



International Approaches to TVET Development: Training Seminar for Afghanistan

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International Approaches to TVET Development

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Summary report of the meeting.

UNESCO-UNEVOC International Centre for Technical
and Vocational Education and Training
Hermann-Ehlers Str. 10
53113 Bonn
Germany
Tel: [+49] (228) 8150100
Fax: [+49] (228) 8150199
info@unevoc.unesco.org
www.unevoc.unesco.org

UNESCO Office in Kabul
UN Compound, PO Box 5
Kabul, Afghanistan

Report prepared by Dr Nestor Reyes Balmores

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Background

Afghanistan is a landlocked country in Central Asia, bordered on the west by Iran; on the north by Turkmenistan, Uzbekistan and Tajikistan; on the extreme northeast by China; and, on the south by Pakistan. Natural barriers are the Amu Darya River in the North and mountain ranges in the East.

By July 2005 the population of Afghanistan's was estimated to be around 30 million. Of the total population it is estimated that around 45 per cent of the population are 15 years of age or younger. Whilst accurate breakdowns of all age groups are hard to find, it is clear that there is an extremely high proportion of young people in the country. Conversely, only two per cent of the population is estimated to be 65 years old or above. This demographic profile underscores the significant importance for appropriate education, and TVET, development in the country.

Ethnic groupings of the country's population illustrate are estimated as 42 per cent Pashtun, 27 per cent Tajik, 9 per cent for Uzbek and also 9 per cent for Hazara, 3 per cent Turkman, 2 per cent Baloch, and 4 per cent comprising other ethnicities. Religiously there is less diversity, with 80 per cent as Sunni Muslim, 19 per cent as Shi'a Muslims, and the remaining one percent representing other religions.

Afghanistan is presently under a post-conflict situation after suffering for about 30 years of war and civil unrest, which destroyed much of its political and social institutions and infrastructure. Political reconstruction began in late 2001 that ultimately resulted in the adoption of a new constitution and the installation of a new government under its President Hamid Karzai.

The challenges of rebuilding Afghanistan are enormous, noting that the country suffers from a serious dearth of skilled workforce needed for a large-scale social reconstruction. To solve this problem, the Afghan government considers strengthening its educational system to meet its requirements for reconstruction and development. In this context, the Afghan government recognizes the central role that the technical and vocational education and training (TVET) has to play in rebuilding Afghanistan. TVET is no longer an option but a development strategy.

Seminar on International Approaches to TVET Development

As a first step in strengthening TVET in Afghanistan, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, in cooperation with the Ministry of Education (MOE) in Afghanistan, and the UNESCO Office in Kabul, organized a "Seminar on International Approaches to TVET Development" in Kabul on 21 - 23 November 2005. The overall objective of the seminar was to expose Afghan TVET policy-makers, planners and implementers to different TVET models. Twenty-three TVET policy makers, planners and implementers participated in the Seminar.

TVET experts and/or consultants from Australia, Indonesia, Malaysia, Pakistan and the Philippines participated in presenting TVET development models, including issues and problems, in their respective countries. The intent was to provide Afghan Ministry of Education personnel, TVET Institute Directors and Practitioners adequate exposure of international TVET models and different implementation strategies that may prove valuable in future attempts to strengthen TVET in Afghanistan.

The importance of the "Seminar on International Approaches to TVET Development" was noted in the opening remarks by Mr. Malama Meleisea, Director, UNESCO Afghanistan; Mr. Rupert Maclean, Director, UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training; and, Deputy Minister Ghafor Ghaznawi of the MOE, Afghanistan. Mr. Meleisea, Maclean and Deputy Minister Ghaznawi were unanimous in their opening remarks that technical and vocational education and training is one area that can contribute significantly in Afghanistan's rebuilding process. Mr. Meleisea pointed out the need to skill the youth who were involved in the recent armed conflict, a step in the process of re-integrating them into the civil society. Mr. Maclean underscored the important role that TVET plays not only in the economic development of the country but also in achieving sustainable development. Finally, Deputy Minister Ghaznawi, in divulging the government's plan to divert 30% of the 9th grade graduates to technical and vocational education, voiced out the need for a TVET development model and strategy to produce a cadre of semi-skilled and skilled workers for the reconstruction of Afghanistan.

TVET in Afghanistan: Current Challenges and Issues

The TVET Director of the MOE, Afghanistan, Mr. Rasid, mapped out the current TVET situation in Afghanistan as a spring board for discussing subsequent seminar topics. Mr. Rasid was candid in describing the present difficulty that beset TVET in Afghanistan resulting from the destructions caused by a thirty year war. As TVET Director, Mr. Rasid voiced out the following specific concerns that beset TVET in Afghanistan:

- > Dilapidated TVET school buildings that need rehabilitation and/or reconstruction;
- > Lack of workshop rooms and workshop equipment and facilities;
- > Lack of teachers in almost all TVET areas;
- > Acute shortage of textbooks and teaching-learning materials;
- > No dormitories for students;
- > No vehicles to transport students;
- > Obsolete TVET curriculum; and
- > No institutional linkages with TVET centres and institutions overseas.

