

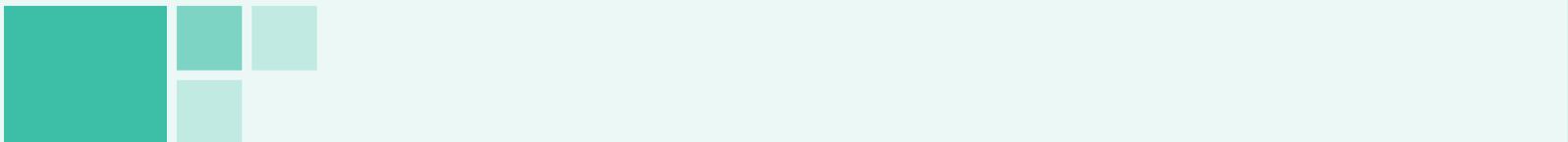
Effective engagement of the **UNEVOC** network in national responses to prevent **HIV & AIDS** in the scope of TVET



UNEVOC Network sub-regional consultation meeting

Ha Long, Viet Nam

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Executive Summary

The Asia-Pacific region is experiencing HIV/AIDS epidemics that are diverse and require multiple responses. At the same time, the TVET sub-sector is increasingly recognised as a critical training institution for the future development of the labour-force and economy in developing countries around the world, and enrollments in TVET institutions are on the rise. In this context, UNESCO UNEVOC has developed “TVET and HIV/AIDS” into one of its areas of work and is exploring better ways to implement HIV prevention initiatives into TVET institutions throughout its member states.

UNESCO UNEVOC, in partnership with UNESCO Hanoi and the Vietnam Ministry of Education and Training (MoET), hosted a consultation meeting to provide a platform for national UNEVOC Centres from seven countries across the Region to develop a better understanding of HIV and AIDS issues in the region, share their experiences and consider how to better mainstream HIV and AIDS education into the TVET curriculum. Participants included directors and policy makers, curriculum specialists, teacher-trainers, development partners, civil society organisations and representatives from UNEVOC Centres.

BUILDING PARTNERSHIPS & SHARING PROMISING PRACTISE

The sub-regional meeting provided a valuable opportunity for the participants from the Seven countries to build partnerships, strengthen existing networks, and share experiences. Each country participant presented the current national HIV and AIDS policy status, including policy on HIV education and whether HIV is incorporated into the TVET curriculum. While all countries recognised a strong need for HIV education within TVET programmes, few countries have made progress in this area. Lack of partnerships between health and education ministries, over-crowded curriculum and lack of health expertise within the TVET sector were all identified as barriers to moving forward with this agenda.

Two countries – Vietnam and Mongolia shared stories of promising programmes in which HIV education has successfully been integrated into TVET programmes. In this context, countries looked at how TVET institutions, Government and Development partners can work together to make progress in this area. Countries considered national plans but also plans to work together to advocate for greater attention and resourcing to be given to this area.

STRENGTHENING THE UNEVOC NETWORK

The meeting provided a platform for countries to reflect on the role of the UNEVOC Network Centres in the Asia Pacific Region. Currently with 283 UNEVOC TVET institution members in 167 countries, the UNEVOC network facilitates TVET institutions to share knowledge and strengthen the TVET sector at a policy and practice level through partnerships and collaboration.

Meeting participants were updated on current and future initiatives of the UNEVOC network. It was emphasised that UNEVOC Centres need to engage in national and sub-regional activities, especially at policy level, to demonstrate that TVET institutions have a crucial and strategic role to play in changing people’s attitudes to technical and vocational education and training. In many countries, TVET is still seen by potential students and their parents as an inferior choice or a ‘last resort’, despite providing critical skills for the future labour force. In order to build the profile of TVET, this image needs to be challenged.

OUTCOMES & FUTURE ACTIONS

Participants agreed that the four-day meeting was successful in building partnerships between colleagues working in TVET throughout the region, reinforcing the role of UNEVOC Centres throughout the region and making commitments to the incorporation of HIV education in TVET. They also developed and endorsed a range of strategies to increase performance and effectiveness of UNEVOC Centres in the region. Key outcomes and future actions include:

Integrating HIV into TVET

With regard to the HIV agenda, participants jointly drafted and endorsed a Commitment to Action on Strengthening the HIV and AIDS response through TVET. This included commitments to enhance the visibility of UNEVOC TVET Centres and play a lead role in integrating HIV and AIDS education into TVET programmes.

Strengthening Partnerships

The meeting provided a valuable opportunity for the participants to build partnerships, share experiences and organise future collaborative work in the region.

Sharing Promising Practise

Two countries – Vietnam and Mongolia shared stories of promising programmes in which HIV education has successfully been integrated into TVET programmes. Other countries were encouraged to follow their lead.

Strengthening the UNEVOC Network

The meeting provided a platform for countries to reflect on the role of the UNEVOC Network Centres in the Asia Pacific Region. Participants are keen to play a more prominent leadership role within their country's TVET systems, in areas such as integrating HIV into TVET programmes.

Strengthening Regional Activities

Several countries agreed to lead activities that will strengthen the UNEVOC network. Participants also agreed to make use of UNEVOC's innovative online tools, including the e-forum.

Country-level action

Participants from Laos and Vietnam have agreed to work with their National Commissions and with UNESCO country offices to organise a national-level consultation. All stakeholders in the country will be encouraged to be involved in this.

Integrating HIV education into TVET

While there are many challenges facing the TVET sector, HIV education was identified as a priority area and as such, participants agreed to advocate for inclusion of HIV education in all TVET programmes.

Commitment to Action

In order to make progress in this area, a strong commitment is needed from all stakeholders. As such, participants jointly drafted and endorsed a *Commitment to Action on Strengthening the HIV and AIDS response through TVET*.

Background & Introduction

The Asia Pacific region is experiencing HIV epidemics that are diverse and require multiple responses. These epidemics have unique features and are different from those in Africa. Each country has specific social, cultural and economic determinants and impacts. Throughout Asia Pacific, the stigma associated with HIV and AIDS continues to be a major constraint, impeding work with vulnerable populations and reducing the availability and quality of health care.

Increasing emphasis is placed on the importance of prevention of HIV through education. At the same time, the Technical and Vocational Education and Training (TVET) sub-sector is increasingly recognised as a critical training institution for the future development of labour-forces and subsequent economies in developing countries and many are working to strengthen and expand their TVET systems.

In this context, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC), whose mandate is to strengthen and upgrade countries' TVET systems, has developed "TVET and HIV/AIDS" into one of its areas of work and is exploring better ways to implement HIV prevention initiatives into TVET institutions throughout its member states using the Centres in the UNEVOC Network.

In this connection, UNESCO UNEVOC, in partnership with UNESCO Hanoi and the Vietnam Ministry of Education and Training (MoET), hosted a consultation meeting providing a platform for national UNEVOC Centres from 7 countries across the Asia-Pacific Region to develop a better understanding of HIV and AIDS issues in the region, share their experiences and consider how to better mainstream HIV and AIDS education into the TVET curriculum. The meeting provided a platform for national UNEVOC Centres to increase their understanding of HIV and AIDS issues in the region, and share their experiences and needs in terms of mainstreaming HIV and AIDS education into the TVET curriculum. The

meeting also provided an opportunity to assess the progress of the UNEVOC Network in the Asia Pacific Region and look at where the network can be strengthened to be more effective.

The meeting objectives included the :

- Collection of the most up-to-date information and lessons learned on successful approaches to integrating HIV & AIDS issues into National TVET planning and management
- Identification of best practices which showcase innovative experiences on how TVET has been effectively engaged in national responses to prevent HIV & AIDS
- Establishment of a framework for future work of the UNEVOC Network aimed at improving the availability of learning and teaching resources and innovatory tools
- Review and clarification of the respective roles and responsibilities of UNEVOC Centres in the region and update of information on the Centres and their activities.

Participants

The meeting brought together 45 participants from seven countries across the Asia-Pacific Region – Cambodia, Laos, Indonesia, Malaysia, Mongolia, Sri Lanka and Vietnam. Participants included policy-makers, curriculum specialists, teacher trainers, development partners, civil society organisations and UNEVOC TVET Centre staff.

Day 1

Meeting opening

Mr Tran Quang Quy, Vice-Minister of Education and Training, Ministry of Education and Training, Vietnam

The meeting was officially opened by His Excellency Mr Tran Quang Quy, Vice-Minister of Education and Training, Vietnam. The Minister stressed that HIV and AIDS is not only a health but also a social issue. In the Asia Pacific Region, HIV has an impact on young people's livelihood and development and secondary impacts on communities.

The Minister welcomed the partnership between the Ministry of Education and Training (MoET), UNESCO-UNEVOC and UNESCO Hanoi to host this meeting, an important opportunity to share information and experiences, to explore opportunities to integrate HIV and AIDS into national TVET programmes and to identify best practices.

The Minister spoke about Vietnam's achievements to date in the area of HIV prevention. Their success is demonstrated by a rate of HIV of less than 0.3%. Reflecting the importance of raising awareness of HIV in all students and teachers, MoET emphasizes HIV as a priority area which needs to be addressed by the whole education system – faculties, teachers and students at all levels. Co-ordination between different Ministries

to develop plans is a critical element in this process.

Vietnam has nearly 23 million students, including 700,000 TVET students, who are training in all localities in the country. Because young people in TVET groups have limited social knowledge, limited access to employment and more vulnerability to 'social evils', they are more vulnerable to HIV. A complete response is required.

The Minister welcomed participants to the meeting and highlighted this as a valuable opportunity for countries to identify best practices, build partnerships, develop capacity at the national and community levels, especially for students from TVET. Together, he suggested "we can work towards getting better results in preventing HIV in the Asia Pacific Region".

