

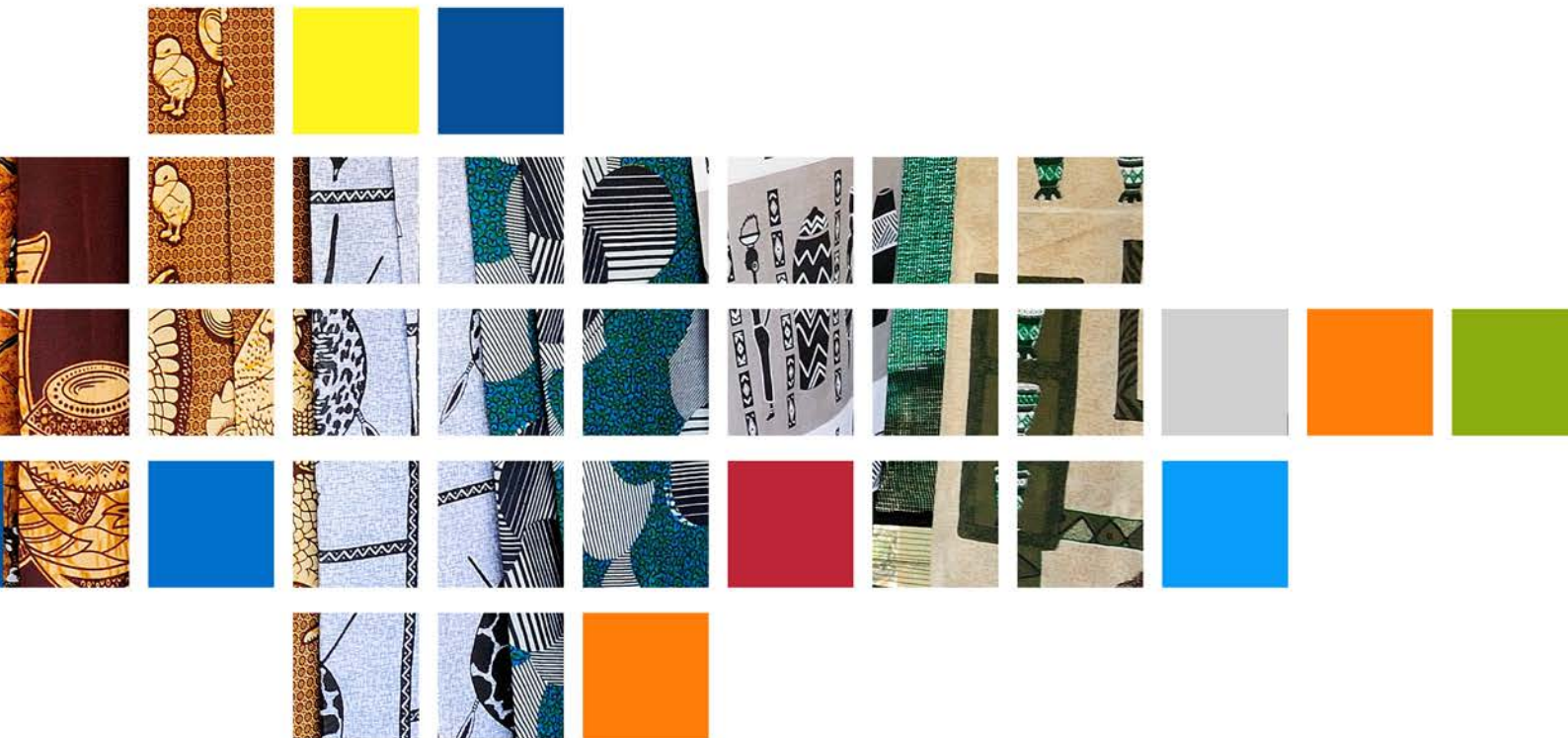


United Nations
Educational, Scientific and
Cultural Organization



International Centre
for Technical and Vocational
Education and Training

Meeting Report



Regional Workshop Youth Transitions and Network Consolidation

20-22 May 2014 in Gaborone, Botswana

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

and the
Botswana Qualifications Authority (BQA)

Organized by

UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
and the
Botswana Qualification Authority (BQA)

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I. Introduction

Context

In September 2013 UNESCO-UNEVOC conducted a regional forum in Abuja, Nigeria together with its partner, the National Board for Technical Education (NBTE)¹. The event provided a platform for highlighting the regional and international relevance of advancing TVET for youth employability and sustainable development, and sharing best practices in the areas of youth and skills and greening TVET. It was attended by representatives from regional UNEVOC Centres, the private sector, international and development agencies, TVET institutions and other relevant actors.

Following the recommendations of the Shanghai Consensus², the conference provided the opportunity to collect and disseminate evidence demonstrating the multiple and diverse policy approaches for transforming and expanding TVET through UNESCO-UNEVOC's global Network: five innovative regional models on youth and skills were presented addressing rural youth and education, curricula reforms and entrepreneurial skills acquisition. However, national TVET policies and skills development strategies, if existent at all, often neglect (rural) young people and their potential for labour markets and national economic development.