Interestingly, Mr. Rasid juxtaposed the current challenges and issues that confront TVET in Afghanistan against a past before the war when Afghanistan's technical and vocational schools had very good reputation and were affiliated with institutions overseas particularly with institutions in former East Germany and USSR, as well as the USA and others.

Global Trends on TVET Policies

TVET Consultant at UNESCO-UNEVOC, Ms Karina Veal, and UNESCO-UNEVOC Director, Mr. Rupert Maclean, surveyed the shifting global TVET policies and global TVET concerns to provide the context for the presentation of the international experiences.

Ms. Veal started by reminding the group that TVET is important for any country, at any stage of development. She pointed out that for developed countries, investing in TVET is important to maintain competitiveness, it's about staying ahead. TVET is crucial for countries in transition because of their limited windows of opportunity. Whereby TVET may serve as the driver for these countries for moving into a developed economy, for the least developed countries, TVET is also crucial since the overall aim is poverty reduction. Six global trends on TVET were presented:

- > From "one-time learning" to "life-long learning";
- > The shift from the supply side to the demand side;
- > From what the teacher knows to what the learners need;
- > From "just-in-case" to "just-in-time";
- > From teaching people just for the job they are going to do towards learning for employability; and
- > Integration of education and training.

In discussing the aforementioned policy trends, Ms. Veal reminded the participants that as jobs become more complicated and as technology changes very rapidly, TVET becomes more focused on the ability to learn and to apply new skills, which become very important for each individual, for each work place and for each country.

Mr. Maclean, also, emphasized the importance of education for work regardless of the countries' levels of development, noting that 80% of jobs that people do require technical and vocational skills. He identified TVET issues critical for countries emerging from post-conflict situation:

- > Curricular reform, which requires to look at what is being taught and find out whether these are relevant to the learners and to the country;
- > Courses taught, which will point out at training modalities and strategies that are cost-effective;
- > Infrastructure that is needed for training people;
- > Training the trainers, which requires the need for quality teaching; and,
- > Meeting the needs of special groups.

Mr. Maclean shared with the participants the experiences of other countries that have gone through the process of development - the need to anchor TVET development on the 3 Hs, i.e., the head, the heart and the hand. He said that educating the **head** is important in order to develop a cadre of intelligent workforce; the **heart**, in order to mold the workforce into good citizens; and, the **hand**, for a highly skilled workforce in any work that they do. In addition, he underscored the importance of mapping to find out where they are and where they are going. UNESCO-UNEVOC, Mr. Maclean said, is ready to assist on the mapping and the development of an appropriate compass for Afghanistan to start chartering its TVET development.

TVET – International Experiences

TVET models from 4 countries, Pakistan, Malaysia, Indonesia and the Philippines, were presented as examples of TVET development. The 4 international TVET models were in agreement in recognizing the importance of TVET for countries to address the rapid changes of the labour market, to cope with the needs of national economic growth and to meet the challenges and intricacies of globalization.

Pakistan

Mr. Asraf Qureshi, TVET Advisor in Pakistan, discussed the Pakistan model within the rubric of an information era and contextualized TVET in a global society, the first and foremost priority of which is education. TVET, Mr. Qureshi said, assumes the critically important role of providing technological literacy, know-how and skills for people to cope with the demands of modern technology.

Mr. Qureshi posed a set of questions that confront TVET educators, which may serve as guides to the plan to strengthen TVET in Afghanistan:

- > Are the desired results being achieved from the investment in TVET?
- > Are the right type of technical manpower being produced to accelerate our national productiveness and to increase the country's competitiveness in the world market through this investment?
- > Is the current TVET system helping the workforce cope with the challenges of a continuously changing labour market and the work place?
- > Are TVET graduates able to find jobs or self-employ themselves?

On the overall, a key question was posed: Given the enormous opportunities particularly through imparting the needed know-how and skills through TVET and exploiting the vast potential available through the use of the new Information and Communication Technologies (ICT) to turn liabilities into assets, does the government use these opportunities to the country's benefit? Unfortunately, Mr. Qureshi opined, TVET is not getting adequate attention, political commitment and resource allocation in spite of recognizing the significant role that TVET plays in accelerating national productivity for national economic development.

