
Regional Seminar for TVET Policy-  
Makers and UNEVOC Center  
Coordinators**

**22 to 25 August 2005  
Nairobi, Kenya**



## TRANSITION TO THE WORLD OF WORK:

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### **Links with the Labour Market**

By Ahmed Ferej  
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## WHAT IS TRANSITION TO WORLD OF WORK?

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- Are the years spent attending school preparation for work?
  - Completion rate in the West is close to 100%
  - In Europe over 50% will proceed to HE
  - In the US over 80% proceed to HE
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## COMPLETION RATE FOR SUB-SAHARAN AFRICA

- Completion rate for primary for the majority still a big problem and varies widely from near 100% for Mauritius to less than 30% for some Sahelian countries
  - Transition to secondary is still appalling
  - Transition to HE is less than 5%
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## COMMON SCHOOL SYSTEM

- Generally based on the two track model – academic and vocational
  - Most African countries adopted systems introduced by the colonial rulers
  - Over the last 40 years many countries modified or revamped the system inherited to suit their local conditions, for example Kenya's 8-4-4 system
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## SCHOOL SYSTEM Cont.

- The 8-4-4 system was introduced to improve the employment skills of the school graduate,
  - The old system being perceived as too academic
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## SCHOOL SYSTEM Cont.

- The 8-4-4 created a vocationalized curriculum that aimed at ensuring that graduates exiting at each level had adequate world of work skills,
  - The system has gradually returned to a more academic orientation with focus placed on success in national examinations.
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### WHAT SKILLS ARE NEEDED TO ENTER THE WORLD OF WORK?

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- This should depend on country specific profile, needs and level of development
- 40 years ago the West provided strong TVE programmes that closely mirrored industries in their respective countries
- At independence Africa merely adopted these models



### WHAT SKILLS ARE NEEDED TO ENTER THE WORLD OF WORK?

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- In the West there was stability in the world of work and TVE programmes remained relevant
- TVE graduates often remained in chosen careers through out their lives
- The advent of information age and automation created havoc in the world of work in the West and life time careers were no longer assured and TVE programmes found it expensive to mirror the world of work



### WHAT SKILLS ARE NEEDED IN AFRICA?

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- The situation in Africa was different
- Immediately after filling the positions of departing expatriates unemployment for TVE graduates became an issue
- It was difficult to create the necessary industrialization to absorb the TVE and other school graduates



### WHAT SKILLS ARE NEEDED IN AFRICA?

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- Forced to survive many school graduates resorted to the informal sector as petty traders – little of what they learned in school prepared them for this activity,
- Few were interested in Agriculture even when land was abundant and the weather favourable with the country facing food shortage.



## WHAT SKILLS ARE NEEDED IN AFRICA?

- Africa spans three development paradigms – Agriculture, industrial, information/knowledge,
  - In addition there is the burgeoning informal and SME sector,
  - Each region and country must develop its own model to suit its needs.
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## UNIVERSAL APPROACH

- Reduce emphasis in job specific skills in favour of generic approach,
  - Impart strong foundation of general skills in language, math, and science.
  - Introduce entrepreneurship education
  - Introduce ICT in school,
  - Encourage learner centered teaching
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## ISSUES FOR PARTICIPANTS TO PONDER

1. How can government and key stakeholders cooperate to develop policies that would improve the teaching of TVET to better prepare its graduates for the rapidly changing world of work?
  2. Given the high cost of TVET and the endemic poverty within the region, how should TVET be re-engineered to provide benefits for the individual and the society?
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## ISSUES FOR PARTICIPANTS TO PONDER

- In the current drive to achieve EFA and MDGs by 2015, TVET seem to be losing ground. How can TVET be brought into the fore of public policy and expenditure debate within the region?
  - How should TVET be made an integral component of general education at a reasonable cost?
  - How should TVET be made an interesting and attractive option to students?
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## **“Entrepreneurship”**

**Mr. L.E. Munjanganja,  
UNESCO-UNEVOC International Centre, Bonn.**

Providing entrepreneurial skills is a topic of interest in many countries, including developing countries. The Final Report of the Second International Congress on TVE (1999) and several studies and anecdotal evidence on small enterprise development and informal sector jobs draw entrepreneurial skills and knowledge to learners. This need is rooted in the imperative to offer relevant TVET in order that learners have satisfying outcomes in the world of work. Changes taking place in the world of work as a result of a range of factors, including information and communication technologies, are affecting the nature of work, organization of work, how and where it is done. Also affected are workplace competencies. Workplace competencies are in a state of flux. Certainties about jobs for life are giving way to an employment trajectory made up of periods of employment, and unemployment. Increasingly, people are forced to think in terms of 'own employment' and 'part-time jobs'. In developing countries, e.g. African countries, the growth of the modern formal economy has not matched the demand for jobs. This has led to the expansion of the informal sector from what it was in the 1970s when the ILO popularized the term with the publication of its study on this sector in Kenya. As competition has intensified with the opening of markets and globalization, the modern sector is called upon to improve its products and services and to satisfy customers. Moreover, because of technological advances jobs are being cut as both public and private sectors are impelled to downsize, forcing well-qualified and the not so well-qualified able bodied men and women to embark on new careers. Small enterprises in both the formal and informal sectors offer a recourse for those seeking jobs. This could be in productive activities such as market gardening and other horticultural pursuits, manufacturing and construction, of in-service activities such as trade, transport, repair and maintenance.

What is meant by entrepreneurial skills and entrepreneurship? What are the characteristics of an entrepreneur? Terms used to describe an entrepreneur include: ability "to identify opportunities, to improve the environment, marshal resources and implement action to maximize those opportunities". Tests used by an entrepreneurship development institute in India to select individuals for training assess the following: "need to achieve; risk taking; positive self-concept; initiative and independence".

While entry into the area of small business operations, be it in the formal or informal sectors, is relatively easy, surviving and success require several attributes, including skills, knowledge and suitable attitudes. Vocational education and training can contribute to the survival and success of new entrants into self-employment. It contributes to their capacity to offer products and services of good quality and to understand their particular clientele and market niches. Moreover, the provision of job-oriented training and education is an integral part of the goals and objectives of vocational education and training. As described by Loek F.M. Niewenhuis and Regina H. Mulder (1999), job-oriented training should incorporate entrepreneurial skills, some of which are being customer service-oriented, one's own manager, responsible and competitive. Entrepreneurial training should be integrated in the curriculum of different occupations. Recently, UNESCO has viewed it as cross-cutting, and hence as an aspect of training that should go with any curricula offerings. The content of vocational education, teacher behaviour and learning contexts should infuse learners with the

necessary attributes to act well and understand the complexity and dynamics of the world of work.

A practical example of entrepreneurial skills training in hotel and catering and business economics – a Japanese high school course.

Theory and practice; Develop bankable projects; Interface with the business world.

## “TVET in post-conflict situations”

**Mr James Wamwangi, UNESCO PEER Nairobi.**

### TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

SKILLS FOR SUSTAINABLE LIVELIHOOD – IMPLEMENTING  
THE UNESCO NORMATIVE INSTRUMENTS CONCERNING  
TVET

A sub-regional seminar for education policy makers  
22-25 August 2005: Nairobi, Kenya

James Chomba Wamwangi  
Project Coordinator  
Technical and Vocational Education  
and Demobilization  
UNESCO PEER  
Nairobi.

### TVET in Post-conflict Situations: The Case of Somalia

- **Preamble**
- Since 1945 we have seen 150 conflicts erupt throughout the five continents, resulting in 20 million deaths and 60 million casualties.
- In the First World War, civilians accounted for 5% of the victims. That figure has now risen to 80 per cent or even 90 per cent, half of these being children.
- In addition more than 20 million refugees and 30 million displaced persons are today living in the most precarious of circumstances, and at least 60% of their numbers are children ([www.unesco.org](http://www.unesco.org)).

### Post-conflict Challenges

- Countries emerging from armed conflict and war face the challenge of finding ways to swiftly reintegrate conflict affected peoples into civil society.
- The process of reintegration is complex and multi-faceted. It presents immense challenges for conflict affected countries which are usually resource depleted as a result of the conflict.