Based on the outcomes of this regional event and in line with UNESCO's Regional Guidelines for Africa³ and other relevant policy frameworks (e.g. Shanghai Consensus 2012,⁴ UNESCO TVET Strategy 2010–2015⁵,

and the 2012 EFA Global Monitoring Report⁶) that determine UNESCO's operational strategies, UNESCO-UNEVOC aims to respond to the socio-economic and educational challenges which have been identified on a regional and sub-regional level in Africa. Youth and informal employment, the transition from education systems to work, a lack of stakeholder coordination, and institutional deficiencies in the TVET sector are shared concerns for most Sub-Saharan African countries.

An additional challenge is the lack of valid and comprehensive data necessary to formulate and implement evidence-based policies. Not to mention the fact that the figures that are available merely reflect the formal labour market, which represents only a small fragment of the actual employment sector (ten per cent on average), whereas informal employment is continuously increasing throughout the Africa region. Similar trends have been noted for the TVET sector where the enrolment rate in formal TVET at secondary level is five per cent or less⁷. TVET systems in the region are fragmented, with various teaching and training methods, numerous governmental and non-governmental actors engaged in TVET, and without coherent policies and coordinating bodies.

Currently 17 per cent of the world's youth live in Africa. Demographic trends predict that the youth labour force continues to grow in precisely those regions where youth already belong to one of the most vulnerable labour market groups, in Sub-Saharan Africa in particular. Although the youth unemployment rate remains relatively low⁸ as compared to other regions, employment is characterised by high shares of vulnerable and poor-quality employment. The region's high to extreme poverty level forces young people to work under poor and insecure conditions, irrespective of their level of qualification. For some this may be a stepping stone to more secure and decent employment; for many, however, such employment is a trap difficult to escape from. The young people who do wait for an adequate job opportunity compatible with their education face a long wait. UNESCO's Education for All Global Monitoring Report of 2012 refers to a review of 13 African countries showing that in eight of them the transition from school to work can take more than five years⁹.

1 UNESCO-UNEVOC 2013. Conference report: Africa Regional Forum on Advancing TVET for Youth Employability and Sustainable Development, 17-18 September 2013, Abuja, Nigeria. Bonn: UNESCO-UNEVOC. http://www.unevoc.unesco.org/fileadmin/up/africa_regional_forum_meeting_report_2013online.pdf

2 UNESCO 2012. Shanghai Consensus. Transforming Technical and Vocational Education and Training. Paris: UNESCO. <http://unesdoc.unesco.org/images/0021/002176/217683e.pdf>

3 UNESCO 2013. 37 C/5 Draft. Regional Guidelines: Implementation Orientations for Africa (internal document)

4 UNESCO 2012. Shanghai Consensus. Transforming Technical and Vocational Education and Training. Paris: UNESCO. <http://unesdoc.unesco.org/images/0021/002176/217683e.pdf>

5 UNESCO 2009. Progress on the implementation of the Strategy for Technical and Vocational Education and Training (TVET) and the revised version of the Strategy. Executive Board Session 182 EX/INF.5, Paris, 3 August 2009. <http://unesdoc.unesco.org/images/0018/001833/183317e.pdf>

6 UNESCO 2012. Youth and skills: Putting education to work. Education for All Global Monitoring Report 2012. Paris: UNESCO. <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

7 UNESCO 2013. 37 C/5 Draft. *Regional Guidelines: Implementation Orientations for Africa* (internal document).

8 Youth unemployment rate: 11.5 per cent (2011); in: ILO 2012. Global Employment Trends for Youth. Geneva: ILO

9 UNESCO 2012. Youth and skills: Putting education to work.

The skills mismatch, defined as a discrepancy between the supply and demand of skills, has become a persistent and growing global trend. Most often, the skills young people acquire through formal or informal education do not correspond to the actual labour-market needs. This development is rooted in the poor quality of vocational education and training systems, misalignment between curricula and required skills, a lack of coordination among relevant stakeholders, unreliable and fragmentary labour-market analysis and incoherent policies.

When the youth is affected, so is the country.

*When the life of the youth is improved,
so is the country's status.*

Young man, Ethiopia, EFA GMR 2012

Education for All Global Monitoring Report 2012, p. 192. Paris: UNESCO. <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

Scope and aims of the workshop

Having consulted UNEVOC's affiliated regional Network members, the thematic aspects for the Regional UNEVOC Workshop on Youth Transitions and Network Consolidation were jointly elaborated:

- 1. The workshop should provide regional and international expertise on school-to-work transitions by analysing regional challenges, both in the formal and informal sector, and learning from promising regional approaches.*
- 2. The workshop should help regional UNEVOC Centres to further consolidate the UNEVOC Network, to initiate and promote institutional collaborations, and to meet UNESCO-UNEVOC's mandate as a facilitator for the international TVET discourse.*



Participants of the workshop

Objectives

The workshop was designed based on the following objectives: to place youth employment and related issues on the regional political agenda; to highlight regional success stories; to further strengthen the UNEVOC Network consolidation process in the region; to provide a platform for learning and sharing experiences; to offer an opportunity to actively participate in and shape the regional TVET discourse and to enhance the institutional capacities of the participating UNEVOC Centres.