“HIV & AIDS is not only a health but also a social issue. In the Asia Pacific Region, HIV has an impact on young people's livelihood and development and secondary impacts on communities.”



Welcome from UN Partners

Eamon Murphy – Country Director of UNAIDS, Vietnam

Eamon Murphy, country representative for UNAIDS in Vietnam, welcomed participants to the meeting on behalf of UN partners in Vietnam and highlighted the importance of this meeting. He congratulated MoET for hosting what is the first Regional consultation looking at integrating HIV education into the TVET system. Worldwide, but especially in developing countries HIV and AIDS has an impact on the economics and labour participation. This places tremendous pressure on the health sector, training institutions, families and communities. Furthermore, there is a pressing need to deal with the issue of stigma and discrimination, given that in many countries in our region, HIV affects the most marginalised in the community.

Within the UN system UNESCO is the convening agency for HIV education. UNESCO's strategy is to place special emphasis on prevention of HIV through education. At the same time, the TVET sector is recognised as a critical training institution for the future development of the labour-force and economy, both in Vietnam and in other countries around the region. MoET, Vietnam has demonstrated leadership in this issue - their Education Development Strategy for 2011-2020 has integrated gender, HIV, sexuality education as cross-cutting themes.

This meeting is an opportunity for UNEVOC focal points in the region to share ideas and experiences. Outcomes will contribute to on-going efforts to enhance the role of TVET in addressing HIV and AIDS in this region. The meeting closely follows the High Level Meeting on AIDS which was held in New York in early June 2011. At this meeting, UN Countries made a firm commitment to targets for the next ten years. All countries attending this meeting have adopted a National HIV Strategy. In this context, we need to support Government's commitments to get HIV on the agenda in TVET sector.

Scope, Objectives & Expected Outcomes

Teeluck Bhuwanee, Head of UNEVOC Networks, Bonn

Mr Teeluck Bhuwanee, Head of the UNEVOC Network, endorsed the meeting as a valuable opportunity to discuss regional challenges and priorities regarding the role of the UNEVOC network and its effectiveness in contributing to HIV prevention and response in the Asia-Pacific Region. He stressed that as TVET practitioners, we need to be aware of the challenges that young people are likely to face, and we need to equip them with the skills they need for the future. It is not enough to train in specific vocations, young people also need the life-skills to face the challenges that are characteristic of their time.

With increasing demand in the TVET Sector, there is a need to develop the capacity of educators and planners to effectively respond to and prevent HIV. Such work will further highlight the visibility of UNEVOC as a network of training systems.

UNEVOC Bonn is hosting this meeting to provide a platform to share best practices, determine research and capacity development opportunities and to strengthen partnerships to provide a more effective response at the national level.



Setting the Scene: Addressing HIV through TVET

**Justine Sass, Regional HIV and AIDS
Advisor for Asia and the Pacific**

A presentation from Justine Sass, UNESCO Regional HIV and AIDS Advisor for the Asia-Pacific, allowed participants to develop a better understanding of HIV and AIDS issues in a global and regional context, focusing on young people in particular.

Overall, the Asia-Pacific Region has relatively low HIV prevalence but, given its large population, there is a high number of people living with HIV. Some countries have managed to reduce the prevalence but in most countries prevalence is either stabilizing and in some it is still increasing – particularly among identified key affected populations. Therefore HIV prevention and response efforts remain critical and need to respond to geographical and social patterns.

Data on young people and HIV in the Region show that 95% of new infections in young people are concentrated in Young Key Affected Populations (YKAPs), a group who make up only 5% of young people. Especially vulnerable young people are also at risk. Therefore, prevention efforts need to focus on these populations in particular.

The education sector is a key player in HIV prevention and response, especially as a means to reach children and young people. Increasing international concern about HIV has led to investments in this area and there is a growing evidence-base of what works – both in terms of increasing young people’s knowledge but also their behaviour when it comes to protecting themselves from HIV. This growing supply of resources can be drawn on and implemented in different contexts.

The TVET Sector can be seen as a strategic place in which to implement HIV and sexuality education to young people who might otherwise miss out on information that every young person needs to protect themselves. Gender inequality,

lack of opportunities and poverty all increase a young person’s risk of HIV. Therefore we can recognise that investments in TVET alone is one step towards addressing HIV as it provides young people with opportunities to learn, addresses gender issues and builds human capital. There is also a place for HIV-specific interventions which would require review of policy and resources, curriculum adaptation and development and teacher training.

Sexuality education programmes within TVET are not a complete solution, but they are part of a range of strategies that need to be endorsed by countries in order to address what is becoming an increasingly concerning problem.



Experience of Vietnam: A strong political response to HIV

Hoang Ngoc Vinh, Ministry of Education and Training, Vietnam

HIV prevalence in the general population of Vietnam is estimated at 0.53% with an estimated 160,019 people living with HIV in 2009 (Report on the situation of HIV/AIDS infection in 2009). Most cases are occurring in the 20-29 year age group and males are experiencing higher rates than females. Like many other countries in the region, the highest prevalence is found among most-at-risk populations, including people who use drugs, female sex workers (FSWs) and men who have sex with men (MSM). Geographically, Ho Chi Minh City has the highest rate of infection accounting for 25.9% of total cases. Other areas of high prevalence include Hanoi, Dienbien, Thainguyen.

National Policy on HIV and AIDS

On a policy level, the government of Vietnam has led a strong response to HIV since the early 1990s. It views HIV as a shared responsibility and has thus encouraged an interdisciplinary response. There has been government action at a central (national) but also the provincial level with 61 out of 63 provinces having a Centre for HIV and AIDS by 2005.

The overall policy goal of the government is to control the rate HIV/AIDS in communities and reduce the harmful effect of HIV/AIDS on social and economic development

The Ministry of Education & HIV and AIDS

The education sector is seen as an important partner in the country's overall HIV strategy. The Ministry of Education and Training (MoET) has outlined several points of action to strengthen the education sector response to HIV and AIDS which apply to all levels of education including TVET.

1. Focusing on typical local education administration organization to guide, support, control, monitor and replicate best models and practices;
2. Send MoET officials to inspect HIV prevention work;
3. Encourage and reward education institutions which are successful in HIV prevention;
4. Introduce life-skills into the curriculum (including HIV education, population education, reproductive health and drug education);
5. Provide information and communication on HIV and AIDS through extra-curricular activities;
6. Training and retraining of teachers and staff working on HIV and AIDS; and
7. Encourage International partnerships in prevention initiatives.

UNESCO UNEVOC TVET Centres will be important in making progress in this area. There are, however, some challenges. These include lack of technical experts who can provide leadership in HIV programming in TVET, very limited baseline knowledge of technical and vocational students and increasing social problems associated with urbanization, industrialization and unemployment. Finally, discriminatory treatment of people with HIV is recognised as the greatest barrier to preventive efforts and minimizing the impact of HIV and AIDS in schools and society.

“... discriminatory treatment of people with HIV is recognised as the greatest barrier to preventive efforts and minimizing the impact of HIV and AIDS in schools and society.”

On a more positive note, lessons learned from the past can help guide effective practice. Key lessons learned include:

1. Mobilization of the many layers of the system from central to local levels;
2. Focal organization and network to direct and supervise the implementation;
3. Institutionalization of policy into laws and regulations;
4. Prevention education; and
5. International cooperation should be encouraged to share experiences, resources and information.





“We can start from one UNEVOC Centre - start from small things, start from now. We start from a bottom-up approach and hope that one day it will become national – integrated in every TVET school”



Day 2

Integration of HIV & AIDS issues in National TVET Planning and Management: Country presentations

Country teams who included Ministry staff and TVET Centre representatives were asked to present on their experiences, focusing on the following questions:

- What is the national HIV strategy in your country?
- Has and HIV education been implemented into the TVET sector?
- What are the main strengths and challenges in implementing HIV education into the TVET sector?

MALAYSIA

It is important to point out that currently, the younger generations (20-39 age group) account for 77% of HIV cases. Most cases appear in people injecting drugs and males account for 90% of cases. HIV policy is the mandate of the Ministry of Health. Their National Plan on HIV AIDS includes the following objectives:

- Reduce the number of young people and adults with HIV
- Reduce the number of people injecting drugs
- Reduce HIV infected infants
- Reduce the number of marginalised groups (transsexual, bisexual, homosexual)
- Increase quality of life of people living with HIV

Responsibility for TVET, on the other hand, is spread across eight agencies including Ministry of Higher Education, Ministry of Education, Ministry of Human Resources and Ministry of Youth and Sports.

With a strong aspiration to become a high income country by 2020, the Malaysian government is prioritising investments into human capital, with a focus on 'the right labour force with the right skills and attitudes'. In this context, the TVET sector is growing and an increasing number of young people are enrolling in technical and vocational courses.

While programme leaders do recognise the importance of including HIV and other life-skills programmes into the TVET curriculum, they also identify several challenges that make this difficult. Challenges include:

- Lack of resources
- Lack of involvement from private sector

- Equity and ethnic issues
- Lack of best practices
- Conservative society
- Commitment of academics and high level leaders
- Tackling Sensitive religious and Cultural issues

Given the importance of religion in Malaysia's daily life, religious leaders need to be involved at all levels of the HIV response. This highlights a need for increased education of religious leaders in this area who are already involved in the community and will be valuable partners in the response. In this context, strategies for implementing HIV into TVET include:

- Integrate HIV prevention education in existing courses (formally or extra-curricular)
- Embed life-skills education in religious education subjects (religious and moral education)
- Re-design or review curriculum
- Involve multiple partners

INDONESIA

The aggregate national prevalence in Indonesia is relatively low - 0.2% (in 15-49 year olds). The majority of HIV infections are believed to occur through the use of contaminated injecting equipment, unprotected paid sex and, to a lesser extent, unprotected sex between men. A major challenge in terms of response is the difficulty of reaching these groups. This not only makes it difficult to obtain reliable data, but also to provide prevention, care and support programmes to those people with the greatest need.