## Peace and Reconstruction

- The establishment of peace in conflict areas is often a fragile one ([14 attempts in Somalia](#)). Rapid reconstruction of the country/region and rehabilitation of the affected population is of ultimate importance if peace is to be maintained.
- Technical and vocational education and training (TVET) is particularly effective in quickly instilling people with the skills necessary for establishing non-violent livelihoods and peace building

## Value of TVET

- The value of technical and vocational education and training in providing skills for employment is well recognized.
- In the aftermath of war, countless people, many of them youths, become trapped in a cycle of violence because they lack the skills and abilities to sustain themselves in non-violent occupations. Some know only the gun as the source of livelihood.

## Disarmament, Demobilization and Reintegration (DDR)

- Once combatants are removed from situations of violence it is imperative that they receive education and training as part of any reintegration and reconstruction programmes.
- If training [is not made available](#) for these demobilized soldiers, many will have little hope of rejoining civil society in a productive role. Others may result in being remobilized

## Benefits of TVET

- TVET in conflict-affected communities is important not just for ex-combatants but for many members of those communities through socio-economic reintegration.
- In these contexts it represents a crucial opportunity to equip people to repair the social fabric of communities as well as their physical infrastructures and economies.

## Skills Training

- Learning skills for jobs and skills for life enables a wide range of people in **post-conflict situations** to participate in the renewal of their community by providing valuable services, stimulating economic development, constructing a sense of shared purpose and reducing individual dependence.
- Skills training are vital for social cohesion

## *Why focus on youth during conflict and post-conflict?*

- In most countries, youth represent between 15 and 20% of the population.
- This is also a time in their lives when they are very vulnerable due to the physical and emotional changes they experience as well as the fact that they live in a fast-changing world even more in post-conflict situations
- Youth are vulnerable and likely to be more exposed to poverty, discrimination, violence, unemployment, drug abuse, STDs and HIV/AIDS.
- During conflict, they may suffer from forced recruitment into the military, or suffer as a result of landmines, displacement, trauma, gender-based violence or exploitation.

### *What is psychosocial?*

- After diagnosing post-traumatic stress disorder (PTSD) in Vietnam veterans and later finding similar symptoms among refugees and asylum seekers, the medical community realized that war can also harm individuals psychologically (Raundalen and Dyregrov, 1991).
- This realization, combined with the increased acceptance of counseling and the use of the word 'trauma' in everyday language, has led humanitarian agencies to try to respond to the effects of conflict on individual's and community's psychosocial well-being and to explore what responses could be applied in crisis settings

### *The Oxford English Dictionary*

- Defines psychosocial as "pertaining to the influence of social factors on an individual's mind or behavior, and to the interrelation of behavioral and social factors".
- It is a definition that is not solely focused on one conceptual paradigm but related to emotions, behavior, thoughts and learning ability as much as to altered relationships, family and community networks and cultural influences.

### *Somalia Today*

- After many years of conflict
- The absence of well-functioning social and government institutions has deprived most youth, both male and female, of opportunities of education, recreation, skills development and economic productivity.
- The present education scenario in Somalia features very few vocational training centers run by both International and local NGOs.
- Therefore, the country has not been able to exploit its enormous potential due to lack of technically skilled persons in almost all the areas



### Reason for poor state of TVET in Somalia

- Destruction of TVET system and infrastructure
- The displacement of the skilled people due to the civil war (IDPs and Diaspora)
- Very few technical schools available even before the civil war
- Non-existence of formal vocational skills training centers before the civil war (only apprenticeship training)
- Earlier tendency of training engineers rather than technicians and artisans
- TVET units not well defined in the present ministries of education in Somaliland, Puntland and now TFG
- Very few equipped and reasonably managed vocational training centers to offer skills training
- Most of the vocational training centers are wholly donor dependent on running cost hence problem of sustainability.

### UNESCO SUPPORT

- Syllabi written for trade/skill areas with market demand and they are now being used in the vocational training centers.
  - Carpentry and joinery, Masonry, Metal fabrication, Electrical installation, Garment making, Agriculture, Secretarial, Accountancy, Computer, Plumbing, Hospitality operations
- Note:** Entrepreneurship has been included in all the syllabi as a course unit to enhance the self-employment motivation to the trainees.
- To support the implementation of these new syllabi, instructor guides and assessment criteria guides have been written and instructors trained on how to use them. Further 4945 textbooks for 125 titles have been purchased and distributed to the vocational training centers in Somalia. These textbooks have gone a long way in assisting the instructors and trainees access relevant reference materials for use during the training. This support and assistance is on-going.

### Enterprise Based Training (EBT)

- *EBT is one of the methods of providing vocational skills training in a cost-effective manner. EBT is offered within the enterprise by the owner of the enterprise (host trainer) or an experienced worker and in other words it could be termed as modified apprenticeship.*
- *The training is offered by following an agreed course outline for a specified duration or until the trainees gain adequate skills to perform on their own, that is, being self or wage employed.*

### Demobilization and Training of Ex-militia

- Despite the prevailing crisis in Somalia, the international community has been attempting to demobilize and reintegrate some militia back into the civilian life. UNESCO, UNDP, GTZ and other NGOs have been involved in providing skills training to ex-militia
- In Mogadishu in 2002 UNESCO demobilized and provided EBT to 450 militia where 76% were in gainful employment 7 months after training
- In Puntland, 250 militia are now receiving EBT

### TVET and Peace Building Efforts

- Skills training directly contribute to peace building. This is exemplified by the fact that a large number of young militia has only one means of income – only one set of skills developed – [the use of the gun](#). Most of them are either illiterate or insufficiently literate to learn other technical and vocational skills.
- Demobilization needs to address the issue by providing literacy and skills training in trades and professions that are marketable, so as to provide ex-militia with a means of livelihood while contributing at the same time to economic and social development [LEADING TO PEACE](#)

## **Recommendations of UNEVOC sessions**

1. There was a need for sensitization of governments and TVET institutions about the UNESCO-UNEVOC and UNEVOC Centres and their roles in the development of TVET.
2. There is need to vigorously re-activate existing UNEVOC Centres.
3. The management of UNEVOC Centres should be institutionalized in order to ensure sustainability of the centres' activities.
4. The UNEVOC Centre should have separate offices with basic /equipment and resources.
5. The UNEVOC Centre should be run by a committee or a task force or permanent staff appointed for that purpose.
6. National and sub-regional websites should be launched in order to sustain the institutional memory and to assist in networking and collecting TVET resources.
7. Experiences of active UNEVOC Centres should be shared with other centres to ensure that up-to-date contact information, sharing experiences and other innovations.
8. UNESCO-UNEVOC should assist Member States in establishing sub-regional networks that will be useful in providing information for the integration of TVET in basic education.
9. UNEVOC should intervene and popularize among all the stakeholders the non-formal activities of the TVET system. UNEVOC should also play an important role in identifying training needs among various groups in the non-formal sector.

## **Recommandations des séances UNEVOC**

1. Il y a nécessité de sensibiliser les gouvernements et les institutions de l'EFTP, aussi bien sur UNESCO-UNEVOC et les Centres UNEVOC que sur leurs rôles dans le développement de l'EFTP.
2. Il y a nécessité de ré-dynamiser les Centres UNEVOC actuels.
3. La gestion des Centres UNEVOC devrait être institutionnalisée, afin de s'assurer de la viabilité des activités des Centres.
4. Le Centre UNEVOC devrait disposer séparément des bureaux avec des équipements de base et des ressources.
5. Le Centre UNEVOC devrait être dirigé par un comité, un groupe de travail ou un personnel permanent nommé à cet effet.
6. Il faudrait inaugurer des sites Web tant au niveau national qu'au niveau sous-régional, en vue de maintenir la mémoire institutionnelle et d'aider dans les travaux en réseau et la mobilisation des ressources pour l'EFTP.
7. Les expériences des Centres UNEVOC actifs devraient être partagées avec les autres centres, en vue de s'assurer des coordonnées mises à jour, de l'échange d'expériences et d'autres activités novatrices.
8. UNESCO-UNEVOC devrait aider les Etats membres à mettre en place des réseaux régionaux qui seront utiles pour la production des informations nécessaires à l'intégration de l'EFTP dans l'éducation de base.
9. UNEVOC devrait non seulement intervenir et disséminer parmi les parties prenantes les activités non formelles relatives à l'EFTP, mais également jouer un rôle important dans l'identification de besoins d'apprentissage parmi les différents groupes dans le sous-secteur non-formel.