The event was attended by nearly 50 speakers and delegates from eleven countries (Botswana, Ethiopia, Germany, Kenya, Malawi, Mauritius, Mozambique, Republic of Korea, Senegal, South Africa and Zambia). International organizations were represented through UNESCO and the International Labour Organization (ILO), along with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Germany's agency for international cooperation. Regional and national TVET institutions (ministries, national TVET bodies, training and research institutions and NGOs) were represented in their capacity as UNEVOC Centres and local institutions.

II. Opening ceremony

Ms Imke Kottmann, Programme Expert at the UNESCO-UNEVOC International Centre in Bonn, opened the workshop by expressing her appreciation to the host and welcoming the delegates. She reflected upon previous consultations conducted by UNESCO-UNEVOC and set the context and objectives of the workshop by highlighting global and regional challenges to youth employment, particularly with regard to school-to-work-transitions:

Let me conclude by stressing again that youth are among the most vulnerable and disadvantaged in terms of access to and quality of education and, ultimately, decent work.

Many lack or have missed out on basic education and need a second chance to obtain basic literacy and numeracy skills.



(Left to right) Patrick Molutsi, CEO HRDC, Abel Modungwa, CEO BQA, H.E. Pelonomi Venson-Moitoi, Minister of Education and Skills Development, Imke Kottmann, UNESCO UNEVOC, Ms T.Nkhwa, Deputy Permanent Secretary, Ministry of Education and Skills Development, during the opening programme



Minister H.E. Pelonomi Venson-Moitoi

National policies and curricula, including TVET curricula, need to be aligned with and correspond to the actual conditions and needs young people face in urban and rural areas, providing them with relevant (TVET) skills, that respond to their individual, social and labour market needs and thus ensure a better transition from education to work!

The Honourable Minister of Education and Skills Development of Botswana, Dr. Pelonomi Venson-Moitoi, stressed that the partnership of UNESCO-UNEVOC and its affiliated UNEVOC Centres will foster interaction and learning among various TVET institutions and stakeholders. She pointed out that TVET systems have to be evaluated on how well they address issues of skills mismatch, informal employment, stakeholder coordination and institutional deficiencies. Furthermore, she highlighted the trilateral cooperation between Botswana, UNESCO and the Republic of Korea, referring to the regional BEAR Project – Better Education for Africa's Rise¹⁰. This five-year project targets the TVET sector in five Southern Africa Development Community (SADC) countries – Botswana, Democratic Republic of the Congo, Malawi, Namibia and Zambia.

In her conclusion, she indicated that Botswana, through the Ministry of Education and Skills Development, has proposed to host the UNESCO Category II Institute to support capacity building in Africa. She officially opened the workshop and cordially welcomed the participants and international delegates on behalf of the Government of the Republic of Botswana.

¹⁰ UNESCO 2014. Better Education for Africa's Rise (BEAR). <http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/the-bear-project/> Accessed July 2014.

III. Summary of technical sessions

Session 1: UNESCO-UNEVOC Regional Forum in Nigeria – synthesis of promising practices for youth and skills development

In response to the call of the Third International Congress on TVET (Shanghai, May 2012) to collect and disseminate evidence-based policy and practices on youth and skills and on greening TVET (GTVET), the UNESCO-UNEVOC International Centre and the Nigerian National Board for Technical Education (NBTE) organized the UNESCO-UNEVOC Regional Forum on Advancing TVET for Youth Employability and Sustainable Development. It took place in Abuja, Nigeria, on 17 and 18 September 2013.

The forum had nine different sessions. The two keynote sessions were devoted to youth employment and skills development, and GTVET. Altogether ten promising practices on the two themes were presented and debated in two panel sessions¹¹. The event gave representatives from UNEVOC centres, local industry, the crafts sector, international agencies and TVET institutions the opportunity to exchange their experiences by mapping contemporary issues and showcasing skills development strategies, approaches and innovative practices in the areas of GTVET and skills development for young people in the Africa region. The forum recognized and promoted the importance of regional harmonization as a means to streamline regional TVET priorities.

During the workshop's first session, a video of the forum was presented, providing a visual impression of the event held in Abuja.

¹¹ UNESCO-UNEVOC 2013. Conference report: Africa Regional Forum on Advancing TVET for Youth Employability and Sustainable Development, 17-18 September 2013, Abuja, Nigeria. Bonn: UNESCO-UNEVOC. http://www.unevoc.unesco.org/fileadmin/up/africa_regional_forum_meeting_report_2013online.pdf

Session 2: Youth transitions – key challenges in the Africa region and UNESCO's regional strategy

Mr Hervé Huot-Marchand, Programme Specialist at the UNESCO Cluster Office in Dakar, Senegal, outlined UNESCO's regional strategy in Africa. He elaborated on policy frameworks that define and determine UNESCO's strategic approach for education on a global level and within the region, in particular for TVET and Education for All¹². The UNESCO TVET strategy (2010-2015)¹³ defines three core areas:

