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Vocational education and training for youth

Youth transition from school to work, and from childhood to adulthood, is a major challenge for both families and education authorities. Securing the dividends from educational progress and demographic changes requires effective education and training strategies as well as consistent cross-sector policies.

In October 2007, UNESCO hosted the *Youth Forum* as part of its General Conference in Paris. This meeting provided an opportunity for young people to express their concerns, give their ideas and make recommendations on issues that affect them. The discussion placed special emphasis on education and economic development, a key dimension in the transition from school to work. It also focused on science and technology for sustainable development – an issue particularly sensitive to young people.

Worldwide, the situation of young people is a concern for society and a matter for both national and international policy debate. The UN defines 'youth' as between the ages of 15 and 24, corresponding to the complex

period of transition from school to work and from childhood to adulthood.

As a result of education expansion, the transition from school to work is taking place later as young people study for longer. Yet, despite significant progress in school participation and training, youth unemployment remains a major problem. Young people still face serious difficulties in integrating with the labour market, even in those countries where the numbers of young people have fallen due to demographic change. The transition from school to work is therefore an important and active area for public policy, and a fertile research field for investigating social and educational change.

A changing world

Globalization has had profound effects on labour markets. While some countries have benefited from more international competition and trade, others have suffered increased unemployment and under-employment.

Youth migration constitutes another dimension of globalization, and is particularly acute in small island developing states where the domestic labour market offers few job opportunities. Yet, at the same time, migration and the transfer of knowledge, ideas, skills and technology through the return of migrants and general mobility are increasingly recognized as valuable, sometimes vital, contributions. Turning migration into an effective



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editorial

Managing transitions for youth

"**Y**OUTH is full of pleasance", wrote William Shakespeare, the English poet (1564-1616). But not all youth see the world in quite the same way. Nor do all planners, for whom provision of appropriate opportunities is a major challenge.

The articles in this issue of IIEP's Newsletter focus on two major dimensions. The first is the scale and nature of education and training for youth. IIEP is committed to the goal of Education for All (EFA), and is very mindful that progress towards the goal, especially in the form of expanded primary enrolments, increases the pressures on governments to expand secondary education. In turn, this raises sharp questions: what sorts of secondary education can be afforded by whom? And second, just as the 2000 World Education Forum in Dakar considered the question "After primary education, what?", planners must equally consider the question "After secondary education, what?"

The standard ideal answer to the latter question from many families and policy-makers would be "stable, fulfilling and well-remunerated employment". But the image that this ideal can be widely realized has long been shattered, even in many industrialized countries. Some parts of the world never seem to have established this ideal; and others, which in the past have had stronger comfort zones, are finding themselves abruptly challenged by the changing tides of globalization.

These patterns require IIEP and its partners to retain an open mind on many issues. Just as youth itself can be a period of identity crisis for the adolescents and young adults, so the education and training sector which aims to serve these youth faces comparable identity challenges. Technical and vocational education, once widely advocated, was later downplayed because of its high costs compared with more general education, and is now again receiving more international policy attention in different forms. The qualitative crisis faced by many primary school systems as a result of thrusts towards universalization has required many secondary schools to undertake remedial primary schooling; and the need to add to the curriculum elements such as education for HIV and AIDS further strains capacity.

These observations, elaborated upon in the various articles, show that Shakespeare's description of youth being "full of pleasance" can only be true in some circumstances and for some of the time. For the youth themselves, and the planners who aim to serve them, it is also a period of great challenge. IIEP will do its best to provide support by highlighting some of the options available to planners, and by recognizing that realities are usually complex.

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development tool for countries with high emigration is a major policy concern in some developing countries.

Disenchanted youth

Juvenile labour, especially female, is particularly sensitive to the deterioration of labour market conditions. In this context, while unemployment and employment rates used to be considered as the main indicators of the conditions of youth labour market participation, increasing attention is being paid to those who drop out of the active population when jobs become too scarce. For this reason, an indicator of joblessness is often used, attributed to all those who are neither in education nor in employment. Young people who leave school without qualifications are more likely to be in this situation, and constitute the group of young people most at risk in the labour market.

The large numbers of young people not in education, work or training are increasingly seen as a security problem. Disenchanted, they are easy prey for armed conflict, terrorism and crime. In post-conflict situations, demobilized young fighters and child soldiers will return to violence if not given swift access to education and training which facilitates their transition to work. Besides criminality and violence, vulnerable youth are particularly exposed to risks such as juvenile pregnancy, drug abuse and HIV and AIDS.

Education is not the only variable that determines school to work transition. Demographic and social characteristics such as ethnicity, gender and social class have a significant impact on the work prospects and the life experiences of young people. However, empirical evidence shows that better educated youth are more likely to find decent employment and are less likely to be exposed to poverty.

As illustrated by the experience of Latin America, targeted programmes need to be implemented as part of broader social policies for youth (see article page 6). In this region, many youngsters leave school with few or no qualifications. As

education levels increase, the costs of dropping out are higher than ever, due to fewer employment opportunities for the unskilled.

Policy challenges

Youth integration in the workplace is still faced with major policy challenges, including the provision of adequate quality post-primary education opportunities, overcoming obstacles such as costs (see article page 8) and diversifying learning pathways. Improving the employability of young people often involves strengthening school-enterprise linkages, providing out-of-school vocational training programmes and offering career guidance and placement services. Employment subsidies are also often used to encourage the recruitment of young workers.

Although relatively costly, technical and vocational education and training (TVET) is an important item on the education policy agenda. Shaping investment in this field first involves improving data and information systems on cost and financing (see article page 5). TVET provides students with the competencies, skills and attitudes needed for the workplace and thereby facilitates access to employment (see article page 7). Information and communication technologies can also offer new opportunities for expanding access at an affordable rate. Small island

developing states, such as Cape Verde, are making significant progress in this direction (see article page 4).

The real challenge is to prepare young people for lifelong learning in order to sustain their long-term employability and facilitate active citizenship. Beyond immediate labour market needs, successful transition involves preparing young people for learning throughout life in a context of increasing labour market instability and rapid technological change. Allowing early school leavers to re-enter the system, facilitating the retraining of workers to update their skills or prepare them for new occupations, and meeting the demand to learn for leisure are crucial challenges. Dealing with this reality implies reshaping the qualification systems and formally recognizing non-formal and informal learning (see article page 9).