## Formation of a TVET Association for East Africa

It was noted that the idea to establish such Association was mooted on realization that there was need to share TVET experiences within and between countries, bringing on board key stakeholders (trainers, practitioners, policy makers, international organizations) as a vehicle for these countries' development needs.

It was then noted that:

- 1) The proposed Association, if formed, would be restrictive in membership to only East African countries. It was pointed out that members who attended the present conference included those from countries outside East Africa.
- 2) Given the fact that presently TVET is receiving little attention in developing countries, there is need for an Association or such body to be at the forefront of highlighting its importance in those countries' development programmes. This process must be spearheaded by TVET practitioners, promoters, and policy makers.
- 3) The following were cited as other reasons justifying the need for Association(s):
  - The West African countries had taken the move in similar direction
  - The Association would provide platforms for stakeholders (practitioners, trainers, policy makers, international bodies) to meet and discuss relevant issues on development of TVET
  - Such an Associations should be **professional** (as compared to administrative ones) thereby making them flexible and independent which will enable them interact with Governments
  - They would be vehicles for generation of ideas as well as sharing new experiences, for example through publication of journals
  - They also provide platforms for debate on TVET issues
  - They would also provide avenues for advocacy on TVET
  - Other professions which had registered successes (engineers, lawyers etc) depended, largely, on the fact that they had formed their respective professional associations
  - UNEVOC centres were, hitherto, weak and isolated in most countries
- 4) There would be need for commitment such that these Associations would be sustainable, and active in taking TVET reforms to greater heights
- 5) Different countries were at different levels of TVET development. One country (Eritrea) was reported to have just reviewed its TVET system so as to create a Coordinating body and would, therefore, be unable even to form a country Association at this point in time.
- 6) It was unclear whether or not the existing interventions in Francophone states, basing on the implementation of the 1998 Bamako recommendations, would benefit the formation of the proposed sub-regional Association.

- 7) There was need to establish a Sub-Regional TVET Association that would bring together both Francophone and Anglophone countries. However, it would be premature, at this point in time to do so. Rather, the first steps would be for each country to form a National TVET Association.

The following recommendations were therefore made:

- 1) There is need for each of the participating countries to form their respective National TVET Associations.
- 2) These Associations would be professional (and not administrative) in composition, and focus
- 3) In establishing National Associations, lessons from those countries that had already established theirs would be explored and utilized.
- 4) UNEVOC would be called upon to support and facilitate these countries in their efforts to establish National TVET Associations
- 5) Once the National Associations are developed, a Sub-Regional Association (comprising East and Central African countries) would then be formed
- 6) Kenya, as a country, would take the lead in initiating and coordinating the move to establish the TVET Sub-Regional Association. This shall also be professional in focus. A lead officer would be identified by the Kenyan team, and linkages would be made with participating countries though the participants in attendance.
- 7) There shall be linkages between such a TVET Sub-Regional Association with other existing similar organizations such as International Vocational Education and Training Association (IVETA).

## Formation d'une Association pour l'EFTP en Afrique de l'Est

Il a été noté que l'idée d'établir une telle association vient du constat d'un besoin de partager les expériences d'EFTP à la fois entre et à l'intérieur des pays, avec la participation d'acteurs clés (formateurs, praticiens, décideurs politiques, organisations internationales) comme relais pour les besoins en développement de ces pays.

Il a ensuite été noté que

- 1) l'association proposée, si elle en venait à être créée, n'admettra que des membres en provenance de pays est-africains. Il a été signalé que les participants au séminaire incluaient ceux provenant de pays hors de l'Afrique australe.
- 2) Etant donné qu'actuellement, l'EFTP est peu pris en compte dans les pays en développement, il y a besoin d'une association ou autre organisme qui puisse signaler son importance dans les programmes de développement de ces pays. Les praticiens de l'EFTP et ses promoteurs et décideurs politiques doivent être le fer de lance de ce processus.
- 3) Les raisons suivantes ont également été citées comme justifiant le besoin d'une (ou de plusieurs) association(s) :
  - les pays ouest-africains ont fait un mouvement dans la même direction
  - l'association sera une plate-forme pour la réunion d'acteurs (praticiens, formateurs, décideurs politiques, organismes internationaux), leur permettant de discuter de questions pertinentes sur le développement de l'EFTP
  - une telle association devrait être **professionnelle** (en comparaison des associations administratives), devenant par-là davantage flexible et indépendante, et lui permettant d'interagir avec les gouvernements
  - elle serait un lieu pour la création d'idées ainsi que pour le partage de nouvelles expériences, par exemple à travers la publication d'articles
  - elle serait également une plate-forme pour débattre de questions concernant l'EFTP
  - elle serait également un lieu pour le plaidoyer en faveur de l'EFTP
  - d'autres professions (tels les ingénieurs, les avocats, etc.) peuvent largement attribuer leur succès au fait d'avoir établi leur propre association professionnelle
  - les Centres UNEVOC sont actuellement faibles et isolés dans la plupart des pays.
- 4) Il y aura besoin d'un engagement tel que ces associations puissent être durables et actives en menant des réformes dans le domaine de l'EFTP
- 5) Les différents pays ont des niveaux différents de développement de l'EFTP. Un pays (l'Érythrée) vient juste de réformer son système d'EFTP afin de créer un organisme de coordination et serait donc actuellement incapable de former ne serait-ce qu'une association nationale.

- 6) Il n'est pas clair si des interventions existantes dans les états francophones, basées sur la mise en œuvre des recommandations de 1998 de Bamako, aideraient à la formation de l'association sous-régionale proposée.
- 7) Il est nécessaire d'établir une association pour l'EFTP sous-régionale qui réunirait à la fois les pays francophones et les pays anglophones. Néanmoins, il serait prématuré, à ce moment-même, de faire ceci. Les premiers pas devraient plutôt être que chaque pays forme une association nationale pour l'EFTP.

Les recommandations suivantes ont donc été formulées :

- 1) Il y a besoin pour chaque pays participant de former sa propre association nationale pour l'EFTP.
- 2) Ces associations seraient professionnelles (et non administratives) en terme de membres et de concentration
- 3) En établissant des associations nationales, les leçons des pays qui auraient déjà établi la leur seraient examinées et utilisées
- 4) L'UNEVOC serait appelé à soutenir et faciliter les efforts de ces pays à établir des associations nationales pour l'EFTP
- 5) Une fois les associations nationales développées, une association sous-régionale (comprenant les pays de l'Afrique centrale et australe) serait ensuite formée
- 6) Le Kenya, en tant que pays, mènera la création et la coordination pour l'établissement de l'association pour l'EFTP sous-régionale. Celle-ci sera également professionnelle. Un agent responsable sera identifié par l'équipe kenyane, et les liens seront faits avec les pays participants au travers des participants au séminaire.
- 7) Des liens existeront entre l'association pour l'EFTP sous-régionale et d'autres organisations semblables telles que l'Association internationale pour l'enseignement et la formation professionnels (*International Vocational Education and Training Association / IVETA*).



## CHAPTER 4 CLOSING SESSION

### The Nairobi Declaration

We, the participants in the UNESCO '*Sub-regional Seminar for Technical and Vocational Education and Training (TVET) Policy-makers and UNEVOC Centre Coordinators*', assembled in Nairobi, Kenya, from 22 to 25 August 2005, representing 13 countries in Eastern and Central Africa, have deliberated issues around TVET and its broader social and economic implications in the Sub-region.