To improve the status of TVET, Mr. Qureshi suggested that national TVET systems continue to strive to stay current and to introduce TVET reforms zeroing in on the integration of workplace learning and training with TVET curricula. He presented the Pakistan model of implementing technical education as a separate stream, parallel to science and arts streams, in a progressive manner in 1,100 secondary schools all throughout Pakistan. Forty-seven trades were introduced in two phases on a need basis, including the implementation of 13 trades common to both phases. The government of Pakistan also accorded high priority to the setting up of monotechnic and polytechnic institutes, which offer technology education in 19 areas. Presently, there are 78 monotechnic and polytechnic institutes all over Pakistan.

Parenthetically, Mr. Qureshi suggested that change must also occur among TVET educators and managers for them to educate efficiently and effectively the citizenry to cope with change and to use technology rationally and judiciously in the midst of an enormous technological change. He concluded by suggesting that TVET be accorded high priority to enable it to address the challenges of the changing labour markets, the introduction of informatics in all walks of life and at the workplace and the continuous training and retraining of the

employed, unemployed and the marginalized. Closer cooperation with UNESCO-UNEVOC was suggested for the TVET system in Afghanistan to keep abreast with the latest development in technical and vocational education and training.

Malaysia

Mr. Jailani Bin Md Yunos, Associate Professor and Dean of the Kolej Universiti Teknologi Tun Hussein Onn, presented the Malaysian TVET model, indicating at the outset that TVET is embedded in the Malaysian educational system with its two-pronged objectives of (1) meeting student aspirations; and, (2) producing human resources to meet the needs of industry.

The formal TVE starts at the tenth year of schooling after the Lower Secondary Assessment where students have the option to pursue their studies either in Academic, Technical, Vocational and Skill Stream. From there, students can go to the world of work or pursue their studies until the post-graduate level. The Malaysian Qualification Framework (MQF), under the Malaysian Education System, facilitates all Malaysians with different background of education to pursue higher education and training.

Providers of TVE and Training in Malaysia include the Ministry of Education, Ministry of Higher Education, Ministry of Entrepreneurial and Cooperative Development, Ministry of Human Resources, Ministry of Youth and Sports and others. They play the main role of strengthening the human resource base to ensure the availability of workforce with higher level of knowledge, technical and thinking skill. The capacity of TVE and Training is increasing through the expansion and upgrading of existing institution as well as the establishment of new institution by the public and private sectors.

Because there is a need for TVET system in Malaysia to prepare knowledge-based workers (k-workers) to meet the challenges and intricacies of globalization, the Malaysian model initiated the change from teacher-centred approach to a trainee-centred approach in its training programs, which resulted to a workforce that have the willingness for lifelong learning and become a mature and responsible workforce.

In his conclusion, Dean Yunos described Malaysia as a country heading towards a developed economy, which may give birth to new technological development, new wants and needs and new possibilities, and which will create a market demand toward the direction of future technological activity. Given this direction, Dean Yunos pointed out the need to further strengthen the technical and vocational training to cope with the demands of the future technological and global Malaysian society.

Indonesia

The Indonesian TVET model, as presented by Mr. Mariam Bukit, Director, Technical Education Development Center, is anchored on the assumptions that human resource development and economic growth move together and are strongly linked and that technical and vocational education and training is a requisite for national growth and empowerment of the community economy.

Mr. Bukit opined that technical and vocational education becomes the key to the goal of Indonesia to become a regional, if not a world, economic power. The challenges for TVET, along this context, are its contribution to the development of a network for information and technology transfer, empowering the schools and strengthening the training curriculum and programme development. He pointed out that as Indonesia moves

toward the era of economic globalization, the economy requires that TVET provides the skills and knowledge for graduates to become a cadre of productive workforce.

Mr. Bukit presented the Indonesian TVET model from a historical perspective, noting that TVET development paralleled Indonesia's 3 eras of development, i.e., (1) vocational education at the beginning of independence; (2) vocational education before regional autonomy; and, (3) vocational education after regional autonomy. It was pointed out that TVET development in Indonesia was based on Indonesia's road towards high quality, high productivity and high technology production which basically is geared to the needs of its industries.

Structurally, Mr. Bukit said, the management of technical and vocational schools is under the authority of 2 ministries: the Ministry of National Education, which looks after the technical and vocational schools, including non-formal education; and, the Ministry of Manpower, which is responsible for the vocational training of the labour force in the world of work or industries.

Future development of TVET in Indonesia is anchored on 3 government pillars: (1) to improve the quality and relevancy of TVET; (2) to extend access to vocational education; and, (3) to implement good governance in managing TVET schools. Pursuing these goals, Mr. Bukit concluded, is necessary because of the structural shift of the Indonesian economy, which changes the characteristic of the labour force and the demand for science and work skills. This policy shift affected the manner by which TVET is managed, which requires the active involvement of industry in the setting of standards, the development of the curriculum and in the overall management of the TVET system.