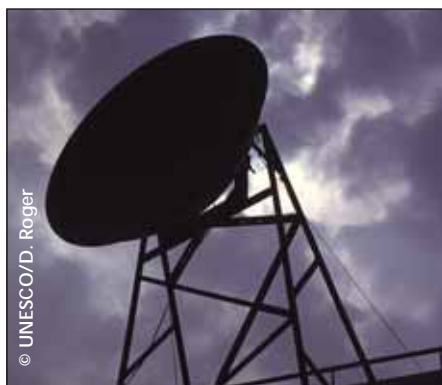
On the whole, we know that higher levels of education and training among youth contribute to better economic and employment growth, improvements in health, and constructive political engagement. However, the multi-dimensional nature of the relationships between youth education and development makes the effects of public policies difficult to evaluate and even more difficult to predict.

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Cape Verde: using distance education to bridge the gaps



Most small island developing states are undergoing rapid socio-economic transformations that require new competencies in the workforce. In Cape Verde, a small archipelago off the coast of West Africa, distance learning is helping to meet these needs and is changing the face of post-primary education.

SINCE the late 1980s, Cape Verde has moved into the lower-middle-income bracket, but behind the country's apparent prosperity, it remains structurally and economically vulnerable. With high unemployment (24 per cent in 2005), the country's economy needs to move towards knowledge-based industry. Investing in human capital is thus a priority.

With a net primary school enrolment rate of 95 per cent in education and no gender disparities, Cape Verde fares better than most sub-Saharan countries. Its most critical challenge today is educational provision at the post-primary level.

More, better, different

Universalizing primary education put great strain on the secondary level. In 2006, the transition rate to secondary was 81 per cent, and efforts to accommodate such growth are reflected in increased secondary school enrolments.

Cape Verde's 2006-2011 Development Plan aims to universalize access to the first cycle of secondary and expand the next two cycles. To meet this objective, upgrading teacher qualifications is a priority. At the secondary level, the development of technical and vocational streams helps to sustain expansion and to facilitate the transition from school to work.

For small states, developing technical and vocational education involves specific

challenges. On the supply side, the small size of the student population limits the scope for diversification at a reasonable cost. On the demand side, labour market needs for specific occupations are modest in volume and often difficult to predict due to the vulnerable economy.

Cape Verde has only four technical schools, which represent 5 per cent of total enrolment in the third cycle of secondary education. In addition to formal school-based programmes, they offer training for young people and school drop-outs.

In order to strengthen technical and vocational education and training (TVET), the government has designed a TVET Strategic Plan. In 2005, education constituted 21 per cent of the national budget, and total expenditures in education represented 8.4 per cent of the GDP. In this context, distance education and information and communication technologies are seen as a means of increasing access at an affordable cost.

Distance education and new technologies

Since the early 1980s, Cape Verde has been using radio to provide distance education. Today, several education institutions provide distance education courses for teachers and trainers for all levels and types of education.

In 1996, with the advent of the Internet, an ambitious project, *Distance*

training for youth and adults for the economic development of Cape Verde, was set up with financial support from various donors. Specialists from the Ministry of Education and the Teacher Training Institute were trained to provide distance education programmes. The Ministry now delivers radio-based education programmes in a growing number of fields, including vocational skills.

Integrated learning strategy

Information and communication technologies are expected to play a major role in overcoming spatial isolation and providing access to education. Today, all Cape Verde islands are covered by the government network. However, as high connection costs still prevent access for many learners, the internet cannot be the only medium of delivery. It should be combined with traditional modes of instruction as part of an integrated learning strategy.

Cape Verde's experience opens new horizons for post-primary education in small island states. It provides an interesting illustration of the role that information and communication technologies can play in such contexts.

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Who pays for technical and vocational education?

Many countries striving to develop technical and vocational education are struggling with high costs. Diversifying funding mechanisms has been the main response to this challenge, but this requires improved financial data and analysis.

Low enrolments in technical and vocational education and training (TVET) often result in small education budget allocations. In the Dominican Republic, for example, public and private TVET represented only 1.5 per cent of students in the whole education system (7.6 per cent of secondary level enrolment). And yet, expenditures for this sector were proportionally high (1.9 per cent of the total education expenditure in 2005), due to high unit costs. This is commonly the case as the delivery of TVET requires smaller classes and expensive equipment.

Partnerships with the private sector

More so than general education, TVET is a privileged area for partnerships with the private sector. In many countries private providers are numerous, and linkages with employers for apprenticeships, company-based training or funding are common. In some countries, companies are legally obliged to contribute to vocational training and apprenticeship programmes.

Private provision of TVET is recurrent in countries where there is a market demand for job qualifications. Generally speaking, private providers prefer to engage in areas such as computer or commercial skills that are in high demand and require lighter investment, rather than more costly areas such as industrial trades.

Diversifying funding is also important in TVET schemes. In the Philippines, for instance, public funds, from central and local governments, and official development assistance constitute 46 per

cent of TVET expenditures. Companies fund apprenticeship programmes or give allowances to students within the dual system, non-governmental organizations run short community-based courses, and foundations sponsor training institutions. Altogether, private suppliers constitute 22 per cent of total TVET expenditures. Student fees in both private and public institutions represent 29 per cent of total TVET expenditure, and TVET institutions generate 3 per cent of their incomes.

As TVET is usually part of the post-compulsory section of the education



system, and as a high private rate of return is expected, students commonly pay tuition fees, even in public institutions. Companies also benefit from the training system, and are often requested to contribute. Even when there is no legal obligation to finance TVET, employers may be willing to contribute in order to ensure that their needs for skilled workers are met.

In a context where private actors play a key role in financing and delivering TVET, the government's main function is to ensure overall administration and monitoring. It must also make

complementary investments, particularly in trade areas not covered by private provision. As a result, government resources tend to target a limited number of public institutions considered to be strategic in achieving an overall balance in skills provision.

Tricky cost analysis

A comprehensive understanding of TVET costs becomes a methodological challenge when pedagogical, organizational and financial systems are diversified. This is particularly the case when providers deliver both academic and vocational courses within a single financial management system. Juxtaposing courses of varying lengths and in different trade areas is also complex for cost analysis.