We reaffirm the key contributions of TVET to socio-economic transformation and poverty alleviation by:

- Laying a foundation of knowledge, skills and attitudes that prepare individuals for productive livelihoods that contribute to sustainable development.
- Imparting marketable skills and technological know-how that respond to contemporary labour market demands.
- Building on the gains from basic education by providing opportunities for further education and training.
- Stimulating and promoting a culture for technological innovation, entrepreneurship and industrial growth.
- Contributing to rehabilitating and reintegrating war-affected youth and other affected populations in countries emerging from civil strife and conflict to contribute to national reconstruction.

Building upon international commitments that call for diversifying, strengthening and expanding 'TVET For All', and in considering the two salient themes – **learning for skills development** and **transition to the world of work**, and in view of the need for urgent action, we recommend:

#### *Learning for skills development*

1. Integrating TVET skills in education structural frameworks at all levels in both formal and non-formal sectors.
2. Incorporating TVET systems in National Qualifications Frameworks for purposes of articulation, quality assurance, harmonization of certification and credit transfer from one level to the other.
3. Taking affirmative actions to accommodate the needs of vulnerable and marginalized groups (e.g., those with special needs, girls, women, orphans) to allow them to join formal and non-formal TVET to acquire skills for further education and training and sustainable livelihoods.
4. Designing non-formal TVET at foundation level to accommodate all who can benefit irrespective of age and socio-economic status. Non-formal TVET should be open-ended, provide for assessment and certification and offer opportunities for progressing to higher levels of education and training in both formal and non-formal systems. It should be delivered through a broad range of providers with mechanisms of quality assurance that will provide continuity and standardized skills.
5. Mainstreaming HIV/AIDS prevention in all TVET programmes at all levels in both public and private sectors. Taking deliberate efforts to fight stigma and discrimination, to promote healthy life styles and to assure safe and secure learning environments. Institutionalizing guidance and counselling within TVET and the broader education sector will include HIV/AIDS prevention, care and support for HIV/AIDS infected and affected, career counselling etc.

***Transition to the world of work***

6. Reviewing, restructuring and harmonizing TVET programmes regularly to respond to the changing technologies and demands of industry and commerce in the globalizing world of work.
7. Establishing partnerships between key stakeholders as an essential pre-requisite for quality TVET programmes that ensure equitable access, efficiency and effectiveness. Partnerships with the private sector are particularly important for instilling entrepreneurial skills and attitudes.
8. Using TVET in countries emerging from conflict as a crucial avenue for reintegrating war-affected youth and other victims in civil society by giving them appropriate skills and involving them in productive livelihoods in national reconstruction programmes.
9. Utilizing learner-centred and innovative TVET delivery methods such as enterprise-based training (EBT) together with the best available instructional aids to prepare individuals who are competent, creative, practical and able to continue learning throughout their lives.

## La Déclaration de Nairobi

Nous, participants au 'Séminaire sous-régional des décideurs politiques de l'enseignement et de la formation techniques et professionnels (EFTP) et des Coordonnateurs des Centres UNEVOC', organisé du 22 au 25 août 2005 à Nairobi (Kenya), et représentant 13 pays de l'Afrique de l'Est et de l'Afrique Centrale, avons examiné les questions en rapport avec l'enseignement et la formation techniques et professionnels, ainsi que leurs plus larges implications socio-économiques dans la sous-région.

Réaffirmons les contributions majeures de l'EFTP à la transformation socio-économique et à la réduction de la pauvreté, à travers:

- L'établissement d'une base de connaissances, de compétences et d'attitudes qui préparent les individus aux moyens d'existence productifs et qui sont susceptibles de contribuer au développement durable.
- La formation aux compétences commercialisables et à un savoir-faire technologique répondant aux exigences contemporaines du marché de travail.
- La mise à profit des avantages acquis de l'éducation de base, tout en offrant des opportunités futures d'éducation et de formation.
- La promotion d'une culture d'innovation technologique, d'entrepreneuriat et de progrès industriels.
- La contribution à la réinsertion et à la réintégration des jeunes et d'autres populations affectés par la guerre, dans les pays sortant de guerres et de conflits civils, en vue de leur participation à la reconstruction nationale.

Sur la base des engagements pris au niveau international, et qui font appel à la diversification, au renforcement et à l'expansion de 'l'EFTP pour Tous', et en prenant en considération les deux principaux thèmes du séminaire, à savoir – **Apprendre pour le développement de compétences**, et - **Transition vers le monde du travail**, et compte tenu de l'urgence des mesures requises en cette matière, nous recommandons ce qui suit:

### ***Apprendre pour le développement de compétences***

1. L'intégration des compétences d'EFTP dans les cadres structurels de l'enseignement à tous les niveaux, aussi bien dans le secteur formel que dans le secteur non-formel.
2. L'intégration des systèmes EFTP dans les Structures nationales de qualifications pour des raisons d'articulation, d'assurance de la qualité, d'harmonisation de la certification et du transfert de crédits d'un niveau à un autre.
3. La mise en place des mesures d'action positive, en vue de répondre aux besoins des groupes vulnérables et défavorisés (comme par exemple, les individus ayant des besoins spécifiques, les filles, les femmes, les orphelins, etc.), pour leur permettre d'accéder à l'EFTP formels et non-formels et d'acquérir des compétences nécessaires à l'éducation et à la formation ultérieures, ainsi que des compétences d'existence durable.
4. La conception de l'EFTP non-formels au niveau de l'enseignement de base, pour accueillir tous ceux qui peuvent en tirer profit, quel que soit leur âge et leur statut socio-économique. L'EFTP non-formels devraient être ouverts, se

prêter à l'évaluation et à la certification, et offrir des opportunités de poursuite des études vers des niveaux d'éducation et de formation plus élevés, aussi bien dans le système formel que non formel. L'EFTP non-formels devraient être assurés par un large éventail de prestataires, avec des mécanismes d'assurance de la qualité qui permettront de s'assurer de la continuité et de la standardisation des compétences.

5. L'intégration de la prévention du VIH/SIDA au centre de tous les programmes EFTP à tous les niveaux des secteurs public et privé. Le déploiement des efforts conscients pour lutter contre la stigmatisation et la discrimination, et la promotion des modes de vie sains, pour s'assurer des environnements d'apprentissage sûrs et sécurisés. L'institutionnalisation des services d'orientation et de conseils au sein de l'EFTP et du secteur éducatif dans l'ensemble consistera, entre autres, en la prévention, la prise en charge et le soutien des personnes infectées et affectées par le VIH/SIDA, et en l'orientation professionnelle, etc.

### ***Transition vers le monde du travail***

6. La révision, la restructuration et l'harmonisation régulières des programmes EFTP, afin de répondre aux technologies changeantes et aux demandes de l'industrie et du commerce en perpétuelle évolution, dans un monde du travail en pleine mondialisation.
7. L'établissement des partenariats parmi les principales parties prenantes, comme condition sine qua non pour les programmes de qualité en matière d'EFTP, en vue d'assurer l'accès équitable, l'efficacité et l'efficacités. Les partenariats avec le secteur privé sont particulièrement importants pour faire acquérir les compétences et les attitudes d'entrepreneuriat.
8. L'utilisation de l'EFTP dans les pays sortant de conflits, en tant que moyen important de réinsertion des jeunes et d'autres populations affectées par la guerre dans la société civile, en les équipant de compétences appropriées et en les impliquant dans les programmes de reconstruction nationale, à travers des moyens d'existence productifs.
9. Le recours à des méthodes novatrices d'EFTP et centrées sur l'apprenant, tels que la formation basée sur l'esprit d'entreprise avec les meilleurs supports pédagogiques disponibles, afin de former des individus compétents, créatifs, réalistes et capables de continuer à apprendre tout au long de leur vie.

Les recommandations susmentionnées pourraient être mises en application à travers des mécanismes existants, tels que le Réseau UNESCO/UNEVOC, qui facilitera la coopération et l'échange des informations parmi les acteurs de l'EFTP. Pour ce faire, les Centres UNEVOC devraient être renforcés avec des ressources supplémentaires. Le travail en réseaux devra être renforcé à travers la création des associations professionnelles de l'EFTP, au niveau tant national que sous-régional, qui défendent son programme.