- (1) *Providing upstream policy advice and develop capacity at the country level.*
- (2) *Facilitating conceptual clarification and improve the monitoring of TVET.*
- (3) *Acting as a clearing house and informing the global debate.*

Mr Huot-Marchand presented UNESCO's transformed institutional set-up and representation in the Sub-Saharan Africa (SSA) region, consisting of five regional, multi-sectoral offices based in Abuja, Dakar, Harare, Nairobi and Yaoundé. He emphasized how important the participation of national UNEVOC Centres is for implementing UNESCO's work plan at national level:

UNESCO and its partners aim to assist countries in their efforts to solve the problem of increasing unemployment and underemployment of young people in Sub-Saharan Africa (...) by strengthening the countries' capacities to provide this population with a fair opportunity to succeed in their professional lives through the development of efficient TVET systems whose ultimate purpose is to better integrate young people into the world of work.

¹² UNESCO 2000. Education for All Goals. <http://www.unesco.org/en/education-for-all-international-coordination/themes/efa-goals/> Accessed July 2014.

¹³ UNESCO 2009. TVET Strategy. <http://www.unesco.org/new/en/education/themes/education-building-blocks/technical-vocational-education-and-training-tvet/strategy/>

This calls for a holistic transformation of TVET, based on policy evidence and experience, with a focus on transition from school to work, gender equality and lifelong learning, and a recognition of skills acquired beyond the formal education system. [This also implies] horizontal and vertical articulation within education and between education and the world of work, and cross-fertilization between formal, non-formal and informal TVET forms.

Session 3: Youth and informal employment – perspectives from Africa and Asia

Failed school-to-work-transitions are often the reason why young people are trapped in non-decent jobs that do not correspond to their actual qualifications. Curricula misaligned with actual workplace requirements, the lack of labour-market information systems and competent career guidance services can be identified as the main causes why school-to-work transitions so often fail to lead to productive and decent work and young people are instead caught in informal employment beyond labour legislation and social protection.

Informal employment is prevalent throughout the Africa region. Similar trends have been noted for the TVET sector where the enrolment rate in formal TVET at secondary level is five per cent or less.

What are the characteristics of informal employment? How is the term defined and what are its implications on labour markets and policies?

Informal employment encompasses the total number of informal jobs, i.e.:

Jobs outside the framework of regulations either because (a) the enterprises, in which the jobs are located, are too small and/or not registered; or (b) labour legislation does not specifically cover or is not applied (...) so that the jobs (and, therefore those holding them) are unprotected by labour legislation. (Diego Rei, ILO)

Mr Diego Rei, Senior Advisor on Youth Employment for the ILO Regional Office Africa in Addis Ababa, presented the findings of a recent survey conducted by the ILO assessing school-to-work transitions in 20 countries¹⁴. He outlined ILO's definition of informal sector employment and its characteristics, and elaborated on recent employment trends in the SSA region and Egypt. He concluded his presentation by referring to good practices from Argentina and Brazil.

Mr Namchul Lee, Director General of the Global Human Resources Forum Secretariat within the Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea, provided an analysis of informal employment trends in the Korean context. He further added to the definition of the concept of informal employment by referring to research conducted by the Organisation for Economic Co-operation and Development (OECD):

Informal employment falls mainly outside the scope of taxation, social insurance and other regulations. For a number of middle-income OECD countries,

informal employment and its consequences are more important labour market issues than unemployment. (OECD, 2014)

Session 4: Transition from informal to formal employment – policy responses

The session was moderated by Mr John Simiyu, Lecturer at the University of Eldoret, Kenya, and UNEVOC Cluster Coordinator for Central and Eastern Africa. The workshop participants jointly elaborated on the main characteristics and causes of informal employment in their respective countries. They were furthermore requested to draft policy responses on how to address issues of informal youth employment based on their countries' legislation and political system.

In the case of Malawi, to cite one example, the migration from rural to urban areas, a lack of



basic formal education along with a lack of formal employment opportunities, were listed as causes of informal employment. The group working on this country case study recommended the development of national sector-specific policies that promote economic diversification and growth of small and medium enterprises. They also promoted the implementation of a licensing system for SMEs to encourage the registration of companies. Financial contributions to small and medium-size enterprises have proven to be an incentive for companies to train young people within the scope of the formal national TVET system.

Session 5: GIZ Project – Capacity Development to Achieve Botswana’s Vision 2016

Ms Leseka Monamo and Mr Norbert Weiss, representing the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), introduced the scope and objectives of the project Capacity Development to Achieve Botswana’s Vision 2016, which is being implemented through bilateral cooperation between the Federal Republic of Germany and the Republic of Botswana.

As part of the government’s “Vision 2016” campaign, Botswana is attempting to further diversify its industry. Among other approaches, this includes measures to develop vocational training and the management of natural resources, as well as steps to address climate change and promote road and transport safety. After their development cooperation came to an end in 2004, Germany and Botswana agreed to continue working together, with the Government of Botswana now as co-financer¹⁴.