These challenges can be overcome by consolidating financial information from public sector budgets, financial statements of private providers, and surveys, including household surveys. Although some countries conduct such analyses, much still needs to be done.

Strengthening information on TVET costs remains a necessary step to better guide national policies and enable international comparisons.

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Péano, Serge; Atchoarena, David; Mendoza, Ursula; Vergel De Dios, Benjamin. 2008. *Investment in technical vocational education and training (TVET) in the Philippines*. 133 p.
See: www.unesco.org/iiep/eng/publications/recent/rec16.htm

From education to employment: working it out in Latin America



Despite significant efforts to develop vocational training programmes for unemployed youth from poor backgrounds in Latin America, success has been limited. How far are these programmes really linked to job opportunities? And what support do they provide for young people entering the workplace?

FOR more than a decade, a number of initiatives have been developed in Latin America to provide basic vocational qualifications and bridges into work for unemployed youth. The initiatives particularly target people from poor socio-economic backgrounds and with few educational qualifications. These efforts have only reached a small proportion of the potential population, and their patchiness and modest outcomes have often been criticized. Yet, even today, many schemes still opt for short vocational training courses leading to manual or mechanical jobs. Generally speaking, these schemes attempt to offer greater opportunities to youth against a backdrop of increasing social exclusion and difficult labour markets. The issue has become more urgent, and strategies have been introduced to match specific job opportunities by creating bridges out of formal education.

Most of the initiatives take a simplistic view of youth inclusion in the labour market. They stress specific training, and take inadequate account of both the importance of formal education on the job market and the scarcity of quality jobs.

The question is: have there been any strategic changes to ease young people into jobs and, in particular, those with few skills?

A IIEP study of 52 programmes in 14 Latin American countries (*see reference below*) showed a consensus in favour of linking training to concrete job opportunities, and incorporating personal and social skills in curricula alongside technical skills.

On-the-job training still exists in employment policy programmes, although it is far from widespread. These apprenticeships were initially experimented in a few vocational training institutions, and then became compulsory components in certain programmes. Some of the criticism of these programmes points to the replacement of regular workers by trainees or, in some cases, to a lack of training content. In order to ensure quality training, tutors need to be present both in the companies and in the training centres.

Some of the more recent programmes promote links with formal education and opportunities to attain specific standards. Various vocational training programmes now offer linkages with basic and secondary education services, usually on a part-time or sandwich-course basis. One example is *Chilecalifica* in Chile (see: www.chilecalifica.cl). There are other examples in Argentina, Brazil, Nicaragua and Mexico.

These schemes are designed to encourage young people (and adults) to complete their basic and/or secondary education and obtain secondary certificates

through courses running parallel to those of the regular education services.

Providing support to youth entering the labour market is also a crucial component in vocational training. Many young people have difficulty in mastering the codes, roles and routines of the workplace. As a result, many lose their jobs because either they or their employers are dissatisfied. Support involves social guidance and workplace mentoring throughout the integration process, which can take up to a year once the training has ended. Young people should be informed of their employment rights, the wages paid for various trades, and the rules of a workplace. They should also receive help to work out career plans and assistance with job applications, in order to facilitate access to steady employment.

Issues still remain to be tackled. Closer bonds are needed with the private sector in order to develop skills-based curricula. Improved tailoring to local needs is also needed, together with systematic monitoring and evaluation.

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Jacinto, C. 2008. *Enfoques y estrategias de la capacitación laboral de jóvenes desempleados en América Latina. ¿Algo ha cambiado en años recientes?* Paris: UNESCO/IIEP. In press. Currently being translated into English for on-line publication in *Trends in technical education and training in Latin America* during 2008.

Strategies for the transition of youth from school to work

To improve youth access to employment, many developing countries are reforming their provision of technical and vocational education. Policies are focusing on closer links between labour market supply and demand, and transferring more responsibility to the private sector. The article below outlines the main directions of new international policy recommendations.

INTERNATIONAL recommendations for training and vocational education policies can be grouped as follows:

➤ **Improving co-ordination.** In many countries, vocational skills provision involves a number of other government bodies, in addition to ministries of education. The diversity of public providers sometimes leads to duplication and poor efficiency. Establishing co-ordination mechanisms and structures is an attempt to address this issue.

➤ **Increasing and improving private providers.** In countries such as the Philippines, private institutions already provide for the vast majority of vocational education students (see article page 5). However, even in these countries, further steps are required to enhance the contribution of the private sector to the overall training system. In addition to offering credit to private providers, the development of quality control measures, including accreditation procedures and qualification frameworks, are essential to fostering a favourable environment.

➤ **Introducing new funding methods.** The voucher programmes, implemented in countries like Australia and the Philippines, have significantly changed matters as there is now more competition among providers and more choice for students. Competitive tendering is increasingly used to improve efficiency when allocating public funds.

➤ **Promoting dual forms of training.**

Attempts to introduce dual forms of vocational training help to bring delivery closer to the workplace. Many countries have recently introduced different apprenticeship programmes, and these attempts to enhance youth transition may lead to significant changes in the provision of vocational pathways in the future.

➤ **Formulating lifelong learning policies.** As a part of lifelong learning, more consideration is being given to policies that allow holders of vocational qualifications to move on to higher education programmes.

➤ **Skilling.** Although not always clearly expressed, the concern for upskilling, broad-skilling and multi-skilling seems to increasingly inspire the debate on technical and vocational reform. Primarily viewed as contributing to both the productivity of the workforce and the international competitiveness of the economy, these trends are also likely to improve the transition of young people to work and their participation in lifelong learning. There is also a greater awareness of the need for vocational education to provide general skills.

➤ **Offering non-formal education courses.**

A growing number of initiatives have been implemented to provide non-formal training for those who leave school without job skills. Through such courses, learners can re-enter mainstream technical

and vocational education programmes. Many countries in Africa and Asia, have successfully initiated specific training programmes for the informal sector. Given that the informal economy plays an important role in absorbing a young, low qualified labour force, targeted training programmes can be instrumental in protecting disadvantaged youth from poverty. However, experience also shows that training alone is insufficient to improve productivity in the informal sector. Broader interventions are required to implement effective integrated support packages, including services such as micro-credit and marketing support.

Understanding the exact nature of youth unemployment and getting the right combination of structural factors are crucial to formulating successful policies. Besides achieving an effective combination of vocational education strategies, experience shows that countries also rely on labour market programmes. This pattern illustrates that improving youth transition processes and employment prospects requires a close articulation between education policies and labour market policies.