Convaincus que la mise en application de ces recommandations contribuera à l'acquisition des compétences pour des moyens d'existence durable, aux économies dynamiques et au développement national,

*Au niveau national et local,*

Nous invitons les décideurs politiques, et particulièrement ceux du domaine de l'enseignement et de la formation, à s'engager à fournir les ressources et l'appui nécessaires pour la mise en application efficace de ces recommandations;

*Et au niveau international,*

Nous invitons les décideurs politiques à accorder une grande priorité à l'EFTP dans les initiatives de développement au niveau international, telles que les programmes de l'Education pour Tous (EPT), les Objectifs de développement du millénaire (ODM), la Décennie de l'éducation pour le développement durable, le NEPAD, la Commission pour l'Afrique et les programmes du G-8, en vue de mobiliser la volonté politique et les ressources requises pour réaliser entièrement le potentiel de l'EFTP comme moyen viable de croissance économique et de réduction de la pauvreté dans les pays de l'Afrique Centrale et de l'Afrique de l'Est.

**Nairobi, Kenya**

25 août 2005

## “Integrated skills development in basic education”

**Mr A.A. Rateng, Director of Technical Education, Kenya**

Seminar for TVET Policy Makers and Experts from the Eastern and Central African Sub Region

### **A PRESENTATION ON INTEGRATED SKILLS DEVELOPMENT IN BASIC EDUCATION BY A. A. RATENG, DIRECTOR TECHNICAL EDUCATION KENYA**

#### **INTEGRATING SKILLS DEVELOPMENT IN BASIC EDUCATION**

**Definition**

TVET is basically a means of acquiring skills and know-how on better ways of using technology to improve livelihoods.

In Kenya entrepreneurship education has been integrated with TVET to the extent that it is now routinely referred to as TIVET, which is an acronym for Technical, Industrial, Vocational and Entrepreneurship Training.

#### **RATIONALE FOR TVET**

- TVET as tool for socio-economic transformation and poverty alleviation.
- TVET as a medium for nurturing technological and industrial culture
- TVET as a mechanism for identifying, developing psycho-motor skills and appreciating manual dexterity.
- TVET as means of laying foundation for future specialization and career development.

### TVET RATIONALE Cont.

- TVET as mechanism for developing aptitudes in design, creativity, innovation and entrepreneurship.
- TVET as a means of converting ideas from theory to practical application i.e. a mode of technology development in contrast to pure scientific knowledge.

### TVET RATIONALE Cont.

- TVET as a mechanism for empowering consumers to lead a better life by making informed choices about the goods and services they buy.
- TVET as a means of acquiring marketable skills and technological know-how that are portable for gainful employment around the world.

### **POSITION OF TVET IN AFRICAN COUNTRIES**

- It is mainly taught at secondary school level
- Taught in less than 20 percent of the schools across Africa.
- Offered as an optional subject which many teachers and students may ignore.
- Constitutes less than 10 percent of the secondary school curriculum when offered i.e. content too little to have impact.

**POSITION OF TVET IN AFRICAN COUNTRIES Cont.**

- Lacks adequate teaching materials and equipment due to low funding.
- Often taught poorly by teachers lacking hands on experiences from industry.
- Teachers often underpaid and unmotivated.
- No modern equipment for practical skill training.
- Curriculum lags far behind technology trends in industry.

**POSITION OF TVET IN AFRICAN COUNTRIES Cont.**

- Teachers are not in-serviced regularly to keep up with modern trends in industry.
- Linkages with industry are weak or non-existent.
- Teaching/training methods not consistent with culture/practices in the industry.
- Representation of private sector in curriculum development and implementation processes usually minimal.

**CHALLENGES FACING TIVET IN AFRICA**

- Changing global patterns and trends of employment and skill requirements
- Poor performance by students in Mathematics and Sciences excludes the majority from technology based TVET programmes.
- Prevalence of poverty and child labour causes high school dropout rates.



### **CHALLENGES FACING TIVET IN AFRICA**

- Gender barriers deter female students from venturing into non-traditional TVET specializations.
- Growing levels of poverty in many households hamper access for low income families.
- Many African governments cannot afford to set aside adequate resources for TVET development.

### **CHALLENGES FACING TIVET IN AFRICA Cont.**

- HIV/AIDS is worsening the poverty situation by depleting the incomes of many African households.
- Development partners are not particularly keen to fund TVET either at school level or post-school level.
- Development partners and many African governments have failed or refused to recognize TVET as a means to increased productivity and poverty eradication.

### **SCENARIO IN KENYA**

- The current 8-4-4 system of education which was introduced in 1985 makes an elaborate provision for the teaching of TVET at both primary and secondary school levels. However, over the years the commitment has waned and the resources for implementation have been lacking.

### **SCENARIO IN KENYA Cont.**

- TVET is optional at secondary school level where it occupies less than 10 percent of the total curriculum time. It is offered in less than 1.5 percent of the secondary schools.
- TVET at primary school level is supposed to be taught but it is not examined as a subject.
- Teaching is neither enforced nor monitored by the authorities; it is thus not given the recognition and importance it deserves.

### **SCENARIO IN KENYA Cont.**

- The secondary education curriculum in 50 schools gives students the opportunity to study the following subjects for 3-4 lessons per week:
  - Woodwork
  - Electricity
  - Power Mechanics
  - Metal Work
  - Agriculture
  - Home Science
  - Technical Drawing and Design

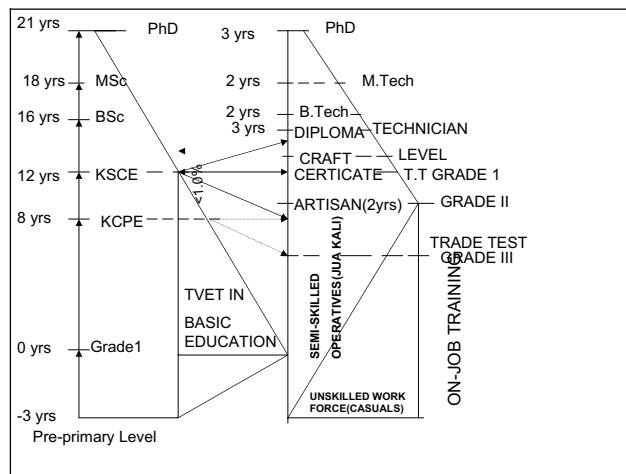
### **SCENARIO IN KENYA Cont.**

- Other vocational subjects offered in secondary school include:
  - Accounting
  - Economic
  - Commerce
- Even at post-secondary level it is difficult to transfer credits from TVET colleges to local universities.

### SCENARIO IN KENYA Cont.

- **NB:**
- 1) Four lesson a week out of a total of 45 lessons in a week only constitutes 9.0% of lesson time.
- 2) 50 out of 4000 secondary schools only accords 1.2% of the total school population a chance to study TVET subjects at that level.

### EDUCATION MATRIX



### **RECOMMENDATIONS**

- TVET lessons should be intensified and integrated with basic livelihood skills at all levels of education.
- Environmental management and resource conservation should be integrated into basic education.
- TVET component in basic education should be increased up to at least 30 percent of curriculum content and time. Otherwise no impact may be felt.

### **RECOMMENDATIONS Cont.**

- All secondary schools should offer at least one TVET subject.
- TVET should be integrated into the learning of Mathematics and Physical Sciences.
- Performance in TVET subjects at KCSE should be considered in setting criteria for admission to university faculties and departments.

### **RECOMMENDATIONS Cont.**

- Basic TVET skills for consumer awareness, safety and survival should be introduced into the curriculum at primary school level.
- The content of TVET in basic education curriculum should be enhanced progressively upwards with each level of education.

**RECOMMENDATIONS Cont.**

- Small projects and case studies involving exercises in entrepreneurship and technology innovation should be introduced into all phases of basic education curriculum. For example, basic case studies in product design and marketing can be done during English composition and essay writing.