In the past two decades, many strategic initiatives have been taken in response to Indonesia's HIV epidemic. Indonesia established a National AIDS Commission in 1994 to focus on prevention, address the needs of people living with HIV, and coordinate a multi-layered response including players from government, non-governmental organizations (NGOs) and the private sector. The Ministry of National Education (MoNE) was a key driver of the Commission.

Since then, the Government's HIV response has been varied. With the Asian Economic crisis in 1997, responsibility shifted from national to provincial and district levels and therefore response depended largely on perceived need at the local level. In 2004, National authorities reengaged with the response, with the Ministry of National Education (MoNE) producing the "HIV / AIDS Prevention Strategy through Education" to integrate HIV into school curricula and inform teacher-training.

In 2008, MoNE enacted a decree in which HIV and drug education in schools became mandatory activities. This opened up opportunities to include life-skills, including HIV, education within existing curricular and co-curricular programmes.

Indonesia's most recent National AIDS Strategy and Action Plan (2010-2014), includes 4 major areas of concern:

1. Prevention, including improving the quality and availability of reproductive health services and understanding reproductive rights;
2. Provision of medication and comprehensive care, support, and treatment for people living with HIV and AIDS;
3. Impact mitigation to reduce the negative socio-economic impact of HIV and AIDS on people living with HIV and their families; and
4. Facilitate a conducive environment to strengthen management and institutional capacity.

According to the National AIDS Strategy and Action Plan (2010-2014), the role and responsibility of MoNE to provide preventative education which includes HIV prevention information in schools and other educational institutions.

However, while the need has been identified, there have been some key challenges in transforming policy into action. Two areas were identified as particularly challenging:

- Lack of inter-sectoral collaboration. Ministries run their own programmes leading to inevitable overlap.
- A limited number of teachers with comprehensive training in HIV education.
- Participants from Indonesia outlined an action-plan of how to move forward with implementing HIV into TVET. The plan involves four key steps:
 - Collaboration between UNESCO Office Jakarta, the National & Provincial AIDS Commission, MoNE and National teacher-training centres
 - HIV and AIDS issues become part of teacher-training
 - A focus on implementation to ensure that the national policy to prevent HIV and AIDS through education is transformed into a reality of competent teachers and well informed students
 - Development of training materials

CAMBODIA

In Cambodia, adult HIV prevalence declined from 1.2% in 2001 to 0.5% in 2009. Despite this, HIV affects all aspects of society and there is a recognised need for a holistic and multi-dimensional response. Ministries are working together with the private sector, national and international NGOs to strengthen their response. Ministry of Labour and Vocational Training (MoLVT) is a full partner and is responsible for HIV education within TVET institutions.

The overall response is guided by a National Strategic Plan 2011-15 which includes seven objectives:

1. Increase coverage, quality and effectiveness of prevention interventions;
2. Increase coverage and quality of comprehensive and integrated treatment, care and support services addressing the needs of a concentrated epidemic;
3. Increase coverage, quality and effectiveness of interventions to mitigate the impact of HIV and AIDS;
4. Ensure effective leadership and management by government and other actors for implementation of the national response to HIV and AIDS, at national and sub-national levels;

5. Ensure a supportive legal and public policy environment for the national response to HIV and AIDS;
6. Ensure availability and use of strategic information for decision-making through monitoring, evaluation and research; and
7. Ensure sustained, predictable financing and cost-effective resource allocation for the national response.

MOLVT is considering a Life-Skills Approach to HIV education which would be integrated into the curriculum rather than separate. They are planning to develop a curriculum which would be included into all training courses. Currently, in UNEVOC-TVET institution Preah Kossamak Polytechnic Institute (PPI), two teachers receive special training and are given a role to teach staff and students within the institution about HIV/AIDS. MoLVT plans to use this model in the 38 other TVET institutions across Cambodia. Each will send two representatives to a national workshop and subsequently develop their own implementation strategy. MoLVT will facilitate information sharing between these teachers and assist in the development of health promotion materials that can be used across the country.

Lao PDR

Lao PDR has a continuing low prevalence in the general population. Most recent estimates of prevalence are close to 0.2% among 15 to 49 year olds (2009) with the estimated number of people living with HIV (PLHIV) approximately 8000 (2009). There are concerns about future risks, particularly with increased mobility across borders and several emerging high-risk groups, which places Lao PDR on a continued alert of a new HIV threat.

In response to its precarious HIV situation the Government of Lao PDR has provided strong political commitment to support a multi-sectoral response. The latest National Strategic Plan for 2011-2015 outlines the following goals:

- Maintain the low level of HIV prevalence in the general population below 1%
- Ensure HIV zero-prevalence among most-at-risk population is lower than 5%
- Improve the quality of life of people infected and affected by HIV

Inherent in all of these goals is the need to scale up the national response including an investment in prevention. Educational institutions are identified as having an important role to play here, TVET is no exception. However, in the context of other challenges faced by the TVET sector, including lack of investment in TVET and lack of linkages with industry, this has not been given priority. Additionally, curriculums tend to be overloaded and there are demands from multiple stakeholders to include additional modules – in other words, the HIV agenda has other areas deemed as equally important to compete with.

Currently, the UNEVOC TVET Centre in Lao PDR organises an annual awareness workshop and provides information on HIV and AIDS in the library.

Sri Lanka

Sri Lanka has one of the lowest levels of HIV prevalence in the Region, at less than 0.1%. This is partly attributed to high literacy rates, relatively high status of women, good access to health care services and low STI prevalence. However, in a context of social and economic change, Sri Lanka recognizes the importance of investing in HIV prevention initiatives, especially in the face of emerging risk factors. 85% of current cases are reported to be spread through heterosexual contact. In all age groups males are at higher risk but the epidemic is also concentrated among male and female sex workers.

At a policy level, Sri Lanka has adopted two core plans for prevention:

- Increased coverage and quality of prevention interventions
- Increased coverage and quality of care, support and treatment intervention

To support the plans, four strategies have been adopted:

- Improved generation and use of information for planning and policy development
- Increased involvement of relevant sectors and levels of government in the response
- More supportive public policy and legal environment for HIV/AIDS control
- Improved management and coordination of the response

Key government bodies taking the lead in this area are the National AIDS Council (responsible for all aspects of HIV and AIDS activities), the National AIDS Committee (NAC) (responsible for coordinating activities and chaired by MoH) and National STD and AIDS control programme (NSACP).

Education for HIV prevention has been identified as strategic and compulsory modules have been integrated into the school curriculum. However, little attention has been given to TVET. The UNEVOC-TVET Centre looks forward to moving this agenda forward. Following this meeting, they will move to propose to introduce HIV awareness into the TVET interpersonal skills curriculum area.

“Everyone wants to implement something into the curriculum – ministry of education, ministry of health, ministry of defence - it’s already overloaded”



Identifying strengths and challenges to guide future planning

“Moving forward in this area requires a multi-prong approach. UNESCO-UNEVOC Centres can play a lead role in advocating for change.”

Country presentations outlined above helped participants to look critically at the context in which they are working. While countries represented all have a strong position on HIV and AIDS at a policy level, challenges are identified when it comes to transforming this policy into action. HIV Education has been shown to be successful in many instances, however mainstreaming good education for all students across all educational institutions is a serious challenge and requires high level guidance and commitment. When it comes to TVET, the challenge is potentially greater, given that this sector is typically under-funded and overseen by multiple government partners.

While high level challenges are evident, TVET institutions need to work within this context and advocate for their cause. During the presentations, table groups were asked to brainstorm what they saw as key strengths and key challenges in pushing this agenda forward. Groups were assigned four strategic areas relating to HIV programming: policy, curriculum, teacher-training and methodology. Strengths and challenges identified are illustrated in Figure 1. Following the presentations, groups were asked to draw on the strengths and challenges to identify a forward plan for three of these areas - policy, curriculum and teacher-training. These plans are outlined below.



A 'fish' metaphor is used in this activity. The strengths create the fins of the fish and the barriers are located on the waves that the fish must swim against to reach the desired outcomes.

CURRICULUM		TEACHER-TRAINING	
Strengths extra curricula multiple partners support from government needs identification integrated HIV curriculum existing models clear content address knowledge & behaviour	Challenges bureaucracy communication btw ministries financial support lack of human resources overloaded curriculum lack of data	Strengths selection criteria coordination among ministries Social organization Cross sectoral collaboration Existing models ICT resources Training of Trainers incentives peer education mentoring pedagogy Teacher-training	Challenges limited financial resources limited human resources Limited commitment from teachers training implementation gap generation gap btw teachers & students personnel shortages lack of relevant materials
POLICY		METHODOLOGY	
Strengths Commitment from government Law on HIV National strategy Steering committee Inter-department involvement Strong political system Experience in health and education Enabling environment Strong leadership	Challenges Lack of awareness about HIV Disparity between policy formulation and implementation Lack of cross-ministry coordination Low budget Lack of universal uptake Illegality of behaviour	Strengths Strategic planning Intersectoral consensus ICT applications Co-curricular activities Piloting before large scale Availability of technical info Evidence based	Challenges Financial constraints Lack of facilities Lack of monitoring & evaluation Decentralisation

Figure 1: Strengths and challenges in the areas of curriculum, policy, teacher-training and methodology

Policy Plan: Group presentation

Making change at a policy level is essential for effective and sustainable programming. However, policy mechanisms and government institutional structures mechanisms are complex and it can be difficult to implement change. Many governments work in a “siloe” approach, with different Ministries allocated discrete areas to work in. As HIV is a cross-cutting area it is necessary to work across ministries. In many countries, this has meant that HIV is the responsibility of more than one Ministry; however, partnership work to ensure maximum programming effectiveness is not always easy. Moreover, in many countries, TVET is also looked after by more than one Ministry (for example in Vietnam it is the mandate of both the Ministry of Education and Training and the Ministry of Labour, Invalids and Social Affairs).