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This article is based on an IIEP study: *Strengthening institutional and technical aspects of technical and vocational education and training (TVET) in the Netherlands partner countries*. It was undertaken for the Dutch Ministry of Foreign Affairs in 2006/07 by David Atchoarena in collaboration with Michelle Phillips and Keith Holmes.

Can Africa afford free secondary education?



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As the number of young people completing primary education rises in Africa, so does the pressure on secondary education to accommodate them. How should education ministries respond to this demand and make secondary education more affordable?

THE need to expand secondary education has been an issue for some time. Young people need more years of education to consolidate what they have learned in primary school, prepare them for work, and help them think for themselves. At the secondary level, adolescents learn how to be, how to do, and how to live together. They acquire basic competencies in languages, science, mathematics and other life skills. At the macro level, countries need a more educated workforce in order to compete in an increasingly globalized world.

Most people agree that lower secondary should be a part of basic education for all. But should it be free? The governments of Kenya and Uganda recently declared that they intend to offer tuition-free secondary education. Yet Botswana has re-introduced fees. In South Africa, state secondary education is not free for families with high incomes.

Strong arguments can be made for making secondary education free. It would help reduce entrenched gender, social and geographic disparities. Many rural and disadvantaged youth – girls in particular – who presently cannot afford tuition could attend school. Abolishing fees, rather than offering targeted bursaries, would also reduce potential corruption, clientelism and resentment towards those receiving financial assistance.

Yet arguments against making secondary education free in countries lacking resources are also compelling.

Open access to free secondary education can be very expensive. Data published by the UNESCO Institute for Statistics (*see reference below*) show that the unit cost of secondary education remains high in African countries, often triple or quadruple that of primary. Who should pay? And at what expense?

Another problem is that the announcement of free secondary education is likely to have the same effect as when free primary education was introduced: a surge in enrolments despite serious shortages of facilities, qualified teachers and textbooks. Educational quality will drop as it did in primary schools. Pupil/class ratios will soar and, worse still, the best primary teachers may be asked to teach in secondary and the better primary schools transformed into secondary schools, leaving some primary children at a disadvantage. Even if countries embark on major curriculum, teacher-training and management reforms, it will take time to boost quality. According to data from the *Southern and Eastern Africa Consortium for Monitoring Educational Quality* (SACMEQ) on learning achievements at the end of primary (see www.sacmeq.org), many school leavers have not mastered the cognitive skills to succeed in secondary school. Would secondary schools be in a position to remedy this?

Inequalities are likely to increase. Children from poor social backgrounds and rural areas may only receive an extended primary education, while richer children

could enrol in the better private schools and take expensive private tutoring. Blatant inequalities often exist between school types. Rural community schools do not provide the same education as private confessional schools. This leads to frustration and social tension if youngsters do not receive the education they need and are subsequently unable to find work.

What is important for boosting development is youngsters' learning, rather than the number of years spent in school. Only quality education will really produce benefits. An alternative to free secondary education for all is to give scholarships to academically able children who cannot pay the school fees. This mainly concerns disadvantaged areas and groups: girls, orphans and vulnerable children. But how can an appropriate, rigorous and fair system of bursary allocation be set up? How can the system be regulated and the fees controlled? To what extent should schools be subsidized and other players encouraged to contribute so as to make public schools more affordable? These questions need to be researched and answered. The challenge is to ensure simultaneously better access, equity and quality.

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Life lessons: recognizing non-formal and informal learning in OECD countries

Children acquire much of their knowledge and many skills outside the school. The formal recognition of this learning through assessment, certification and economic rewards can increase supply of skills and improve equity. But careful design of recognition programmes and good support structures are essential for success.

As societies become more knowledge-intensive, they are realizing that a vast array of skills is acquired outside formal schooling in the non-formal and informal settings of the household, the workplace and broader social interaction. Many young people who do not go to school or who leave early, often to supplement family incomes, go on to acquire competence through work experience by learning on the job. While education and training in formal education institutions remain the backbone of skills supply, countries are exploring ways of promoting non-formal and informal education to expand their human capital endowment.

Programmes for assessment, certification and recognition of non-formal and informal learning have become important tools in this search in both developed and developing countries.¹ Potentially, they can have many benefits. For the individual, recognition can bring the satisfaction of achieving personal development goals, better earnings or greater job mobility, and can open doors to further learning. For the labour market and society as a whole, these incentives for the individual can improve skills supply, productivity,

labour market matching, social equity, and civic participation.

OECD countries are adopting a wide range of approaches for recognizing non-formal and informal learning. Some, such as Denmark, have offered assessment of prior learning as an individual right to be examined without having taken formal courses. Others, such as Australia, Ireland and South Africa, have embedded assessment of prior learning as part of their national qualifications frameworks, identifying assessment arrangements for each qualification, and opening an alternative access point or new ways of securing credit. Some countries have taken action at the national level, while local level communities, organizations or industries have been active in others. Many countries involve enterprise and union representatives in the planning and implementation of recognition programmes.

To date, the participation in assessment, certification and recognition programmes has been low, partly because most programmes have only been in operation for a few years and public awareness is limited. But experience provides ideas for improving their chances of success.

First, assessment systems should be simple and inexpensive; evidence suggests that participation is sensitive to costs. *Second*, to promote equity of access, they should offer assessment and pedagogic flexibility in accommodating the needs of

diverse individuals. *Third*, quality assurance should come through objective, reliable and relevant standards. The labour market and the formal education system will not give its *de facto* recognition to the outputs of such systems without proof of their quality. *Fourth*, links to learning pathways should be assured through clear articulation with a national qualifications system, identifying multiple entry points and flexible progression pathways. *Fifth*, the qualifications obtained should have strong links with the reward system in the labour market. This can be facilitated through close involvement of employers and union representatives in standard-setting. *Sixth*, assessment systems should be supported by a high quality guidance and counselling system and a programme to disseminate information. *Finally*, even though assessment, certification and recognition are important for all sectors and all persons outside of formal schooling, they can improve equity by targeting disadvantaged groups with weak participation in the formal system. Success implies strong community involvement in designing and supporting the programmes.