## **APPENDIX A BACKGROUND PAPER**

### **Objectives**

*Skills for Sustainable Livelihoods - Implementing the UNESCO Normative Instruments concerning Technical and Vocational Education* is a UNESCO seminar for technical and vocational education and training (TVET) policy-makers and UNEVOC Centre coordinators from the East Africa Sub-region, being held in Nairobi, Kenya from 22 to 25 August 2005. It is one in an ongoing series of Sub-regional activities for TVET policy-makers around the world. The Nairobi seminar will have two broad purposes.

First, it will aim to familiarize the participating East African TVET policy-makers with the UNESCO normative instruments (standard-setting documents) on technical and vocational education, identify the most pressing challenges for TVET in the Sub-region and attempt to devise strategies for addressing those challenges using the normative instruments as resources that provide guidelines on sound standards and practice.

Secondly, the UNESCO-UNEVOC Network will be promoted as a vital vehicle for implementing the conclusions and recommended strategies formulated at the seminar. This activity will also be used as an occasion to prepare for the launch of UNEVOC Centres in countries that do not currently host one and to revitalize the Centres in countries where they already exist.

### ***UNESCO's standard-setting role***

One of UNESCO's roles is that of an international standard-setter. The Organization plays this role by making known to its Member States the internationally acknowledged sound standards and practices in each of its fields of competence. These standards and practices are usually communicated through normative instruments or standard-setting documents. In the field of TVET, UNESCO advocates the implementation of two normative instruments: the *Revised Recommendation concerning Technical and Vocational Education (2001)* and the *Convention on Technical and Vocational Education (1989)*.

***Responding to Labour markets and the need for sustainable development***

Since TVET is a branch of education directly concerned with the acquisition of the knowledge and skills required for the world of work, it is being increasingly challenged to adapt itself to the diverse and constantly changing needs of the labour market. Accelerating globalization and developments in information and communication technology in the early years of the twenty-first century are presenting young people and adults with challenges and opportunities in the work place. Therefore education policy-makers are obliged to keep reviewing TVET systems with a view to better aligning them with the needs of the world of work. In addition, the field of TVET is deemed to have a responsibility for the personal development of its learners, both young and adult, and for their effective participation in societies that are becoming increasingly complex and inter-dependent. Taking these factors together, TVET clearly has a key role to play in the sustainable development of nations. It follows then, that TVET system reform and renewal needs to be based on sound standards and practices such as those set out in the UNESCO normative instruments.

***International Consensus***

The Second International Congress on Technical and Vocational Education which UNESCO convened in the Republic of Korea in 1999, generated a set of recommendations on how the field of TVET should adapt to the demands of the early years of the twenty-first century. Since these recommendations represented an international consensus on the new priorities for TVET, UNESCO used them as the basis for updating its normative instrument, the ***Revised Recommendation concerning Technical and Vocational Education*** that had been first adopted in 1962 and revised in 1974. After further consultations with the Member States and key non-governmental organizations working in this field, the updated normative instrument was adopted by UNESCO's General Conference at its thirty-first session in November 2001 as the ***Revised Recommendation concerning Technical and Vocational Education (2001)***.

The *Convention on Technical and Vocational Education* was adopted by UNESCO's General Conference at its twenty-fifth session in 1989. Increasing numbers of the Organization's Member States are ratifying the *Convention*. Ratifying the *Convention* confers on a country the obligation to implement its articles.

Thus the *Revised Recommendation* and the *Convention*, which have been developed after extensive consultation with a broad range of TVET stakeholders, represent internationally acknowledged sets of sound standards and practices for the education component in TVET. They are available to UNESCO's Member States and their articles may be implemented in national TVET systems. Because they describes the norms for most areas of the discipline, these two instruments constitute an effective resource for improving and innovating TVET systems and making them more relevant to the constantly evolving demands of the world of work.

### **Advocacy**

With a view to making the advocacy, promotion and implementation of the normative instruments in national systems more effective, UNESCO launched a series of regional and sub-regional training seminars for high-level TVET policy- and decision-makers. The participants at these seminars are in large part officials from Ministries of Education with the authority to implement policy reform. The seminars serve to raise awareness among a broader cross-section of policy-makers concerned with education and work about the existence of internationally recognized standards and practices in TVET; they serve as capacity-building exercises for these officials and help to empower them to implement policy innovations in their national TVET systems, using the normative instruments as authoritative resource material.

### **Nairobi seminar**

The Nairobi seminar brings together TVET policy makers and UNEVOC network representatives from 12 East African countries to discuss the most pressing issues facing TVET and to devise strategies for addressing these issues using the normative instruments as guidelines and the UNEVOC network as an active agent of change and a vehicle for reform. The seminar will consist of two concurrently held working groups with the titles *Learning for skills development* and *Transition to the world of work*. The working groups will consider the following issues:



***Learning for skills development***

Integrating skills development in basic education

Non-formal TVET

HIV/AIDS

***Transition to the world of work***

Links with the labour market

Entrepreneurship

TVET in post conflict situations

Each working group session will commence with a brief thematic presentation on the topic in question by a resource person either from UNESCO or from a partner organization. The thematic presentation will set the stage for the discussions to follow by describing the current situation in that area and the challenges the near future is likely to bring. The Chairperson for the session will then invite the brief presentation of country experiences related to that topic as well as interventions from other interested participants. The working groups are expected to conclude their deliberations by attempting to develop strategic policy responses in each of topics, in the light of the normative instruments

**Conclusion**

Discussions at the Nairobi seminar are expected to identify clearly the most pressing issues confronting TVET systems and programmes in East African countries and to devise strategies for addressing those issues. The key role that TVET should play in sustainable national development needs to be highlighted, with an emphasis on the need to respond to the demands of the labour market. Moreover, TVET must be considered an integral part of current international development processes such as Education For All (EFA) and the effort to attain the Millennium Development Goals (MDG). The possibility of establishing sub-regional or regional mechanisms for supporting and reinforcing national initiatives to implement these policy responses will also be explored. For this purpose, participants may consider the creation of a professional association for East African TVET policy-makers and practitioners. Most

importantly, the seminar is expected to formulate concrete measures for addressing the above-mentioned issues by using the UNEVOC Network as a vehicle for regional and international cooperation and information exchange.

## APPENDICE A ELEMENTS DE BASE

### Objectives

***L'acquisition de compétences pour des moyens d'existence durable – Appliquer les instruments normatifs de l'UNESCO concernant l'enseignement technique et professionnel*** est un séminaire UNESCO à destination des spécialistes de l'enseignement et de la formation techniques et professionnels (EFTP) et des coordinateurs des centres UNEVOC de la sous-région est-africaine. Il se tiendra à Nairobi, au Kenya, du 22 au 25 août 2005. Ce séminaire est le premier d'une série d'événements sous-régionaux en direction des spécialistes de l'EFTP du monde entier. Le séminaire de Nairobi aura deux grands objectifs.

Tout d'abord, il devra familiariser les spécialistes est-africains en EFTP avec les instruments normatifs de l'UNESCO sur l'enseignement technique et professionnel, identifier les défis les plus pressants concernant l'EFTP dans la sous-région et tenter d'élaborer des stratégies pour relever ces défis au moyen des instruments normatifs comme ressources fournissant les meilleures normes et pratiques.

Ensuite, le Réseau UNESCO-UNEVOC sera promu en tant que vecteur privilégié pour la mise en place des conclusions et stratégies formulées au cours du séminaire. Cette activité sera aussi l'occasion de préparer le lancement des Centres UNEVOC dans les pays qui n'en accueillent pas actuellement et de redynamiser les Centres de certains autres pays.

### ***L'action normative de l'UNESCO***

L'une des missions de l'UNESCO consiste à définir des normes à l'échelon international. Elle assume cette mission en portant à la connaissance de ses Etats membres les normes et pratiques adéquates internationalement reconnues dans chacun de ses domaines de compétences. Ces normes et pratiques sont communiquées par le moyen d'instruments normatifs. Dans le domaine de l'EFTP, l'UNESCO dispose de deux instruments normatifs : la ***Recommandation révisée concernant l'enseignement technique et professionnel (2001)*** et la ***Convention sur l'enseignement technique et professionnel (1989)***.