Therefore, when working at a policy level, partnership work is key. Multiple Ministries need to be

involved in the conversation as well as technical experts, non-government partners and civil society. In this process, it is important for one party to take a leadership role and ensure commitment from all stakeholders.

Secondly, responsibility of implementation must be clearly stipulated. To have a policy is simply a first step, not a complete solution, implementation and sustainability are equally as important. Thirdly, planning must be based on clear objectives and on the realistic availability of human and financial resources. The issue is that many countries have policies but lack the financial and human resources to implement.

Moving forward in this area requires a multi-prong approach. UNESCO-UNEVOC centres can play a lead role in advocating for change. It is suggested that this meeting lead to a Call for Action to facilitate policy dialogue in a way that we can move this agenda forward.

Curriculum Plan: Group Presentation

Based on lessons learned, conceptual framework was developed for countries to use to develop or adapt curriculum to TVET. There is a need to include experts in curriculum writing. It was suggested that one UNEVOC Centre could be identified and review existing programmes.

When developing the curriculum, the following four objectives need to be met:

- Raise awareness of HIV and AIDS
- Prevent new infections
- Eradicate stigma and discrimination
- Build a productive, healthy nation
- Scope and framework

Curriculum should start with the basics but also provide more advanced modules. There is a plethora of existing research looking at what works in HIV Education – in terms of increasing knowledge and impacting behavior. This provides a valuable resource to draw on. Specifically, the recent International Technical Guidance in Sexuality Education, provides an overview of published research and explores characteristics of effective programmes. It also lays out what is considered as a basic minimum package for different age-groups.

Given the many different courses across the TVET system, the implementation of the curriculum materials needs to be flexible. Institutions should be able to choose whether HIV education would be included in induction, in different intervals during courses or at the end.

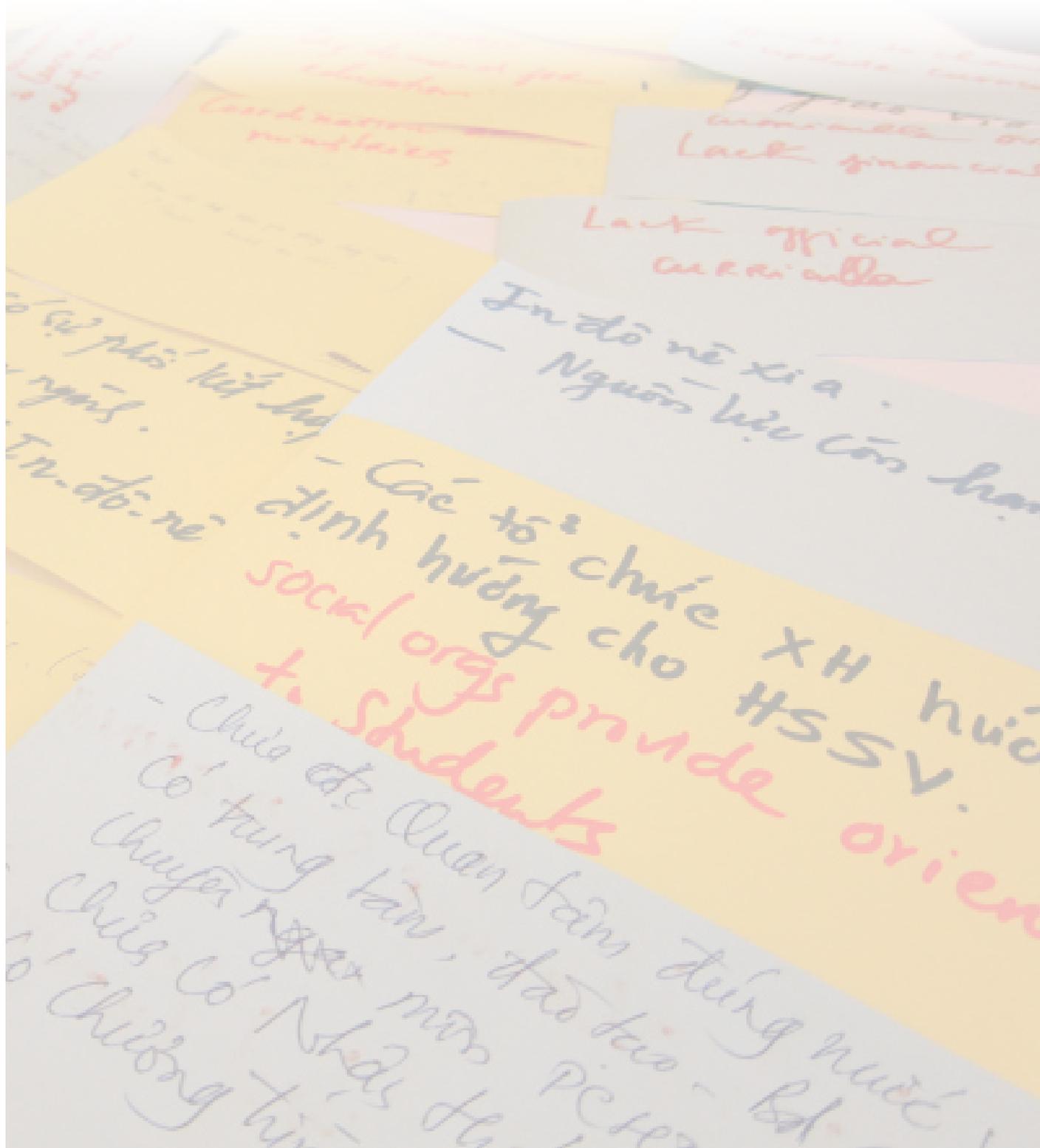
HIV education should be delivered through the formal curriculum and extra-curricular activities.

Teacher-Training Plan: Group presentation

Currently, most countries do not include HIV education in Teacher-Training for pre-service TVET teachers. Therefore, it is suggested that current and pre-service teachers are provided with comprehensive HIV education so that they are confident teaching this subject. Secondly, in line with what Cambodia is already implementing, countries could consider training specific focal points who would be responsible for HIV education within specific institutions.

Short-term objectives:

- Develop partnerships to encourage information sharing (between health and education)
- Develop a website specifically on HIV and TVET. This would serve as a platform among the participating UNEVOC Centres.
- Conduct a conference in the future focusing specifically on teacher training.
- Work hard to get support and 'buy-in' from Ministries.



Integration of HIV education into TVET Curriculum: Promising Case Studies

Case Study 1: Mongolia

Presented by: Zolzaya Demberel

Background

As a part of UNESCO's policy-related analytical work focused on education, a review on the education sector's response and readiness to HIV and AIDS was conducted in 2009. The review found that while at a policy level there is a goal to mainstream life-skills based health education at all levels of education, steps and actions toward this have been limited to secondary education settings. The TVET sector was identified as particularly weak in this area. This was a particular concern given that many of the young people enrolled in TVET are identified as from disadvantaged backgrounds. Investment in HIV education in this sector was identified as a priority.

Recently, the Government has initiated the process of restructuring TVET with the establishment of the Government Implementing Agency of TVET and formulation of new TVET-related policies. Within this reform, the entire TVET curriculum has been revised as a competency-based curriculum. Throughout this process of restructuring, UNESCO has worked closely with the Government to offer technical support and policy recommendations in line with UNESCO's mandate and priority. UNESCO has taken this opportunity to help develop the capacity of the sub-sector and provide informed recommendations through its country programme with particular emphasis on TVET.

Integrating HIV and Health education into the TVET sector

UNESCO has worked alongside the government in Mongolia to develop a strategic plan for integration of HIV preventive education into TVET curriculum under the broader umbrella of health education. This has been stipulated through the following strategic activities:

- Encouragement of a policy decision to integrate 'health' as a compulsory subject in TVET curriculum;
- Intensified advocacy efforts to integrate health education subject into TVET centres' training curriculum;
- Building a human resource base required for teaching the health education subject at TVET centres;
- Development, publication and distribution of health education teaching and learning toolkits, manuals and other materials for teachers and students of TVET centres; and
- Establishment of health cabinets and health counselling centres at secondary schools, TVET centres, universities and institutes.

Implementation of the strategic plan has been initiated by UNESCO in partnership with a national NGO, Mongolian Association of Social Work Educators, but includes multiple agencies including the Department of Higher and Vocational Education of MECS, the National Committee on HIV/AIDS and the Ministry of Health.

Based on findings of the situational analysis, first outline of a health education curriculum was prepared by a technical working group, reviewed by the project advisory team and sent to the Agency of TVET for their technical review. A request was sent to the Agency of TVET seeking to integrate health education as a stand-alone subject into TVET curriculum.

Challenges and lessons learned

There have been several challenges encountered in moving this agenda forward. Firstly, the already overloaded curriculum limits opportunities to deliver HIV education to students through curriculum. Secondly, existing sexuality education programmes already being delivered in secondary schools tend to be non-systematic or inadequate.

Future plan

The dedicated team in Mongolia plans to work against these challenges to ensure that comprehensive education is included in all TVET centres across the country. Future steps include plans to train health education instructors, a pilot of the developed curriculum resources, scale-up of the programme to all TVET Centres, facilitation of relevant policy decisions, encouragement of further non-formal, co-curricular activities to complement formal programme. Finally, given the wide range of national stakeholders involved in addressing this issue, communication needs to be maintained and facilitated to ensure sustainability of activities and outcomes.