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FURTHER READING

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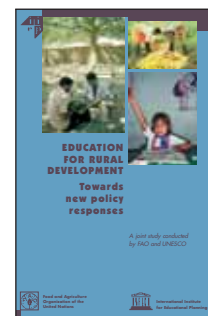
¹ The importance of this issue for developed economies is explored in OECD (2007) and in the ongoing review of policies for the recognition of non-formal and informal learning. A review of developing country experience is currently being conducted by UNESCO's Institute for Lifelong Learning.

Education and rural development: towards new policy responses

A joint FAO/IIEP-UNESCO study. David Atchoarena and Lavinia Gasperini (Eds.)

2003, 406 p. ISBN 92-803-1220-0 (published in French, Spanish and Chinese)

To download: www.unesco.org/iiep/eng/publications/recent/rural.htm



MORE than half of the world's population and more than 70 per cent of the world's poor are found in rural areas. To achieve sustainable development, it is essential that rural populations have access to quality education.

This joint FAO/IIEP-UNESCO publication describes trends and innovations in the provision of basic education in rural areas. It also analyzes skills development challenges, and looks at how higher education institutions are responding to the needs of a constantly changing rural environment.

Since the book was published in 2003, it has continued to attract interest from organizations and individuals worldwide. Education for rural development clearly remains high on the international agenda and needs to be addressed as an ongoing process. See, below, excerpts from reviews in two international education journals.

Reviews

"The study offers new insights, even for experienced education specialists. [...] The correct understanding of this perspective involves a comprehensive view on new opportunities for rural development and, at the same time, on the structural

development challenges faced by rural areas. [...] The authors made a wise choice in synthesizing as much as possible, in the 'policy implications' section of the last chapter, the main findings of the survey and translating them into a valuable guideline. [...] It is, then, a 'must' read for all those involved in education for rural development."

International Review of Education, Vol. 52, No. 3-4, 2006

Reviewer: Ciprian Fartusnic

"Beginning with the well-known (at least in policy circles) dire statistics of poverty and lack of human flourishing in the rural spaces of the under-developed world, this edited collection is a good example of what United Nations specialized agencies do best: collect and cogently summarize data bearing on the topic at hand, in this case 'education for all' and rural development. It is a work that seeks to build *solidarity* among rural people, the larger regional and national populations, and international policy-making bodies [...] This book is also to be credited for summarizing new thinking on rural development, educational programmes, and their interaction."

Higher Education in Europe, Vol. 30, Nos. 3-4, 2005

Reviewer: Eric Gilder



Education, rural development and youth Youth education in the North-East and North-West provinces of Argentina

Rogelio Bruniard (Ed.)

An IIEP Buenos Aires-Bifonte Ediciones co-publication (in Spanish), Argentina, 191 p. 2007

To download: www.iipe-buenosaires.org.ar

This publication presents three studies carried out as part of *Education, rural development and youth* project undertaken by the Argentinean Secretariat for Agriculture, Livestock, Fisheries and Foodstuffs and IIEP Buenos Aires in six provinces of Northern Argentina (*Catamarca, Corrientes, Chaco, Formosa, Misiones and Tucuman*).

With a majority of the poor living in rural areas, it is evident that appropriate education and training should be provided for young people in these areas. This book illustrates the process undertaken by the Argentinean government, as part of its agenda for change, to redefine the conceptual frameworks and policy instruments related to rural development.

The book looks into the type of education offered to rural youth in the provinces concerned and whether it actually meets

their expectations and needs.

The first chapter reviews research on rural youth in Latin America, and provides definitions of rural youth, family ties, indigenous youth, and the worlds of education and work.

The second chapter presents the findings of research into the perceptions and expectations of young people in the North-Eastern and North-Western provinces of Argentina, and the main factors hindering opportunities for individual and community development.

Finally, the third chapter provides information on the education on offer to rural youth in the provinces covered by the project.

Rogelio Bruniard and Aude Bresson
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Capacity development strategies: For whom?



UNESCO is reviewing its capacity development strategies in order to decide on the most effective way to assist developing countries in their efforts to achieve Education for All by 2015. As a world provider of specialized training in educational planning and management since 1965, IIEP is co-ordinating this exercise, which is financially supported by Norway.

PROBABLY every week, somewhere in the world, a training programme takes place to strengthen the skills of educational planners and managers. Such courses, combined with seminars, workshops and other forms of technical assistance, have enabled a large number of individuals to improve their knowledge and competence. But a crucial question remains: does such capacity development have any impact on the organizations to which these individuals belong, in particular the ministries of education?

It would be hazardous to respond with a blunt 'no', but it is naïve to suppose that individual change automatically translates into organizational transformation. Several studies show that ministries of education continue to struggle with issues of internal organization, staff management and leadership even when the competencies

of members of staff have improved.

Against this background, UNESCO has decided, with support from the Norwegian authorities, to prepare a policy paper on *Capacity development for achieving EFA*. Its objective is to define capacity development strategies which will enable change at the level of the individual, the organization and the wider institutional environment. Within UNESCO, IIEP has been asked to play the lead role in this process, in close collaboration with Headquarters, the UNESCO Institute for Statistics, and field offices. IIEP will also consult with EFA partners on a regular basis.

IIEP is working along two main lines. On the one hand, it is undertaking detailed case-studies of constraints to capacity development and national strategies to overcome these constraints in three

countries (*Benin, Ethiopia and Viet Nam*) considered as representative of a diversity of cases. On the other hand, IIEP is preparing several studies on key issues and successful experiences. These include: the impact of donor modalities on national capacity development; the transformation of the Argentinean Ministry of Education over the past twenty years; and, an analysis of the status of educational planners and managers in a wide range of countries.

The policy paper will be finalized towards the end of 2008. It will be discussed at an international conference, and is expected to provide guidelines for UNESCO's own action and be a source of inspiration for Member States and international partners.

Anton De Grauwe
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IIEP PUBLICATIONS ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Promoting skills development

Report of an interregional seminar, Paris, 22-23 January 2004.

2005, 96 p.

IIEP/UNESCO Publishing

Price: 12€

Revisiting technical and vocational education in sub-Saharan Africa. An update on trends, innovations and challenges

David Atchoarena and André Delluc. 2002, 355 p.

IIEP/UNESCO Publishing

Price: 20€

Private technical and vocational education in sub-Saharan Africa.