The assistance provided by GIZ, aligned with and adapted to Botswana’s national context, comprises elements of the German dual training system, whose main characteristics are: a strong role of industry (curricula design, workplace training); employment of apprentices during training by companies, which continue to employ approximately 80 per cent of the graduates they have trained; and the intermediary role of chambers of commerce and trade, providing a link between government and the private sector.

14 ILO 2014. Informal employment among youth: evidence from 20 school-to-work transition surveys. Geneva: ILO. http://www.ilo.org/employment/areas/youth-employment/work-for-youth/publications/thematic-reports/WCMS_234911/lang--en/index.htm

15 GIZ 2014. Support for Botswana’s industrial diversification. <http://www.giz.de/en/worldwide/19031.html> Accessed July 2014.

Session 6: School-to-work transition in Africa (formal sector)

The growth rates (of GDP) in the SSA region varied by sub-regions, but remained overall consolidated with the highest GDP growth registered in West Africa.

However, economic growth across the continent has not been translated into the economic and social development needed (jobless growth). Progress in the reduction of working poverty is not sufficient to achieve the target of the first Millennium Development Goal (MDG) to halve, between 1990 and 2015, the proportion of people whose income is less than USD 1.25 a day¹⁶. In addition, demographic growth in the Africa region creates a competitive labour market, in particular in an environment in which decent work opportunities are already scarce. As Mr Huot-Marchand of UNESCO Dakar noted,

On average, 53 per cent of youths in the eight countries assessed are working, but the quality of employment is often poor, making it difficult for young people (and countries) to make the most of their economic potential.

Mr Huot-Marchand critically reflected upon progress towards the 2015 EFA goals and pointed out that most countries will not have achieved the set objectives by then. Global education goals after 2015 must track the progress of the marginalized and must include specific targets to finance education.

He further concluded that:

Given the scale of global youth unemployment and vulnerable employment, entrepreneurship education is a necessary component for a more successful transition from school to work. Similarly, career guidance and counselling is a central element for effective integration of young people in the world of work. Learners also need to be able to switch between general and vocational education, with open pathways for higher education and training through the use of formal, non-formal and informal approaches within a framework of lifelong learning.

16 United Nations 2005. Millennium Development Goals. <http://www.un.org/millenniumgoals/poverty.shtml>. Accessed July 2014.

Session 7: UNESCO BEAR Project – Better Education for Africa’s Rise

TVET in Botswana

- Enrolment of 31,000 (2006) in private and public TVET
- Percentage of TVET population per population aged between 15-24: 30 per cent (highest in SADC, 2006)
- Estimated 6.9 per cent of education budget allocated to TVET (second highest in SADC) 2009
- 5995 Technical Colleges (2013); 18,403 including Brigades (Brigades deliver National Craft Certificate (NCC) programmes mostly in bricklaying, plumbing, carpentry, painting, etc. to communities and students with no or lower qualifications (primary, junior community). There are approximately 42 brigades country-wide. Technical colleges provide higher level NCC programmes, such as Botswana Technical Education Programmes, Diploma level programmes with a wide range of programmes available (ICT to Beauty Therapy), eight country-wide (urban areas).
- Learner employment rate six months after graduation, 23.1 per cent
- Learner employment rate two years after graduation, 40.6 per cent.

Source: UNESCO 2013. Status of TVET in the SADC Region. Paris: UNESCO.

The UNESCO BEAR Project, represented by Mr Raymond Doherty, National Project Officer, UNESCO, is a regional project targeting the TVET sector in five countries of the SADC region (Botswana, DR Congo, Malawi, Namibia, and Zambia). The five-year project (2012-2017) is funded through a trilateral cooperation

of UNESCO, the Government of the Republic of Korea and the Government of the Republic of Botswana. Its overall objective is to ensure that “TVET programmes are relevant to the skills needs of businesses and individuals.”

More specifically, the project aims to enhance TVET system capacity to ensure employability of students from formal TVET programmes in the tourism sector.

To achieve this, three key results have been defined for monitoring and measuring the project’s impact:

Programme delivery in the tourism sector is based on updated curricula developed with employers.

Capacity of TVET trainers to deliver programmes in a competent manner is enhanced.

Capacity of the TVET system to monitor and evaluate efficiency, effectiveness and quality is improved.

Botswana’s tourism sector

- Botswana’s tourism ranked 91 of 139 countries between 2010 and 2011 (World Economic Forum).
- Gaps in skills and knowledge have been identified as a major challenge to industry growth (World Bank),
- Oversupply of low-level skills in the job market, with 700 graduates seeking employment through the national internship programme (Human Resources Development Advisory Council, HRDAC).
- Sixty per cent of current graduates from hotel and catering programmes are unemployed.

Source: UNESCO 2013. Status of TVET in the SADC Region. Paris: UNESCO.

The BEAR Project is implemented through the collaboration of various public and private partners at the national and international level.

It aims to use existing TVET experiences in Botswana to promote efficiency and return on investment. Therefore, rather than transposing a system from another country to Botswana, the project aims to

transform and evolve the country's current TVET systems.