Case Study 2: Vietnam

Presented by Hoang Thu Hien and Pham Tuyet Mai

In response to an identified need to implement health education, including HIV prevention education into TVET education programmes, Save the Children, Vietnam have worked in partnership with the General Department of Labour Invalids and Social Affairs (MoLISA) to develop, pilot and expand a programme for male TVET students in several TVET Centres across Vietnam.

The project was led by the following objectives:

- Improvement on awareness that leads to changes of behaviours
- Encourage change of gender based perceptions
- Ensure access to reliable information on HIV in Vietnam (while the internet is exploding with information, it is difficult to find correct or reliable information)

In the development of the curriculum, the team from Save the Children drew on existing materials from a successful programme initiative in Brazil, Program H. The Program H Initiative aims to positively influence safer sexual behaviors

through a focus on gender-equitable norms and behaviors. This was identified as appropriate for Vietnam, where cultural attitudes and conceptions about masculinity and sexuality continue to be very important. For example, for men are expected to demonstrate sexual prowess and have a range of sexual partners, there is also an expectation that they will drink alcohol. This leads to risky behaviour. The Program H materials, originally developed in Brazil, were adapted to be relevant to the Vietnamese context.

Programme activities included: education, edutainment, peer outreach, workshops with teachers/leaders, service referrals and condom distribution. Teachers are selected against several criteria, including their confidence to talk about sensitive issues, their enthusiasm for the project and their age – all teachers were required to be under-35, closer to the age of their students. The program was piloted in four schools across two provinces – Ho Chi Minh City and Quang Minh. Evaluation of the programme with a random sample of 800 male students found an increase in knowledge of HIV and gender-equitable attitudes, increased confidence to resist risky behaviour and increased condom use. Students who had been shy about talking about sexual health-related issues felt more confident talking to their peers and partners about HIV and other sexual health issues.

The programme package has been approved by MoLISA and a number of other vocational institutions have applied this in their training. However, there are a number of challenges, namely budget limitations which have restricted some institutions from implementing the project.

“This programme is the root for young people to change their attitudes and behaviours”

Day 3

The UNEVOC International Centre & Network

Presented by Teeluck Bhuwanee, Head, UNEVOC Network

The regional meeting provided a strategic platform for participants from UNESCO-UNEVOC and TVET Centres alike to look critically at the role of the UNEVOC network in the Asia Pacific Region, with a view to strengthening and broadening the network. Teeluck Bhuwanee, Head of the UNESCO-UNEVOC Network updated participants on the role of the network.

Established in 2002, UNESCO-UNEVOC acts through its UNEVOC Network Centres for the promotion of TVET, facilitating members to exchange knowledge and build partnerships. As of May 2011, there are 283 UNEVOC Centres in 167 countries. UNEVOC works in four main areas:

- **Knowledge sharing** – research, case studies, handbooks, discussion papers, best practices, meeting reports etc.
- **Policy influence through partnerships and interagency collaboration** – HQ, Regional, National UNESCO offices, member countries, Centres of Excellence
- **Training of Human Resources and Development** – Meetings, capacity development, policy implementation
- **UNEVOC Network(s) and online services** – e-forum, Portal, TVETipedia,

UNEVOC Online Services

Through UNEVOC's e-forum, members can obtain access to a range of resources and participate in forums and international networking and communication. There are currently 1750 members from 158 countries on the UNEVOC e-forum. It is a simple and effective means of sharing information and facilitating communication. Participants were encouraged

to sign up and several made a commitment to use the e-forum to initiate a broader discussion about implementing HIV into TVET Curriculum. Utilising the UNEVOC Network to influence policy

In light of ongoing discussions about the difficulty of implementing change at the policy level, Mr Bhuwanee demonstrated how the network can be drawn on to strengthen advocacy at a policy level (see Figure 2).

Challenges

- How to provide a more dynamic environment for communication and collaborative action and make it sustainable?
- How to provide support and encouragement especially in developing countries where Centres are limited in means?
- How to make the Networks provide a means of political representation and effectively influence policy?
- How to engage in policy dialogue, planning and possible re-engineering of the Network?
- How to facilitate and promote meaningful change, built upon reliable data obtained from UNEVOC Centres themselves?
- How to create sub-regional networks and influence policy at both national and sub-regional level?

Concluding remarks

UNEVOC has the aim to become a Community of Practice (COP) - a platform from which network members can reflect critically on their practice and work together to improve the sector. While the UNEVOC Centre in Bonn has a role of facilitating the network, like all partnerships, members, i.e. TVET institutions have key roles and responsibilities to fulfil in order to maximize the effectiveness of the network.

Stage of the policy process	Key objectives for actors aiming to influence policy	How UNEVOC networks can help
Agenda setting	Convince policymakers that the issue does indeed require attention	Marshall evidence to enhance the credibility of the argument, Extend an advocacy campaign, Foster links among researchers, CSOs and policymakers
Formulation	Inform policymakers of the options and build a consensus	Collate good-quality representative evidence and act as a 'resource bank', Channel international resources and expertise into the policy process, Build long-term collaborative relationships with policymakers, Bypass formal barriers to consensus
Implementation	Complement government capacity	Enhance the sustainability and reach of the policy, Act as dynamic 'platforms for action'
Evaluation	Collate quality evidence and channel it into the policy process	Provide good-quality representative evidence and feedback, Link policymakers to policy end-users

Figure 2: Drawing on the UNEVOC Network to strengthen advocacy at a policy level

“When more people are involved in the cluster, they have greater power to influence policy-debates and make change.”



Activities of the UNEVOC TVET Centres: Country Presentations

Following from Teeluck Bhuanee's presentation, countries were asked to present on the activities of their UNEVOC Centres. Below is a short summary of each presentation.

Indonesia

*Faculty of Technology and Vocational Education,
Indonesia University of Education
(FPTK UPI)*

Indonesia University of Education (UPI) is a State Chartered University (UPI BHMN). UPI has seven faculties, one Graduate School, five Local Campuses, 1.200 lecturers and 37.000 students. Within this university, the Faculty of Technology and Vocational Education (FPTK) employs 178 fulltime lecturers, totally has 3000 students, distributed in 15 study programmes. Core development targets for FPTK include:

- Making TVET teacher education relevant for the labor market and for social and economic development
- National and international TVET research and knowledge creation and exchange
- Contributing to quality development in TVET (quality teacher education, development of work-process oriented TVET, vocational standards, etc.)
- Enhancing national cooperation between TVET stakeholders (teacher education, schools, companies)
- Involving in ASEAN qualification framework development

FPTK has been involved in several international partnerships and collaborations in the past decade. In 2010, it became a member of the UNEVOC network. The faculty has a high dedication because of process of internationalization and past intensive cooperation of a long-term consultant with UNEVOC International Centre, Bonn.

Potential contributions to the UNEVOC network include: Offering to coordinate regional research and development activities - recently implemented the first Indonesian TVET Research Centre; organization of bi-annual conferences in partnership with UNESCO UNEVOC to facilitate knowledge exchange; and implementation of HIV education through FPTK's curriculum.

The Center for the Development and Empowerment of Educators and Educational Personnel (PPPPTK BMTI)

PPPTK's function is to preparing development and empowerment programmes for TVET educators and educational personnel from all over Indonesia. They run 43 training programmes in six areas. With facilitation from the UNEVOC Centre, PPPTK plans to design and implement training models and team teaching for the integration of HIV/AIDS issues in six PPPPTK training areas (2 hours in every training programme). PPPTK also plans to work with over 10,000 school principals in their training programmes over the next three years. Therefore there is large traction if an issue wants to be pushed.

Cambodia

Preah Kossamak Polytechnic Institute (Ppi)

Established in 1965, PPI strives to be a Centre of Excellence for Technical Vocational Education and Training, at the forefront of the TVET sector of Cambodia in a number of selected technical areas of TVET. Their objectives include:

- To be responsive to the growing demand from the industries and community for new educational products and services.
- To develop technology and management systems for both innovation and efficiency.
- To attract new customers and ensure customer satisfaction.
- To design and deliver training that meets customer's needs.

- To provide a whole range of services that enhance quality of teaching and learning to meet the needs of labor market in the regime national and international level.

UNEVOC related activities to date include the receipt of documents from the UNEVOC Center, Bonn (including technical book, curriculum design book), joining the current regional consultation in Ha Long Bay Vietnam and sharing ideas with UNEVOC Center from other countries, facilitated by UNEVOC Centre in Bonn.

Challenges that stand in the way of engagement with the UNEVOC network are identified as lack of a clear communication channel, lack of information regarding availabilities of the UNEVOC Centre and lack of communication and consensus with other members of the UNEVOC network.

Lao PDR

Vocational Education Development Centre (VDEC)

The following are the activities of the Vocational Education Development Centre (VDEC):

- TVET curricula and instructional media development
- Printing & Delivering of printed materials
- In-service Training of Trainers and school managers
- Pre-service TVET Teachers (HD & BA)
- Research & Analysis on TVET
- Professional and Pedagogical Services
- Professional up-gradation and skills testing for TVET teachers (future plan)

VDEC has been a member of UNEVOC Centre in 1998. It has established a 'UNEVOC centre within its centre'. UNEVOC related activities to date include: curriculum and instructional media development, research, Training of Trainers, development of a TVET resource center and clearinghouse, exchange of teaching and learning materials and participation in regional meetings. VDEC has received materials and an

award from UNEVOC Centre Bonn. Under the leadership of UNEVOC Global Office, VDEC hopes to strengthen expand the network through the whole country.

Sri Lanka

The UNEVOC Centre in Sri Lanka has been involved in the network for some time and has shown commitment to date and enthusiasm for future engagement. The University of Vocational Technology (Univotec) formally known as National Institute of Technical Education of Sri Lanka (NITESL) was established in 2009. Their main objective is to provide opportunities and pathways for students to move upward with career progression.