### **Répondre aux marchés du travail et à la nécessité d'un développement durable**

L'EFTP étant une branche de l'éducation directement concernée par l'acquisition des connaissances et compétences requises par le monde du travail, il est de plus en plus nécessaire qu'elle s'adapte aux besoins constamment changeants du marché du travail. L'accélération du processus de mondialisation et les développements des technologies de l'information et de la communication dans les premières années du 21<sup>e</sup> siècle mettent les jeunes gens face à des défis et des opportunités sur le lieu de travail. Par conséquent, les spécialistes de l'éducation sont obligés de revoir les systèmes d'EFTP avec le souci de mieux les faire correspondre aux besoins du marché du travail. De plus, le champ de l'EFTP est jugé comme ayant une responsabilité dans le développement personnel des apprenants, aussi bien jeunes qu'adultes, et dans leur participation effective aux sociétés qui deviennent de plus en plus complexes et interdépendantes. A la conjonction de tous ces facteurs, l'EFTP a clairement un rôle clé à jouer dans le développement durable des nations. Il s'ensuit que la réforme et le renouveau du système d'EFTP doivent être basés sur des normes et pratiques solides telles que celles établies par les instruments normatifs de l'UNESCO.

### **Consensus international**

Le Deuxième Congrès international sur l'enseignement technique et professionnel que l'UNESCO a organisé en République de Corée en 1999 a débouché sur un ensemble de recommandations sur la façon dont le domaine de l'EFTP doit s'adapter aux exigences des premières années du 21<sup>e</sup> siècle. Ces recommandations faisant l'objet d'un consensus international concernant les nouvelles priorités pour l'EFTP, l'UNESCO les a utilisées comme base pour mettre à jour son instrument normatif, la *Recommandation révisée concernant l'enseignement technique et professionnel*, adoptée pour la première fois en 1962 et revue en 1974. Suite à des discussions supplémentaires avec des Etats membres et des organisations non-gouvernementales clés travaillant dans le domaine, l'instrument normatif révisé a été adopté par la Conférence générale de l'UNESCO lors de sa trente et unième session en novembre 2001 en tant que *Recommandation révisée concernant l'enseignement technique et professionnel (2001)*.

La *Convention sur l'enseignement technique et professionnel* a été adoptée par la Conférence générale de l'UNESCO lors de sa vingt-cinquième session en 1989. De plus en plus nombreux sont les Etats membre de l'Organisation qui ratifient la *Convention*. Ratifier la *Convention* confère à un pays l'obligation de mettre en pratique ses articles.

La *Recommandation révisée* et la *Convention*, développées après consultation approfondie avec une large palette d'acteurs de l'EFTP, représentent un ensemble de bonnes normes et pratiques internationalement reconnues pour la composante éducation de l'EFTP. Elles sont disponibles pour les Etats membre de l'UNESCO et leurs articles peuvent être appliqués au sein des systèmes nationaux d'EFTP. Puisqu'ils présentent des normes pour la plupart des matières de la discipline, ces deux instruments constituent une ressource efficace pour l'amélioration et l'innovation des systèmes d'EFTP, dans le but de rendre ceux-ci plus pertinents face aux exigences en constante évolution du monde du travail.

### **Plaidoyer**

Dans le but de rendre plus efficace le plaidoyer, la promotion et la mise en place des instruments normatifs dans les systèmes nationaux, l'UNESCO a lancé une série de séminaires régionaux et sous-régionaux pour les spécialistes de haut niveau et les preneurs de décision du domaine de l'EFTP. Les participants à ces séminaires sont pour une large part des membres des différents ministères de l'Education faisant autorité pour la mise en place de réformes politiques. Les séminaires ont pour fonction de faire connaître à une base plus large de spécialistes concernés par l'éducation l'existence de normes et pratiques dans l'EFTP; ils ont également pour but de former ces spécialistes et les aider à mettre en place les innovations dans leur système national d'EFTP en utilisant comme ressource les instruments normatifs.

### **Le séminaire de Nairobi**

Le séminaire de Nairobi rassemble les concepteurs de politique en EFTP et les représentants UNEVOC de 12 pays est-africains afin de discuter des problèmes les plus urgents concernant l'EFTP et d'élaborer des stratégies pour faire face à ces problèmes en utilisant les instruments normatifs comme guides et le réseau UNEVOC comme agent actif de changement et comme vecteur de réforme. Le séminaire

consistera en deux groupes de travail simultanés nommés *Apprendre pour le développement de compétences* et *Transition vers le monde du travail*. Les groupes de travail examineront les questions suivantes:

*Apprendre pour le développement de compétences*

Intégrer le développement de compétences dans l'éducation de base

L'EFTP non-formelles

Le virus HIV/SIDA

*Transition vers le monde du travail*

Liens avec le marché du travail

L'entrepreneuriat

L'EFTP dans les situations d'après-conflit

Chaque session du groupe de travail débutera par une brève présentation thématique du sujet en question par une personne ressource de l'UNESCO ou d'une organisation partenaire. La présentation thématique posera les bases pour les discussions ultérieures en procédant à une description de la situation actuelle dans le domaine et en présentant les défis que le futur proche risque de révéler. Le président de session invitera ensuite quelques personnes à présenter brièvement l'expérience vécue dans leur pays concernant le problème en question et proposera la parole aux participants voulant intervenir. Les groupes de travail devraient conclure leurs délibérations en développant des réponses stratégiques pour chacun des sujets, à la lumière des instruments normatifs.

**Conclusion**

Il est attendu des discussions du séminaire de Nairobi que soient identifiés les problèmes les plus urgents pour les systèmes d'EFTP et les programmes des pays est-africains et que soient décidées des stratégies pour aborder ces problèmes. Le rôle clé que l'EFTP peut jouer dans le développement durable national doit être mis en valeur, en soulignant le besoin de répondre aux demandes du marché du travail. De plus, l'EFTP devrait être clairement mis en relation avec les processus de développement

international actuels tels que l'Education pour tous et l'effort pour atteindre les objectifs de développement du Millénaire. La possibilité d'établir des mécanismes régionaux et sous-régionaux pour accompagner et renforcer les initiatives nationales de mise en place de réponses politiques sera aussi explorée. Dans ce but, les participants pourraient envisager la création d'une association professionnelle des spécialistes et praticiens est-africains de l'EFTP. Plus fondamentalement, il est attendu du séminaire qu'il formule des mesures concrètes pour faire face aux problèmes susmentionnés en utilisant le Réseau UNEVOC comme vecteur pour la coopération régionale et internationale et l'échange d'informations.

## APPENDIX B SEMINAR PROGRAMME

<b>Monday</b>	<b>22.08.2005</b>
08:00- 09:30	Registration
<i>Room 3 Chair: Secretary-General of the Kenya National Commission for UNESCO</i>	
09:30-09:40	<b>Welcome address</b> <i>Chair</i>
09:40-09:50	<b>Introductory remarks</b> <i>Director, UNESCO Nairobi Office</i>
09:50-10:20	<b>Official opening and keynote address</b> <i>Minister of Education, Science &amp; Technology, Kenya</i> <b>Skills for Sustainable Livelihoods in Africa</b>
10:20 – 10:40	Tea/coffee break
<b>Room 3</b> 10:40 – 10:50	Election of Chairperson of the Seminar, Working Group Chairs, Rapporteurs
<b>Room 3</b> 10.50 – 11:20	<i>Chair: Elected Seminar Chairperson</i> Orientation Presentations: <b>Learning for skills development</b> (Prof B. Kerre, Kenya) <b>Transition to the world of work</b> (Mr Pascal Wambiya, ILO)
12:30 – 14:00	Lunch break
<i>Chair: Elected Seminar Chairperson</i>	
<b>Room 3</b> 14:00 – 14:10	Background to UNESCO Normative Instruments on TVET, objectives of the seminar <b>UNESCO Paris</b>
<b>Room 3</b> 14:10 – 14:40	Relevance of UNESCO Normative Instruments to seminar themes <b>UNESCO, Paris</b>
<b>Room 3</b> 14:40 – 15:20	The UNESCO-UNEVOC Network – A vehicle for Implementing TVET Reform <b>UNESCO-UNEVOC, Bonn</b>
15:20 – 15:40	Tea/coffee break
<b>Room 3 + 8</b> 15:40 – 17:00	<b>Group Session 1</b> (Chair: Working group Chairs) A1: Learning for Skills Development <b><i>Integrating skills development in basic education</i></b>  B1: Transition to the World of Work <b><i>Links with the labour market</i></b>
17:00 – 18:00	Reception