To date the project has developed three diploma programmes: Hospitality Management, Culinary Arts and Travel Management. It is expected that these programmes will be launched in technical colleges in August 2014:

Travel Management	Hospitality Management	Culinary Arts	Generic
Air Travel	Bar and Cellar Management	Food Commodity Studies	Customer Care
Campsite Management	Beverage Product Knowledge and Service	Food Hygiene in the Kitchen	E-Commerce
Ecotourism Principles	Food and Beverage Management	Food Production 1 – Hot Kitchen	Event Management
Ecotourism Study Visit	Food and Beverage Operations	Food Production 2 – Cold Kitchen	Finance for Managers
Tour Packaging	Food Production Operations	Food Production 3 – Bakery	Information and Communications Technology
Tourism Destination	Front Office Management	Managing Kitchen Activities	Marketing Concepts, Practices and Principles
Tourism Development	Front Office Operations	Menu Planning	Project Management
Urban Tours	Housekeeping Management		Public Relations
	Housekeeping Operations		Research Methodology for Hospitality and Tourism
	Hygiene Safety and Security Management for Hospitality		Selling Skills
			Supervisory Skills

Diploma programmes developed by the UNESCO BEAR Project in Botswana (2014)

Session 8: School-to-work transition – policy responses for a better transition

Ms Binaben Akoobhai, Jet Education Services, South Africa, and the institution's UNEVOC focal point, moderated this session along a set of questions that requested the participants to reflect on their national policies and initiatives concerning school-to-work transitions and to analyse gaps in their national systems:

- Which good practices (in your country/region) that you know of have led to improved results in the transition of youth from education to work? Discuss two good practices and their modalities.
- What policies and legislations are in place in your country for improving the transition from school to work?
- Which policy changes/adaptations are missing?

The discussion generally highlighted the call for stronger ties with industry and the private sector. This was seen as a basic aspect for enhancing school-to-work transitions. The skills mismatch could be significantly decreased if all relevant stakeholders would be consulted in the design of curricula, the development of standards and the education of TVET teachers requiring strong workplace-based training.

Session 9: UNEVOC Network consolidation (internal session for UNEVOC Centre representatives and UNESCO staff)

The last technical workshop session concentrated on UNEVOC Network consolidation as defined in the objectives (Section 1.2). The session was facilitated by Mr Matthews Phiri, UNEVOC's Regional Cluster Coordinator for Southern Africa, and was attended by eight UNEVOC Centre delegates, representing the countries of Botswana, Kenya, Malawi, Mauritius, Mozambique, Republic of Korea, South Africa and Zambia. They were requested to brief the plenary on recent national or regional activities that their institutions have conducted in their capacity as a UNEVOC Centre.

Furthermore, a strategy to assess the activeness of individual centres within the region was elaborated and will be followed up by the regional cluster coordinators together with UNESCO-UNEVOC.


Session 10: Formal closing and study tour of the Diamond Trading Cooperation Botswana Training Academy

The workshop was formally closed by Ms Imke Kottmann and the CEO of the Botswana Qualifications Authority (BQA), Mr Abel Modungwa. Both expressed their gratitude for the jointly organized event which was what the UNEVOC Network stands for: linking regional and international expertise in the field of TVET and promoting partnership and cooperation.

As part of the conference programme, BQA facilitated a study tour of the Diamond Trading Cooperation Botswana Training Academy.

The Diamond Academy is a technical training institution of the De Beers Group. Its students are trained in diamond valuation, technical sorting skills, diamond manufacturing and quality assurance. Participants of the study tour were given a tour through the institution and had the opportunity to talk to students and instructors.

IV. Outcomes and way forward



The workshop provided a platform for addressing regional trends and challenges of youth employment, both in the formal and informal sector, through inputs from international organizations and regional institutions, and it highlighted these issues for TVET policy-makers, researchers and practitioners.

Best practices, as well as multi- and bilateral TVET programmes in Botswana and the southern Africa region, were introduced and discussed in terms of their objectives, scope and impact.

The workshop contributed remarkably to the consolidation process of the UNEVOC Network in the Africa region and is yet another example of what the UNEVOC Network stands for: the promotion of partnership and knowledge sharing with the common goal to promote technical and vocational education and training (TVET).

Yet many challenges must still be met, both on policy and institutional levels, in order to enhance school-to-work transitions and to ensure that Africa's growing young population has equal access to vocational training and, ultimately, to decent employment and workplaces.

UNESCO-UNEVOC's anticipated global forum on Skills for Work and Life Post-2015, to be held on 14-16 October 2014 in Bonn, Germany, will refer to these challenges and provide the opportunity to further exchange ideas on this matter.