Centres have engaged in UNEVOC activities in the following ways:

- Web page of TVEC website is embedded with UNEVOC scope, objectives, plans etc.
- The delegates who participated China for UNESCO-UNEVOC seminar proposed to include in a page for UNEVOC in TVEC website.
- At present the website has its corporate level aspects of UNEVOC.
- Communication between UNEVOC Sri Lanka, UNEVOC head office in Bonn and other UNEVOC centers.
- Looking forward to have a stronger link between other UNEVOC members

Malaysia

Universiti Tun Hussein Onn Malaysia (UTHM)

Due to its achievements in producing qualified polytechnic lecturers and its recognised capability, UTHM was officially awarded the status as a public university in 2000. Subsequently, UTHM has become a lead polytechnic centre providing regular consultation for Malaysia Vocational Council, Ministry of Education and Ministry of Higher Education. UTHM aims to produce graduates who will meet the demand for highly

qualified professionals in the field of engineering and technology. The university conducts post-graduate, bachelor and diploma level courses in civil, mechanical, electrical engineering and Technical and Vocational Education with specialisations in 34 different areas.

UNEVOC-related activities to date include: Collaboration with the international community – UTHM has a memorandum of understanding with Germany, Indonesia and Jordan, an international conference on TVET with support from UNESCO office in Bangkok in 2006. UTHM recognizes the opportunities that UNEVOC offers to share ideas and information in the area of TVET.

Vietnam

There is a concern in Vietnam that higher level officials have no idea about the UNEVOC Network even though it was established some time ago. It was reported that within the Region, UNEVOC activities have deteriorated over the past five years. This corresponds with a lack of UNESCO UNEVOC staff at the national coordination level. There is a need for greater technical expertise in the area of TVET and a focal point in the national office would be very helpful.

One of the key challenges that stand in the way of developing TVET UNEVOC Centres in Vietnam is the lack of human resources. There are no staff specifically dedicated to UNEVOC activities and while some are asked to take this role as part of their workload, they have many demands already. A second major challenge is the poor foreign language capacity – if staff lack English proficiency, it is very difficult for them to effectively participate in the network. Finally, there is no financial support for the specific activity related to HIV/AIDS integration in the TVET curriculum.

The bottom line is that institutions do not understand what UNEVOC is and they do not understand the benefits that they will receive if they agree to become a centre.

Recommendations include:

- Investment in expert support staff at the

local UNESCO office. It is necessary that the national UNESCO office in Ha Noi must have a TVET expert, especially given that TVET is a key to developing the workforce in developing countries.

- Choose a centre to take the responsibility of the network in Vietnam and ensure they have adequate funding and support to take the lead in this initiative.
- Conduct a case study, for example about the outcomes of post-secondary students.
- Provide the Centre with guidelines in local language about how TVET institutions can become UNEVOC Centres – what does it require and what are the benefits?



Strategies: Strengthening performance & effectiveness of the UNEVOC Network

At present, the UNEVOC network is not playing a very active role in the Asia Pacific Region. As a group, participants brainstormed several strategies to strengthen the network and increase effectiveness. Strategies are summarised below.

INCREASE VISIBILITY OF THE NATIONAL UNEVOC CENTRES

Branding or re-branding of our TVET system
Promotion of the website – increase web-presence of each UNEVOC centre

STRENGTHEN PARTNERSHIPS

- Cooperation among UNEVOC centres facilitated by UNEVOC Bonn
- Capacity building for UNEVOC network members
- Promote and increase the role of industry in the network
- Provide more information about UNEVOC to TVET partners
- Link UNEVOC officers to HIV focal points in UNESCO
- Encourage communication with national stakeholders
- Utilise the UNEVOC e-forum more regularly
- Create a sub-regional UNEVOC Lead Centre, nominating different countries to work together on specific themes that concern the sub-region.

COUNTRY-LEVEL ACTION

- Organise national activities (organized by national UNEVOC centres)
- “for example organize a national meeting to discuss the Commitment to action”

“We have visibility issues – we are not seen...we need strategies to make ourselves more visible in the country”

DISSEMINATION OF GOOD PRACTICES

- Publication of good practices in different areas by UNEVOC Bonn.

SEEK UN SUPPORT

- UNEVOC Centres can contact their Country UNESCO offices in the first instance to seek support and advice. If it is appropriate, country offices will then communicate with Regional offices for higher-level support.
- TVET is a big part of the Education, Policy and Review unit within the Regional UNESCO office. There may be opportunities to provide support. However, importantly, UNESCO country-offices must be the point of contact in the first instance.

Key Outcomes & Future Actions

The four-day meeting was successful in building partnerships between colleagues working in TVET throughout the region, reinforcing the role of UNEVOC Centres throughout the region and making commitments to the incorporation of HIV education in TVET. Participants also developed and endorsed a range of strategies to increase performance and effectiveness of UNEVOC Centres in the region.

Key outcomes of the meeting are summarised below:

STRENGTHENING PARTNERSHIPS

The UNEVOC Network exists so that TVET institutions can share knowledge and experiences regarding all aspects of TVET. As such, the meeting provided a valuable opportunity for the participants from the seven countries to build partnerships, strengthen existing networks, and share experiences. Each country participant presented the current national HIV and AIDS policy status, including policy on HIV education and whether HIV is incorporated into the TVET curriculum.

SHARING PROMISING PRACTISE

Two countries – Vietnam and Mongolia shared stories of promising programmes in which HIV education has successfully been integrated into TVET programmes. In this context, countries looked at how TVET institutions, Government and development partners can work together to make progress in this area. Countries considered national plans but also plans to work together to advocate for greater attention and resourcing to be given to this area.

STRENGTHENING THE UNEVOC NETWORK

The meeting provided a platform for countries to reflect on the role of the UNEVOC Network Centres in the Asia Pacific Region. Currently with 283 UNEVOC TVET institution members in 167 countries, the UNEVOC network facilitates TVET institutions to share knowledge and strengthen the TVET sector at a policy and practice level through partnerships and collaboration.



Meeting participants were updated on current and future initiatives of the UNEVOC network. Two additional points are worth a special mention here. One is the message that a network cannot work without active, committed members, who are prepared to sacrifice some of their precious time to its activities. Members were reminded to make the most of the network and to utilize its resources to strengthen their work. Secondly, UNEVOC Centres need to engage in national and sub-regional activities, especially at policy level, to demonstrate that TVET institutions have a crucial and strategic role to play in changing people's attitudes to technical and vocational education and training. In many countries, TVET is still seen by potential students and their parents as an inferior choice or a 'last resort', despite providing critical skills for the future labour force. In order to build the profile of TVET, this image needs to be challenged.

STRENGTHENING REGIONAL ACTIVITIES

Laos, Indonesia and Malaysia have made a commitment to lead activities that will strengthen the network. Participants also agreed to make use of UNEVOC's innovative online tools, including the e-forum. Several participants agreed to initiate an international conversation on the e-forum about integrating HIV education into TVET, as a means to seek advice from UNEVOC Centres around the world who have already made progress in this area.

COUNTRY LEVEL ACTION

Participants from Laos and Vietnam have agreed to work with their National Commissions and with UNESCO country offices to organise a national-level consultation. All stakeholders in the country will be encouraged to be involved in this.

INTEGRATING HIV EDUCATION INTO TVET

This was the first Regional meeting with a focus on HIV Education in TVET. From extensive consultation with participants, it is clear that there are many challenges facing the TVET sector, and HIV education is just one of the areas that needs to be given priority. However, this is a critical area and as such, participants agreed to advocate for inclusion of HIV education in all TVET programmes.

COMMITMENT TO ACTION

In order to make progress in this area, a strong commitment is needed from all stakeholders. As such, participants jointly drafted and endorsed a *Commitment to Action on Strengthening the HIV and AIDS response through TVET*. This includes commitments to:

- Enhance the visibility of UNEVOC TVET Centres;
- Strengthen communication and collaboration with relevant stakeholders at national, regional and global levels;
- Organise and actively participate in national and sub-regional network activities on TVET issues;
- Show leadership at a sub-regional level of specific themes; and
- Identify and share good practice through various UNEVOC Network portals.

A full version of the Commitment to Action can be found in Appendix Four.

Participants look forward to continuing to work together to strengthen the visibility and effectiveness of UNEVOC TVET Centres in the Region, an important step in strengthening and developing the TVET sector as a whole.

“As a UNEVOC centre, you must not work alone, you must see yourself as a national entity and you must engage the national partners. If we create the synergy, it is going to work better.”