David Atchoarena and Paul Esquieu. 2002, 239 p.

Price: 12€

The transition of youth from school to work: issues and policies

David Atchoarena et al. 2000, 175 p.

Price: 12€

All these publications can be downloaded free of charge at:
www.unesco.org/iiep/eng/publications/recent/rec16.htm.



Africa: Why female students are so vulnerable

Testimony of a Zambian student in teacher training

At a recent IIEP/BREDA workshop, a student teacher from Zambia explained why female students are vulnerable to HIV-infection during their teacher training. Social competition among fellow students, pressure to find a husband or to become 'independent', and student-lecturer relationships are the main issues. She makes a plea for a code of conduct to be enforced in teacher training colleges.

Need for money: *"Competition in the social aspect of life is common among female students. Girls always want to be told they look beautiful, smart, lovely and all the other sweet words, especially in college. Most female students take fashion as part of their college life. They want to have every dress that is in latest fashion. Unfortunately, these students are not in employment. They are poor and some will do anything in order to have money and keep up with the fashion world. Among female students, many resort to selling sex as the quickest way to earn money."*

Need to find a husband: *"Most female students feel that the only time to get a marriage partner is when they are in college*

because after graduating they become independent, start leading their own lives and don't want to be lonely. They feel if they don't get a partner at the college, they may get married to someone with low standards and little education. Some male students and lecturers take advantage and promise fake marriages to the ladies so that they can have sexual relationships with them and not marry them at the end of the day."

Student-teacher relationships: *"This is common among female students and male lecturers, unlike male students and female lecturers. It's disturbing for other students to be taught by this lecturer, especially if the student 'girlfriend' is in their class, as it*

will have an impact on the teaching of the 'boyfriend lecturer'. Most student-lecturer relationships are based on sexual relations.

A female student will have a miserable life after being dumped by the 'boyfriend lecturer' who later on goes to propose to her friend or another female student. However, few female students report these relationships, despite constant reminders from the principal, because they fear being intimidated by the lecturer concerned and becoming a laughing stock in the college.

Plea for policy: *"It is my sincere appeal to the policy-makers that they review and enforce a policy (code of conduct) on student-lecturer relationships. This will protect both the female students and lecturers from being infected with HIV. It is sad to note that self discipline and good conduct has to be enforced upon adults."*

A student teacher from Zambia,
July 2007

Accelerating the response of teacher training institutions to HIV and AIDS

An IIEP/BREDA* regional workshop, Nairobi, Kenya 11-13 July 2007

SENIOR educational planners, policy-makers, college principals and other stakeholders met at the IIEP/BREDA workshop in Kenya to share the findings of four studies which explored the responses of teacher training institutions to HIV and AIDS in Kenya, Uganda, Ethiopia and Zambia.

The studies showed that HIV and AIDS are having a negative impact on teacher training colleges. HIV prevention practices remain *ad hoc* and fragmented, and most colleges lack organizational structures or budgets for HIV and AIDS. Workplace policies are not being developed or applied at the institutional level. HIV education is not systematically included in the curriculum and, as a result, the student teachers are not trained to teach HIV and AIDS preventive education in primary schools. Also, students and their tutors continue to engage in risky behaviour, thereby accelerating the spread of the disease.

High-risk sexual behaviour can be common among students and between tutors and their students (*see student testimony above*). A variety of factors such as: inadequate access to

accurate information on HIV and AIDS, poverty, peer pressure, drug and substance abuse, no easy access to condoms, new-found personal freedom, and multiple sexual partnerships help to explain why high-risk behaviour persists.

The workshop concluded that teacher training institutions in Africa need to respond rapidly to the HIV and AIDS pandemic, creating a framework for action such as institutional policies, structures, programmes, action plans and budget lines for HIV and AIDS activities. A list of recommendations made by the workshop is on the IIEP web site (www.unesco.org/iiep/eng/focus/hiv/hiv_2.htm), and a synthesis report bringing together all the four country studies will be published electronically by IIEP shortly.

Charles Nzioka and Barbara Tournier
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* BREDA is UNESCO's Regional Office for Education in Africa, located in Dakar, Senegal.



HIV/AIDS and the role of teachers



Teachers living with and/or affected by HIV are confronted with challenges that were unknown 15 years ago. HIV and AIDS have accentuated the importance of the teacher as role model who advocates tolerance in an environment where stigma and discrimination prevail.

TEACHERS in sub-Saharan Africa, especially in those countries hardest hit by the epidemic, face many challenges, including an increasing workload due to absenteeism, sick leave and death. Those who are not living with HIV are often affected by it and may be caring for sick relatives. Those who are living with the virus are dealing with low self-esteem as well as stigma and discrimination from their communities.

In the classroom and in non-formal settings, expectations from teachers have shifted as they are increasingly asked to deliver HIV and AIDS education and act as counsellors to orphaned and vulnerable children. In addition to this traditional role, the school teacher must now be able to offer preventive education, care and support to students affected by the epidemic.

However, just as views on the roles of teachers are culturally and socially embedded, so are the barriers to mitigating the disease such as silence, shame, stigma and discrimination. A teacher needs to be prepared as a professional decision-maker, and must understand and respond to the personal, social, cultural and political context in which the students live.

The professional competencies teachers must develop in order to deal effectively with the epidemic have not been adequately addressed during teacher preparation. To effectively enable teachers to raise their role and become 'activists', they must be encouraged to deal with

their emotions so that they are able to reflect upon and share their personal experiences. Some of the most effective teaching on HIV and AIDS draws upon personal experiences and anecdotes.

Five dimensions related to teacher professionalism are presented below to provide a conceptual basis for rethinking the actions and activities teachers undertake in countries with high HIV-prevalence.

➤ **Teacher emotions**

Emotions surrounding the epidemic are complex and not easily manageable since the silence, stigma and shame surrounding HIV and AIDS are rooted in denial. Strong emotions may be brought into play daily, whether through the distancing and withdrawal of an HIV-positive teacher, or closeness and support for children or colleagues affected by HIV, frequent attendance of funerals or dealing with stigma and discrimination. Recognizing the importance of the 'emotional intelligence' of teachers in dealing with HIV/AIDS becomes crucial.

➤ **Teacher knowledge and positive attitudes**

Accurate knowledge on the epidemic is needed, and so are positive attitudes and behaviours, considered key assets to delivering HIV and AIDS education and reinforcing the quality of learning.