<b>Tuesday</b>		<b>23.08.2005</b>
09:00 – 10:40  Room 3 + 8	<b>Group Session 2</b> A2: Learning for Skills Development <b><i>Integrating skills development in basic education</i></b> continued  B2: Transition to the World of Work <b><i>Links with the labour market</i></b> continued	
10:40 – 11:00	Coffee/Tea	
11:00 – 13:00  Room 3 + 8	<b>Group Session 3</b> A3: Learning for Skills Development <b><i>Non-formal TVET</i></b>  B3: Transition to the World of Work <b><i>Entrepreneurship</i></b> <b><i>(including sustainability industries)</i></b>	
13:00 – 14:30	Lunch	
14:30 – 16:30  Room 3 + 8	<b>Group Session 4</b> A4: Learning for Skills Development <b><i>Non-formal TVET</i></b> continued  B4: Transition to the World of Work <b><i>Entrepreneurship</i></b> continued	

<b>Wednesday</b>		<b>24.08.2005</b>
09:00 – 10:40  Room 3 + 8	<b>Group Session 5</b> A5: Learning for Skills Development <b><i>HIV/AIDS and TVET</i></b>  B5: Transition to the World of Work <b><i>TVET in post-conflict situations</i></b>	
10:40 – 11:00	Coffee/Tea	
11:00 – 13:00  Room 3 + 8	<b>Group Sessions 6</b> 6:1. Enhancing the national profile and effectiveness of UNEVOC Centres (sharing experiences through networking) 6:2 Identifying possible collaborative activities (innovative practices, studies, model / framework to integrate ESD in TVET, HIV/AIDS and TVET)	
13:00 – 14:30	Lunch	
14:30 – 18:00	<b>Field Visit</b>	

<b>Thursday 25.08.2005</b>	
Chair: Chairperson of the Seminar	
09:00 – 10:00 Room 3	Presentation of conclusions and recommendations from working groups A, B and UNEVOC Network group
10:00 – 11:00 Room 3	Discussions on possibility of an <b>East Africa TVET Association</b>
11:00 – 11:20	Coffee
11:20 – 12:30 Room 3	Discussions Draft Nairobi Declaration
12:30 -14:00	Lunch
14:00 – 15:00 Room 3	Adoption of the <b>Nairobi Declaration</b>
15:00 – 15:30 Room 3	Closing Remarks Official closing Vote of thanks

**APPENDICE B  
PROGRAMME DU SEMINAIRE**

<b>Lundi</b>		<b>22.08.2005</b>	
08h00 à 09h30	Inscriptions		
<b>SALLE 3</b> <i>Président: Secrétaire général de la Commission nationale du Kenya pour l'UNESCO</i>			
09h30 à 09h40	<b>Discours de bienvenu</b> <i>Président</i>		
09h40 à 09h50	<b>Remarques préliminaires</b> <i>Directeur, Bureau de l'UNESCO à Nairobi</i>		
09h50 à 10h20	<b>Discours d'ouverture</b> <i>Ministre de l'éducation, de la science et de la technologie, Kenya</i> <b>Des compétences pour des moyens d'existence durable en Afrique</b>		
10h20 à 10h40	Pause café/thé		
<b>SALLE 3</b> 10h40 à 10h50	Election du Président du séminaire, Présidents des séances de travail, rapporteurs		
<b>SALLE 3</b> 10h50 à 11h20	<i>Président: Président du séminaire</i> Discours d'orientation: <b>Apprendre pour le développement de compétences</b> (Prof B. Kerre, Kenya) <b>Transition vers le monde du travail</b> (Représentant de l'OIT)		
12h30 à 14h00	Pause déjeuner		
<i>Président: Président du séminaire</i>			
<b>SALLE 3</b> 14h00 à 14h10	Introduction aux instruments normatifs de l'UNESCO sur l'EFTP, objectifs du séminaire <b>UNESCO Paris</b>		
<b>SALLE 3</b> 14h10 à 14h40	Pertinence des instruments normatifs de l'UNESCO pour les thèmes du séminaire <b>UNESCO, Paris</b>		
<b>SALLE 3</b> 14h40 à 15h20	Le réseau UNESCO-UNEVOC – Un moyen de réaliser les réformes dans l'EFTP <b>UNESCO-UNEVOC, Bonn</b>		
15h20 à 15h40	Pause café/thé		
<b>SALLE 3 + 8</b> 15h40 à 17h00	<b>Session de groupe 1</b> ( <i>Président: Président des séances de travail</i> ) A1: Apprendre pour le développement de compétences  <b>Intégrer le développement de compétences dans l'éducation de base</b> B1: Transition vers le monde du travail <b>Liens avec le marché du travail</b>		
17h00 à 18h00	Réception		

<b>Mardi</b>		<b>23.08.2005</b>
<b>SALLE 3 + 8</b>  09h00 à 10h40	<b>Session de groupe 2</b> A2: Apprendre pour le développement de compétences suite <b><i>Intégrer le développement de compétences dans l'éducation de base</i></b>  B2: Transition vers le monde du travail suite <b><i>Liens avec le marché du travail</i></b>	
10h40 à 11h00	Pause café/thé	
<b>SALLE 3 + 8</b>  11h00 à 13h00	<b>Session de groupe 3</b> A3: Apprendre pour le développement de compétences <b><i>L'EFTP non-formels</i></b>  B3: Transition vers le monde du travail <b><i>L'entrepreneuriat (et la métiers de la durabilité)</i></b>	
13h00 à 14h30	Pause déjeuner	
<b>SALLE 3 + 8</b>  14h30 à 16h30	<b>Session de groupe 4</b> A4: Apprendre pour le développement de compétences suite <b><i>L'EFTP non-formels</i></b>  B4: Transition vers le monde du travail suite <b><i>L'entrepreneuriat (et les métiers de la durabilité)</i></b>	

<b>Mercredi</b>		<b>24.08.2005</b>
<b>SALLE 3 + 8</b>  09h00 à 10h40	<b>Session de groupe 5</b> A5: Apprendre pour le développement de compétences <b><i>Le VIH/SIDA et l'EFTP</i></b>  B5: Transition vers le monde du travail <b><i>L'EFTP dans les situations d'après conflit</i></b>	
10h40 à 11h00	Pause café/thé	
<b>SALLE 3 + 8</b>  11h00 à 13h00	<b>Session de groupe 6</b>  6:1: Améliorer le profil national et l'efficacité des Centres UNEVOC – partager les expériences à travers les réseaux 6:2 Identifier d'éventuelles activités de collaboration – pratiques innovantes, études, modèle/cadre pour intégrer EDD dans l'EFTP, le VIH/SIDA et l'EFTP	
13h00 à 14h30	Pause déjeuner	
14h30 à 18h00	<b>Visite de terrain</b>	

<b>Jeudi</b>		<b>25 août 2005</b>	
Présidence : Président(e) du séminaire			
09h00 – 10h00 Salle 3	Rapports de synthèse des Groupes de travail A, B, et du réseau UNEVOC		
10h00 – 11h00 Salle 3	Discussion sur la possibilité d'une Association de l'EFTP-Afrique de l'Est		
11h00 – 11h20	Pause café		
11h20 – 12h30 Salle 3	Projet de la Déclaration de Nairobi		
12h30 -14h00	Déjeuner		
14h00 – 15h00 Salle 3	Adoption de <b>Déclaration de Nairobi</b>		
15h00 – 15h30 Salle 3	Allocution de clôture Clôture officielle Remerciements		

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