Appendix 1: Participant Details

No	Name	Institution	Email
1	Hing Sideth (Mr)	Deputy Director of DTVETM, Cambodia	dtvetm@yahoo.com
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12	Mishigjav Buurunkhii (Mr)	Agency of TVET, the Government Implementing Agency, Mongolia	bmishigjav@yahoo.com
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40	Truong Thi Thuy Van	Department of Education - Quang Ninh	
41	Pham Anh	Department of Education - Quang Ninh	
42	Nguyen Thanh Hien	Department of Education - Quang Ninh	

Appendix 2: Agenda

AGENDA

Consultation meeting on effective engagement of UNEVOC Network in national responses to prevent HIV and AIDS in the scope of TVET in the South East Asia region

Monday, 20 th June 2011 Arrival in Ha Noi		
For UNEVOC delegates from overseas: Arrival in Hanoi on 20 June and Check in <u>Indochina II Hotel</u> (Address: 40-42 Lo Su Street, Hoan Kiem district, Ha Noi); Telephone: (84-4) 3824 3804		
Tuesday, 21 st June 2011		
08:30 – 11:30	Travel by coach from Ha Noi to Ha Long Bay	Responsible:
11:30 – 14:00	Registration, Check-in at the hotel and lunch	UNESCO Ha Noi
Session 1: Chaired by UNESCO Ha Noi OPENING CEREMONY The objectives of the session are to: <ol style="list-style-type: none"> 1) welcome participants and officially open the meeting, 2) present and discuss the meeting objectives, 3) adopt the agenda Expected outcome: Participants will have a clear understanding of the seminar objectives and take stock of the prevalence of HIV/AIDS in South East Asia and on the need to review the present TVET sub-sector as a response.		
14:00 – 14:45	Welcome and Opening remarks <ul style="list-style-type: none"> • Opening speech – Vice-Minister MOET (TBC) • Representative UNESCO Ha Noi • Representative UNAIDS • Representative – ILO • Statement by Dr Hoang Ngoc Vinh, General Director, Dept. for Professional Education, MOET • Introduction and scope of the meeting, objectives and expected outcomes (Teeluck Bhuwanee, Head of UNEVOC Networks, Bonn) • Short introduction of the participants 	
14:45 – 15:00	Photo Session & tea/coffee	
Session 2: Chaired by UNEVOC Centre Plenary session: Keynote Presentations on TVET and HIV and AIDS Objectives: to increase understanding of educational issues and challenges that AIDS epidemic imposes on the demand for the world of work Expected Outcome: All participants have a good view of actions, initiatives, and challenges in connection with TVET and HIV/AIDS in different countries of SE Asia.		
15:15 – 15:30	- Presentation concerning HIV and AIDS policy, issues and concerns and good practices at the sub-regional level	Justine Sass Regional HIV and AIDS Adviser for Asia and the Pacific
15:30 – 17:30	- Viet Nam presentation and discussions - Mongolia presentation and discussions	MOET UNESCO Beijing

Wednesday 22nd June 2011 (MODIFIED AGENDA)

Plenary session: Country presentations on approaches in integrating HIV and AIDS issues into national TVET planning and management: Challenges and Lessons Learnt about UNEVOC Centres' involvement and commitment with regards to HIV/AIDS

Objective: to examine ways of the HIV and AIDS policy implementation within the National TVET Systems in the South East Asia region and how UNEVOC Centres

- Harness the energy of young people for an HIV prevention revolution;
- Revitalize the push towards achieving universal access to HIV prevention, treatment, care and support by 2015;
- Make HIV programmes more cost effective, efficient and sustainable;
- Promote the health, human rights and dignity of women and girls; and
- Ensure mutual accountability in the AIDS response to translate commitments into action.

Expected Outcome: All participants share good practices, and identify capacity building opportunities and ways to strengthen partnerships in providing a more effective response to HIV/AIDS at the national level. All participants have shared good practices and innovative experiences on how TVET has been effectively engaged in national responses to prevent HIV and AIDS, and discuss ways to establish a framework for future work of the UNEVOC Network with regards to the best response to the HIV/AIDS pandemic.

08:30 – 08:45	Recap of previous day proceedings	<u>Reporteur</u>
08:45 – 10:15	<p>(15 minutes for each presentation)</p> <ul style="list-style-type: none"> - Department of Polytechnic and Community College Education (UNEVOC Centre – Malaysia)/ Universiti Tun Hussein Onn Malaysia, Faculty of Technical Education (UNEVOC Centre – Malaysia) - Indonesia University of Education, Faculty of Technology and Vocational education (UNEVOC Centre – Indonesia)/ PPPPTK BMTI The Centre for the Development and Empowerment of Educators and Educational Personnel (UNEVOC Centre – Indonesia) - Group work task – strengths and challenges in four areas: Policy, Curriculum, Methodology, Teacher Training - Ministry of Science and Technology, Department of Technical and Vocational Education (UNEVOC Centre – Myanmar). - Inter-department Committee on HIV and AIDS and direction for TVET & HIV - Group work task – strengths and challenges in four areas: Policy, Curriculum, Methodology, Teacher Training 	<p><u>Malaysia</u></p> <p><u>Indonesia</u></p> <p>All participants</p> <p><u>Mongolia</u></p> <p><u>Vietnam</u></p> <p>All Participants</p>
10:15 – 10:45	<u>Tea/Coffee Break</u>	
10:45 – 12:00	<ul style="list-style-type: none"> - Preah Kossamak Polytechnic Institute (UNEVOC Centre – Cambodia)/ Department of Technical and Vocational Education and Training Management DTVETM (UNEVOC Centre – Cambodia) - Vocational Education Development Centre, Human Resource Development Centre (UNEVOC Centre – Lao People's Democratic Republic) 	<p><u>Cambodia</u></p> <p><u>Lao</u></p>

	<ul style="list-style-type: none"> - University of Vocational Technology, Faculty of Training Technology (UNEVOC Centre - Sri Lanka)/ TBC - Ministry of Vocational and Technical Training, Tertiary and Vocational Education Commission (UNEVOC Centre – Sri Lanka) - Group work task – strengths and challenges in four areas: Policy, Curriculum, Methodology, Teacher Training 	<p><u>Sri Lanka</u></p> <p>All participants</p>
12:00 – 14:00	Lunch	
14:00 – 16:00	Reviewing the results: What are the key strengths and barriers in the four areas identified? Group presentations	All Participants
16:00 – 16:30	<u>Tea/Coffee break</u>	
16:30 – 17:30	Group work – Sharing experiences - Lessons learnt - and discussion on recommendations and the actions to be taken at national and sub-regional level by UNEVOC Centres	All Participants

Thursday 23 rd June 2011		
08:30 – 08:45	Recap of previous day proceedings	Rapporteur
08:45 – 10:30	Chaired by UNEVOC centre <ul style="list-style-type: none"> - The UNEVOC International Centre and the Network - Discussion on the International Centre and future perspectives 	Teeluck Bhuwanee All Participants
10:30 - 11:00	<u>Tea/Coffee Break</u>	
Session 4: Chaired by UNEVOC centre Plenary session: The UNEVOC Network: Roles and responsibilities of the National UNEVOC Centres Objective: to review and clarify the respective roles and responsibilities of the National UNEVOC Centres as being part of the Global UNEVOC Network Expected Outcome: All participants have a shared vision of their roles and responsibilities, and identify follow up actions to improve institutional capacities.		
11:00-12:00	<ul style="list-style-type: none"> - Presentation of activities of the UNEVOC Centres 	<u>Cambodia</u> <u>Indonesia</u> <u>Lao</u> <u>Malaysia</u>
12:00 – 14:00	Lunch	
12:30 – 16:30 Lunch - visit of Ha Long Bay		

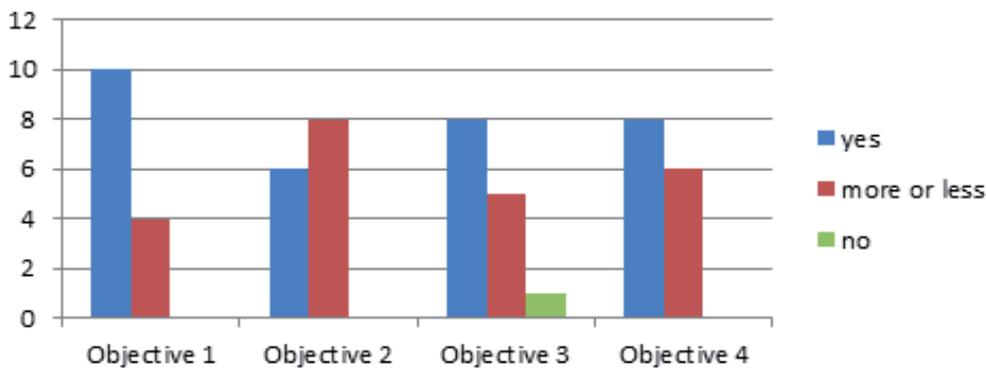
Friday, 24th June		
08:30 – 08:45	Recap of previous day proceedings	Rapporteur
16:30 – 17:30	<ul style="list-style-type: none"> - Presentation of activities of the UNEVOC Centres continue - Discussions - Questionnaire on role of UNEVOC Centres discussed 	<u>Myanmar</u> <u>Sri Lanka</u> <u>Vietnam</u> All participants
08:45 – 10:00	Group work : Role of UNEVOC centres: Questionnaire	
10:00 – 11:00	<p style="text-align: center;">Chaired by UNEVOC centre</p> <p>Plenary – Group presentations and discussions covering issues:</p> <ul style="list-style-type: none"> - Strategies to strengthen performance and effectiveness of the UNEVOC Network in South East Asia region - Networking and dissemination of good practices in South East Asia region - Strengthening the Network – the way forward - Identification of a sub-regional Centre for co-ordination of activities in the sub-region 	Group 1 Group 2
11:00 – 11:15	Tea Break	
11:15 – 12:30	<p>Closing Ceremony: Chaired by Hanoi UNESCO Office</p> <ul style="list-style-type: none"> - Summary outline of emerging issues, challenges and opportunities of the UNEVOC Centres in the process of HIV and AIDS policy implementation within the National TVET Systems in the South East Asia region - Closing remarks - Closing remarks 	Rapporteur Teeluck Bhuwanee - UNEVOC MOET – UNEVOC Centre
Departure to Ha Noi		

Appendix 3: Meeting evaluation

APPENDIX 3: MEETING EVALUATION (N=14)

OBJECTIVES

Did you think the specific objectives for the workshop were achieved?