➤ **Openness and collaboration**

Teachers need to support each other professionally. Frequent teacher absenteeism is

a major threat to quality learning, and is demoralizing for everybody. For schools to respond adequately to this and other challenges, a model based on collegial professionalism with support from head teachers is vital.

➤ **Teacher judgement**

In a social context where there is little trust in teachers, their capacity to exercise good judgement is essential. Teachers cannot afford to be considered as vectors of the disease, and should provide a good example in their personal and sexual lives.

➤ **Leadership and dynamism**

Teachers need to assume both formal and informal roles, and be active community members. In order to create adequate structures at the school level such as student clubs, committees and peer education groups, teachers who are leaders and can mobilize community involvement in prevention programmes will be much more successful.

Analyzing teacher development from the perspective of HIV and AIDS creates opportunities to reassess professional roles and systems. The five dimensions presented above are integral to quality teaching and learning.

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For more information on UNESCO's Teacher Training Initiative in sub-Saharan Africa, see: www.unesco.org/education/TTISSA/

IIEP's 2007/08 ATP begins

Long-term planning for development, the continued challenges of decentralization, and a multiplication of monitoring tasks to implement on national and international policy agendas... IIEP's Advanced Training Programme provides participants with the tools they need to fulfill these tasks in today's planning context.

THE 43rd session of the Institute's Advanced Training Programme (ATP) in Educational Planning and Management began on 1 October 2007 with 30 participants from 26 different countries. This year, 16 participants come from Africa, eight from Asia and the Pacific, two from the Arab States, three from Latin America and the Caribbean, and one from Europe.

The programme started with a series of seminars given by IIEP specialists introducing participants to topical issues in educational planning and management. The traditional two-day orientation seminar took place in the outskirts of Paris, at the international study and conference centre of the French Ministry of Education, in Sèvres.

Organized with the assistance of the French National Commission for UNESCO, the orientation seminar provides participants with an opportunity to get to know each other and a forum to discuss educational planning and management practices in their respective countries.

It also provides them with a detailed overview of the course.

Discussions on the first day highlighted recent developments in educational planning. These included: growing country engagement in medium- and long-term educational planning and programming, from both a sector-wide and inter-sectoral (social and global development planning) perspective; the move of international co-operation in education towards national budget support and more co-ordinated external assistance; the increase and diversification of monitoring tasks to implement EFA, poverty-reduction strategy papers (PRSPs) and other policy and planning frameworks.

Many of the participants have already been actively involved in the preparation of EFA plans, the development of a sector-wide approach (SWAp) or PRSPs, as well as manifold monitoring tasks.

The discussion on the management of education focused mainly on decentralization and the way in which education systems are organized in the participants'

countries. Many pointed out that, although serious attempts are being made in a number of countries to decentralize or at least delegate management responsibilities to local levels, in most countries; decisions and delivery mechanisms remain very centralized, in particular curriculum, teacher recruitment and budget.

Many countries represented this year have made substantial progress towards EFA. However, some participants mentioned that their countries face considerable difficulties in mobilizing sufficient national capacity and adequately trained staff to develop, implement and monitor the various educational plans that need to be prepared. Strengthening capacity at the sub-national or regional levels to prepare action plans therefore constitutes a priority for most of them.

On the second day of the orientation seminar, participants were given a detailed overview of the ATP: the specialization and Master's options, as well as the evaluation and certification methods.

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IIEP is currently recruiting for its 2008/09 Advanced Training Programme. For further information, see: www.unesco.org/iiep

The 2007/08 ATP participants...



... and the countries they represent

- | | |
|---------------------|-------------------------------|
| Afghanistan | Japan |
| Antigua and Barbuda | Korea (Republic of) |
| Armenia | Madagascar |
| Burkina Faso | Maldives |
| Burundi | Mali |
| Cambodia | Nepal |
| Cameroon | Niger |
| China | Senegal |
| Congo (RDC) | St Vincent and the Grenadines |
| Côte d'Ivoire | Tanzania |
| Egypt | Tanzania-Zanzibar |
| Ethiopia | Thailand |
| Gambia, The | Trinidad and Tobago |

Forthcoming IIEP activities

JANUARY

8 January-13 April

Distance education course 'External quality assurance in higher education'

Course organized from IIEP Headquarters, Paris
Contact: m.martin@iiep.unesco.org

13-16 January

Technical assistance: 'Planning higher education at the regional level in Egypt'

Planning Unit, Ministry of Education, Cairo, Egypt
Contact: nv.varghese@iiep.unesco.org

21-23 January

International seminar: 'Certification of the learning attainments of refugee and internally displaced pupils'

IIEP Headquarters, Paris
Contact: c.talbot@iiep.unesco.org

21 January-1 February

Intensive training course for UNESCO Education Sector personnel: 'Education policy analysis and planning within the new context of international development co-operation'

IIEP Headquarters, Paris
Contact: d.atchoarena@iiep.unesco.org

28-30 January

International seminar: 'Opportunities for positive change within education systems in conflict and post-conflict situations'

IIEP Headquarters, Paris
Contact: c.talbot@iiep.unesco.org

FEBRUARY

'Secondary school drop-outs in Argentina': Presentation of the study conclusions to the Argentinian Ministry of Education, Science and Technology

UNDP, Buenos Aires, Argentina.
Contact: emilio@iipe-buenosaires.org.ar

MARCH

27 February-5 March

Training course: 'Post-conflict educational reconstruction and development in Africa'

Osaka Japan
Contact: c.talbot@iiep.unesco.org

Closure of training programme on 'Educational policy and management' for state education officials, organized by the Secretariat for Basic Education and FLACSO, Mexico

Mexico, Federal District
Contact: p.scaliter@iipe-buenosaires.org.ar

Where are they now? News of former IIEP trainees

Paul LITTLE, Canada (1988/89 ATP), is Dean of Learning Innovation at the Red River College, Winnipeg, Manitoba, Canada.

Jacques Boureima KI, Burkina Faso (2000/01 ATP), was nominated Director of Research and Planning for the Ministry of Secondary and Higher Education and Scientific Research.

Virginia THOMAS, Dominica (2000/01 ATP), formerly Statistician, Education Planning at MoE/Dominica, is now UNESCO's sub-Regional Advisor for Education Statistics in the Caribbean, based in Barbados.