V. Annex

Programme

Tuesday, 20 May 2014	
9:00 - 9:30	Registration of participants
9:30 - 10:00	<p>Opening ceremony</p> <p>Welcome remarks, Ms Imke Kottmann, Expert on Loan, UNESCO-UNEVOC, Germany</p> <p>Opening Address, H.E. Pelonomi Venson-Moitoi, Minister of Education and Skills Development, Botswana</p>
10:00 - 10:30	Coffee break and group photo
10:30 - 11:30	<p>UNESCO-UNEVOC Regional Forum in Nigeria – synthesis of promising practices for youth and skills</p> <p>Moderated by Mr Matthews Phiri, Executive Coordinator Human Resources Development Council Botswana (HRDC)</p>
11:30 - 12:30	<p>Youth transitions – key challenges in the Africa region and UNESCO's regional strategy</p> <p>Mr Hervé Huot-Marchand, Programme Specialist, UNESCO Cluster Office Dakar, Senegal</p>
12:30 - 14:00	Lunch
15:30 - 15:45	Coffee break
15:45 - 17:00	<p>Previous session continued</p> <p>Mr Namchul Lee, Director General, Global Human Resources Forum Secretariat, Korea Research Institute for Vocational Education and Training (KRIVET), Republic of Korea</p>
17:00	Logistical announcements

Wednesday, 21 May 2014

9:00 - 10:15	Transition from informal to formal employment – policy responses Moderated by Mr John Simiyu, Lecturer, University of Eldoret, Kenya
10:15 - 11:00	GIZ Project – Capacity Development to Achieve Botswana's Vision 2016 Ms Leseka Monamo and Mr Norbert Weiss, GIZ Botswana
11:00 - 11:30	Coffee break
11:30 - 12:30	School-to-work transition in Africa (formal sector) Mr Hervé Huot-Marchand, Programme Specialist, UNESCO Cluster Office Dakar, Senegal
12:30 - 13:30	Lunch
13:30 - 14:30	UNESCO BEAR Project – Better Education for Africa's Rise Mr Raymond Doherty, National Project Officer, UNESCO Office, Botswana
14:30 - 15:00	Coffee break
15:00 - 16:30	School-to-work transition – policy responses for a better transition Moderated by Ms Binaben Akoobhai, Specialist Manager Institutional Planning and Monitoring, JET Education Services, South Africa
16:30	Logistical announcements

Thursday, 22 May 2014

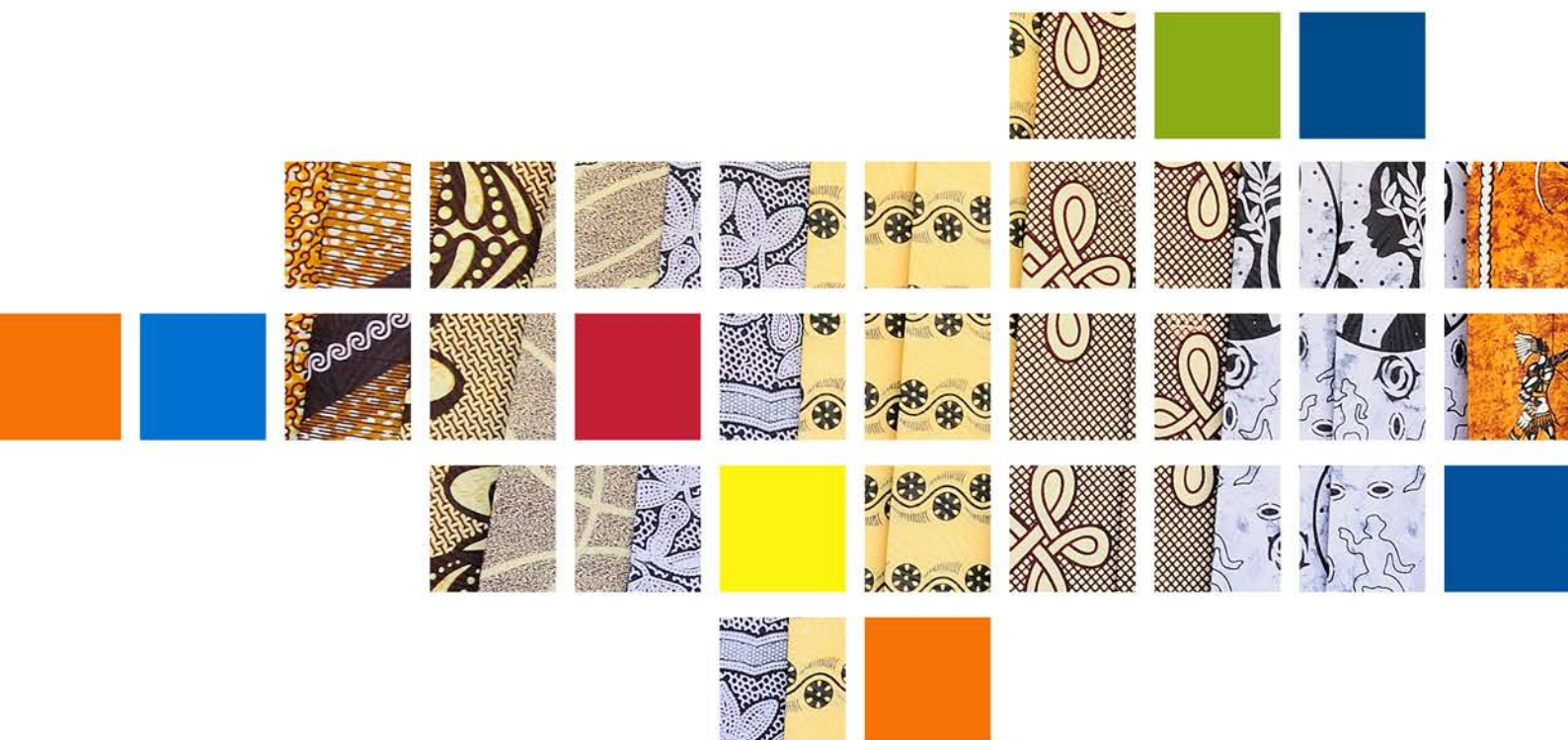
9:30 - 11:15	Session on UNEVOC Network consolidation (internal session for UNEVOC Centre representatives and UNESCO staff) Chaired by Mr Matthews Phiri, Executive Coordinator, HRDC
11:15 - 11:30	Coffee break
11:30 - 12:00	Coffee break
11:30 - 12:30	Official closing Ms Imke Kottmann, Expert on Loan, UNESCO-UNEVOC, Germany Mr Abel Modungwa, CEO, BQA, Botswana
12:00 - 13:00	Lunch
13:00 - 16:00	Study tour of the Diamond Trading Cooperation Botswana Training Academy