[Objective 1: Collect the most up-to-date information and lessons learned on successful approaches to integrating HIV & AIDS issues into National TVET planning and management

Objective 2: Identify best practices which show-case innovative experiences on how TVET has been effectively engaged in national responses to prevent HIV & AIDS

Objective 3: Establish a framework for future work of the UNEVOC Network aimed at improving the availability of learning and teaching resources and innovatory tools

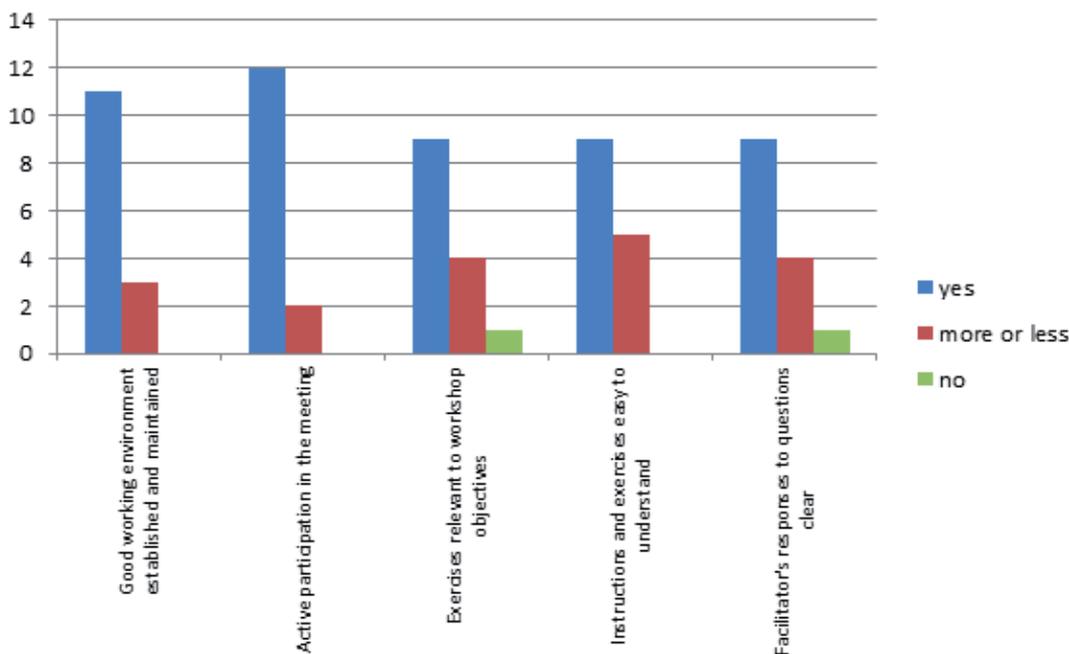
Objective 4: Review and clarify the respective roles and responsibilities of UNEVOC Centres in the region and information updated.]

Comments:

Successful achieved!

The network is not working in Asia region

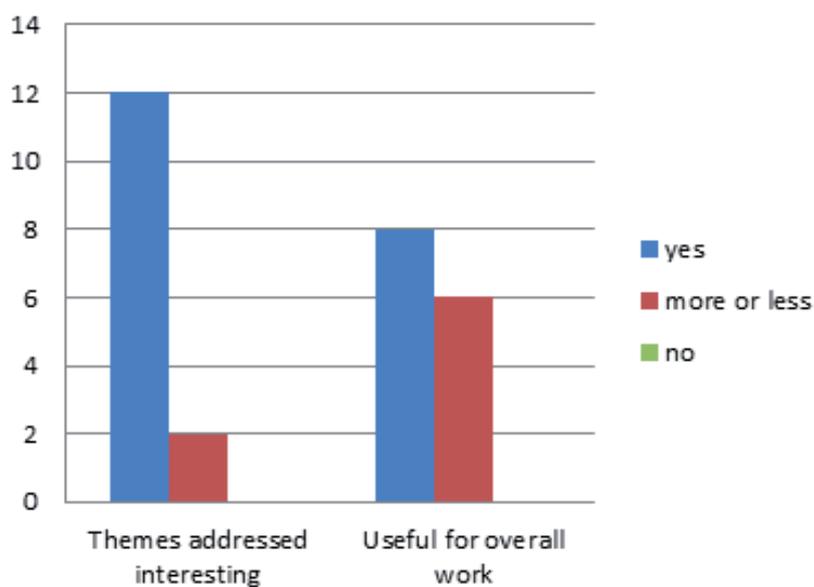
METHODOLOGY



Comments:

Methodology needs improvement. Systematic methodology needed. Our needs are not met.
Should have reflective session at the end of every activity. A workshop module should be produced in which the objectives of every activity are clearly stated
Good!
More group work and might be done in a separate room

CONTENT



Comments:

Content also needs improvement.
Because of bureaucracy we can't get HIV into the curriculum. The support offered will not satisfy.

Appendix 4: Ha Long Bay Commitment to Action

Ha Long Bay Commitment to Action

Strengthening the HIV and AIDS response through Technical and Vocational Education and Training (TVET) Ha Long Bay, Vietnam -21-24 June 2011

Preamble

Nearly all countries in the world have committed to advancing progress on education, health and poverty reduction through the Millennium Development Goals (MDGs), and put in place relevant national strategies. These include halting and reducing the spread of HIV, and ensuring learning opportunities for every child.

As the fundamental purpose of technical and vocational education and training (TVET) is to prepare youth for the transition from school to work and equip them with capabilities to broaden their opportunities in life, it plays a critical role in economic and social development and national responses to AIDS.

The United Nations Educational, Scientific and Cultural Organization's International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) and UNESCO Hanoi organized a consultation meeting with representatives from Cambodia, Indonesia, Laos, Malaysia, Mongolia, Sri Lanka, and Vietnam in Halong City, Viet Nam from 21 to 24 June 2011. The meeting aimed to identify and resolve challenges and look at possible sustainable strategies to tackle HIV and AIDS issues through TVET.

Country presentations and group work enabled the sharing of good practices, the identification of capacity-building needs and opportunities, and agreement on areas where actions can be taken most productively.

The 45 participants from 7 countries, including directors and policymakers, curriculum specialists, teacher trainers, development partners, civil society organisations, and representatives from UNEVOC centres pledged commitment to strengthening the integration of HIV and AIDS into the TVET sub-sector, particularly in the South East Asia sub-region.

The UNEVOC Centres commit themselves to:

- Enhancing the visibility of the centres
- Strengthening communication and collaboration with relevant stakeholders at national, regional and global levels
- Organising national and sub-regional network activities on TVET issues, and actively participating in events organised by the UNEVOC Network
- Leading at the sub-regional level on specific themes (e.g. Indonesia and Laos on the integration of HIV into TVET)
- Identify and share good practice through various portals

All of the participants commit themselves to taking the following national, regional and international actions:

NATIONAL ACTIONS

In order to promote the integration of HIV into the TVET sector, we request:

GOVERNMENTS

- To promote a holistic and inclusive approach to integrating HIV and AIDS in the TVET sub-sector that addresses policy, curriculum, teacher education and monitoring of progress and outcomes.
- To adopt and apply appropriate policy and legal frameworks that will enable the introduction and/or scaling up of existing good practices integrating HIV into TVET.
- To prepare TVET national plans, guidelines, and/or strategies and strengthen public-private and civil society partnerships to support the full implementation of the policy.
- To develop or change/innovate their national curriculum and curriculum frameworks, methodologies and assessment tools that build knowledge, skills and positive attitudes on HIV and AIDS.
- To build the capacity of managers, curriculum developers and implementers (teachers, facilitators, teaching/learning material developers) to address HIV and AIDS in TVET
- To promote cooperation, and effective communication within and among sectors (such as National Aids Commission, education, health, social welfare and finance)
- To mobilise and/or allocate effectively resources for HIV and AIDS in TVET, including from public and private sectors and development partners.

CIVIL SOCIETY ORGANIZATIONS/COMMUNITY

- To network and promote social dialogue to facilitate the sharing of information and experiences on the integration of HIV into TVET
- To reinforce the relationship between TVET institutions and communities, support non-formal education and create synergies between formal and non-formal education and training.

INTERNATIONAL AND REGIONAL ACTIONS

We call on

UNESCO Offices and UNEVOC International Centre

- To distribute to all Member States in Asia the Ha Long Bay Commitment to Action and the Final Report of the Consultative meeting and monitor progress of agreed actions.
- To assist countries in standard setting, quality assurance, policy dialogue, teacher education and developing materials and monitoring and learning assessment tools on HIV education in TVET
- To facilitate networking and cooperation among TVET stakeholders within the South East Asia sub-region and with other regions through information and experience exchange, study visits, south-south cooperation;
- To promote the South East Asia Community of Practice in UNEVOC Centres as a platform to facilitate

policy and social dialogue and collective action on education, training and curriculum issues linked to the integration of HIV and AIDS in TVET

- To engage in advocacy and awareness raising related to HIV education in TVET through meetings, the use of ICTs and other channels as well as at the Third International Congress on TVET (Shanghai 2012)

UN AGENCIES and other bi-Lateral and multi-lateral partners

- To work together with the UN System and in the framework of UNDAF and in other areas of cooperation to develop the necessary synergies to enhance learning on HIV and AIDS, in both formal and non-formal education and training.



Ha Noi Office
Office of the Representative to
the Socialist Republic of Viet Nam
Văn phòng Hà Nội
Văn phòng Đại diện tại nước
Cộng hòa Xã hội Chủ nghĩa Việt Nam

United Nations
Educational, Scientific and
Cultural Organization
Tổ chức Giáo dục,
Khoa học và Văn hóa
của Liên Hợp Quốc



Viet Nam
Ministry of Education and Training



UNEVO

United Nations
Educational, Scientific and
Cultural Organization
International Centre
for Technical and Vocational
Education and Training

Ha Long Bay, Viet Nam, 21 - 24 June 2011

CONSULTATION MEETING ON EFFECTIVE ENGAGEMENT OF UNEVOC NETWORK IN NATIONAL RESPONSES TO PREVENT HIV AND AIDS IN THE SCOPE OF TYET IN THE SOUTH EAST ASIA REGION