Fatima JIDDUM AHMAD, Nigeria (2003/04 ATP), was nominated Deputy Director Planning at the Federal Ministry of Education in Abuja.

Salamatou Mahaman HIMOU, Niger (2004/05 ATP), was nominated Administrative Officer for the UNICEF Education Programme in Maradi.

Oumar SOUMARÉ, Mauritania (2004/05 ATP), was nominated Director of Secondary Education in the Ministry of Basic and Secondary Education at Nouakchott.

Cidialio LEITE, Timor Leste (2005/06 ATP), was nominated Director of National Curriculum at the Ministry of Education in Dili.

Laura Isabel ATHIE JUAREZ, Mexico (2006/07 ATP), was nominated Director of Education and Culture for the Mexico-American Solidarity Foundation on her return from Paris.

Francis BINEY JONH, Côte d'Ivoire (2006/07 ATP), was nominated Technical Adviser to the Ministry of National Education on his return to Abidjan.

Marie-Cécile SIRIBIE TRAORE, Burkina Faso (2006/07 ATP), former primary inspector, was nominated Director for Research and Innovations in Non-formal Education and Literacy Programmes in the Ministry of Basic Education, Ouagadougou.

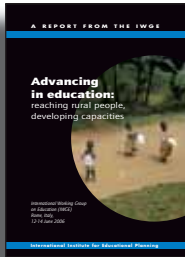
Deceased:

Amani YAO, Côte d'Ivoire (ATP 1997/98), Former Head of the Cabinet in the Ministry of Education, died in August 2007.

To subscribe to the **IIEP Alumni Network**,
send your e-mail details to:
alumni-anciens@iiep.unesco.org

IIEP Publications

INTERNATIONAL CO-OPERATION FOR EDUCATION



■ **Advancing in education: reaching rural people, developing capacities.** Report of the International Working Group on Education (Rome, Italy). 2007, 178 p. During the 2006 meeting of the International Working Group on Education (IWGE), six areas of concern were discussed, with the main focus on 'education for rural people'. Other issues raised included: capacity development in education; recent developments in aid policies and practices; monitoring the follow-up of Dakar; ethics and transparency in education; and, the future of the Working Group itself.

To order: info@iiep.unesco.org Price: 12€
www.unesco.org/iiep/eng/publications/recent/rec10.htm

IIEP RESEARCH PAPERS (electronic editions only)

■ **Teacher absences in an HIV and AIDS context: evidence from nine schools in Kavango and Caprivi (Namibia).** Vanessa Castro, Yael Duthilleul and Françoise Caillods. 2007, 76 p. Due to the high prevalence of HIV and AIDS in Namibia, teacher absenteeism is becoming very problematic for the country's education system. This study examines how some schools in the hardest hit areas are managing the problem. It provides suggestions for countries in a similar situation where an increase in HIV/AIDS is causing severe teacher shortages and difficulties in achieving the EFA goals.
www.unesco.org/iiep/eng/publications/recent/rechiv.htm

■ **HIV and AIDS in Kenyan teacher colleges: mitigating the impact.** Charles Nzioka, Allan Korongo and Roseanne Njiru. 2007, 83 p. This study looks at the ways in which teacher training colleges have organized institutional responses to HIV and AIDS, as well as the attitudes of trainees, tutors and other stakeholders to the epidemic. The findings shed light on the discrepancy between what is taught and what is practised, and identify the causes behind this. The study raises questions about the colleges themselves as a vector for HIV transmission, and recommends pragmatic policy decisions to effectively combat the pandemic.
www.unesco.org/iiep/eng/publications/recent/rechiv.htm

■ **Joven ciudadano: mi premer trabajo. Desafios teóricos y prácticos.** Felícia Reicher Madeira. 2007, 44 p. This booklet analyzes the design and implementation processes of the 'Young citizen's programme: my first employment' (PJC), which has been in operation since May 2000 in the metropolitan region of São Paulo, Brazil. The author examines the context of the programme and emphasizes the importance of previous experience and research on the topic. She concludes that this programme had no impact on youth unemployment or violence and emphasizes the need to reflect on key issues before implementing social policies.
www.unesco.org/iiep/eng/publications/recent/rec14.htm

All IIEP publications can be downloaded free of charge at:
www.unesco.org/iiep

Reviews of IIEP publications

Non-formal education and basic education reform: a conceptual review

Wim Hoppers. 2006, 139 p. Price: 12€
www.unesco.org/iiep/eng/publications/recent/rec11.htm

"Hoppers' key contribution to the broader literature on non-formal education is his discussion on the diversity of non-formal education, based on a contextualized and historical understanding of educational settings. By tracing the historical origins of various understandings of non-formal education in diverse socio-economic contexts, he asserts that the meaning and definition of non-formal education has changed significantly."
International Review of Education, Vol. 53, No. 3, 2007
Reviewer: Dan Thakur

Increasing teacher effectiveness

(Fundamentals of educational planning No. 79), revised edition.
Lorin W. Anderson. 2004, 168 p. Price: 15€
www.unesco.org/iiep/eng/publications/recent/rec7.htm

"[...] the conundrum before us is just how the results of educational research about teacher effectiveness can be used by educational planners and decision-makers? How can all the accumulated knowledge on teaching be translated into specific realities? There are many ways to answer this question. One of the

best is the book that Lorin Anderson offers us. [...] This booklet, first published in 1991, accomplishes UNESCO's goal of being a source of information for ministries of education, senior government officials, policy-makers, international agencies, and educational planners and administrators."
International Review of Education, Vol. 53, No. 1, 2007
Reviewer: Graciela Cordero Arroyo

Private higher education

Report of a policy forum held in Tbilisi, Georgia, 25-26 April 2002
N.V. Varghese (Ed.). 2004, 252 p. Price: 12€
www.unesco.org/iiep/eng/publications/recent/rec17.htm

"[...] the reader is given a good overview of the whys and wherefores behind the different forms of private higher education; the types of institution, the differences between private institutions and the privatisation of parts of the public sector; the advantages, as well as the dangers involved. [...] Anyone seeking information on private higher education in the transitional societies of the former Soviet Union especially would find much of interest in this small, but informative volume."
International Journal of Educational Development, Vol. 27, No. 4, 2007
Reviewer: Keith Watson