List of participants

	Last name	First name	Institution	Country
1	Akoobhai	Ms Binaben	Jet Education Services	South Africa
2	Babili	Ms Galeichubeleo	Department of TVET - Better Education for Africa's Rise (BEAR)	Botswana
3	Bathai	Ms Sannah	Botswana Qualifications Authority	Botswana
4	Boka	Ms Kedibone	Jet Education Services	South Africa
5	Caetano	Mr Manuel	Ministry of Education, National Directorate for TVET	Mozambique
6	Disang	Mr Ofentse	Botswana Qualifications Authority	Botswana
7	Doherty	Mr Raymond	UNESCO	Botswana
8	Gomani	Mr Modesto	Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA)	Malawi
9	Hule	Mr Ditiro	Construction and Industry Trade Fund	Botswana
10	Huot-Marchard	Mr Hervé	UNESCO	Senegal
11	Jobe	Ms Selebo	Botswana Qualifications Authority	Botswana
12	Joosery	Mr Pradeep Kumar	Mauritius Institute of Training and Development (MITD)	Mauritius
13	Kaisara	Mr Moses	Botswana Examination Council	Botswana
14	Kelly	Ms Kerly	Department of National Internship Programme	Botswana
15	Kenosi	Mr Thapelo	Botswana Qualifications Authority	Botswana
16	Kgengwenyane	Ms Pearl	Botswana Qualifications Authority	Botswana
17	Kgwatalala	Mr Motshabi C.	Madirelo Training and Trade Centre	Botswana
18	Khumalo	Ms Maggie	Department of TVET, Ministry of Education and Skills Development (DTVET)	Botswana
19	Koppenhaver	Ms Selwana	Botswana Qualifications Authority	Botswana
20	Kottmann	Ms Imke	UNESCO-UNEVOC	Germany
21	Lee	Dr Namchul	Korea Research Institute for Vocational Education and Training (KRIVET)	Republic of Korea
22	Mahalelo	Mr Oduetse	Botswana Qualifications Authority	Botswana
23	Maikaelelo	Mr Kelesitse	Human Resource Development Council	Botswana
24	Matsheng	Ms Lorato	Botswana Qualifications Authority	Botswana
25	Mbongwe	Dr B. B.	Ministry of Youth, Sport and Culture	Botswana
26	Modungwa	Mr Abel	Botswana Qualifications Authority	Botswana
27	Mogobe	Ms Chandapiwa	Botswana Qualifications Authority	Botswana
28	Mokgweetsi	Ms Dorcus Kelly	Botswana Qualifications Authority	Botswana
29	Molutsi	Dr Patric	Human Resource Development Council	Botswana
30	Molwane	Mr Andrew	Botswana Qualifications Authority	Botswana

31	Monamo	Ms Leseka	GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH	Botswana
32	Motshegwe	Ms Atlasaone	Botswana Qualifications Authority	Botswana
33	Motsu	Ms. Jeannette	UNESCO	Botswana
34	Nlashwa	Ms Kudzani	UNESCO	Botswana
35	Phiri	Mr Matthews	Botswana Qualifications Authority	Botswana
36	Rei	Mr Diego	ILO	Ethiopia
37	Sekgoni	Mr Jacob	Ministry of Youth, Sport and Culture	Botswana
38	Simumba	Mr Alex M. K.	Ministry of Science, Technology and Vocational Training (MSTVT)	Zambia
39	Simiyu	Mr John W.	Department of Technology Education, Chepkoi University College	Kenya
40	Srinivasan	Mr Ravi	Botho University	Botswana
41	Thophego	Ms Naledi	Botswana Qualifications Authority	Botswana
42	Weiss	Mr Norbert	GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH	Botswana
43	Yezo	Ms Patricia	Ministry of Education and Skills Development - Principals Forum	Botswana

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