The Philippines

Mr. Nestor Reyes Balmores, Education Consultant and President of MADECOR Career System, presented the Philippine model, which is predicated on the policy of quality manpower resource as one of the strategies to cope with the demand of the new millennium. This led to the two-pronged strategy of a closely-knit network of TVET and general education as a delivery mechanism to impart quality education to all workers.

The Philippine model of TVET, as Mr. Balmores described, shows the interactive involvement of a variety of institutions, such as technical and vocational schools, vocational centres, local government units and non-government organizations, whose TVET programs are under the overall authority of the Technical Education and Skills Development Authority (TESDA).

The goals of quality TVET, increased access and strengthened system of TVET management molded the Philippine model that is:

- > Community-based which requires the involvement of the grassroots in the management and monitoring and evaluation of TVET programs;
- > Holistic which shows the systemic interaction of key stakeholders which include the industry, labour, local government units and technical and vocational schools;
- > Multi-delivery schemes, which indicates the various TVET delivery systems such as apprenticeship, internship, dual and mixed systems; and
- > Continuing skills assessment and certification as a monitoring and control mechanism to guarantee the production of a cadre of quality manpower reservoir.

The move toward economic modernization which provided the impetus to enhance the significance and image of TVET also created the paradigm shift from the traditional to the more modern and holistic TVET delivery system, including the increasing involvement of girls in TVET.

Curriculum Development: International Perspective

The TVET models presented earlier cited curriculum as a common denominator toward creating TVET that copes effectively with the challenges of the new millennium. In this context, the experts also presented the curriculum re-development models in their respective countries to provide the Afghan participants with examples of curriculum re-development designs at the international scene.

Afghanistan

To provide the framework for discussing curriculum re-development, Engineer Wakily, a representative of the Ministry of Education in Afghanistan, appealed for help to redevelop and to strengthen the Afghanistan TVET curriculum, which is described as "weak" in view of the long years of educational stagnation, brought about by a 30-year war and civil disturbance.

In redeveloping the TVET curriculum, Engineer Wakily cited three main points for consideration: (1) the place, which basically is the instructional space for implementing the curriculum; (2) the teachers, as the "actors" who will implement the curriculum; and, (3) the learners' and societal needs. Pointing out that a curriculum is neither knowledge nor syllabus but a passage way to education and learning, he posed some curricular questions for consideration: What kind of preparation are we going to do and for whom? What are the aims of TVET teaching? What kind of TVET teaching should be given to whom? What teaching methods are we going to use?

Engineer Wakily ended his presentation of the Afghanistan's curriculum re-development needs by asking UNESCO to assist in this matter.

The Philippines

Mr. Nestor Reyes Balmores presented a curriculum re-development model, designed out of the Philippine experience of revising and redeveloping educational curricula, which is anchored on the following assumptions:

- > A curriculum can never be static but always dynamic and keeps on changing;
- > The learning environment which is the society is in constant state of flux; and
- > A curriculum is based on the national goals of the country.

TVET curricular redevelopment in the Philippines, according to Mr. Balmores, is aimed at achieving the objectives of: (1) inculcating and reinforcing a nation's ideology/cultural identity; (2) consolidating the knowledge, concepts, skills and competencies at various educational levels; (3) preparing for the next education stage and/or the world of work; and, (4) preparing for life.

The model, according to Mr. Balmores, is a universal design that is applicable to any country. It assumes that curriculum redevelopment follows a scientific process, governed by assumptions and premises. The model shows that curriculum redevelopers can establish the priorities they want to pursue in a particular learning environment, after a thorough analysis of both the internal (within TVET system) and external (within society) environments. Out of the information gathered in these analyses, a curriculum redevelopment design is

developed, which requires the mapping out of an implementation and organization options and developing a curriculum monitoring and evaluation scheme. Out of these outputs, a curriculum redevelopment plan is designed, which includes the curriculum goals and objectives, learning outcomes, methodologies, textbooks and learning materials and the concomitant scheme of study.

Key questions that serve as guides for the Afghan participants include the following: (1) Does the present TVET curriculum in Afghanistan able to meet the needs of the Afghan society? (2) Does the TVET curriculum cater to the over-all national educational goals? (3) Are there available valid indicators for assessing the existing TVET curriculum? (4) Is there a need to review the present TVET curricular policy?

Indonesia

Mr. Mariam Bukit presented the curriculum redevelopment model in Indonesia. He pointed out that curriculum changes remain as the bases for curriculum redevelopment in Indonesia. Key factors were taken into account: relevance and quality of the existing TVET curriculum, the function and role of vocational education, the effectiveness of vocational education as viewed from both the regional and national needs; and, the efficiency of its implementation.

TVET curriculum redevelopment in Indonesia, as Mr. Bukit presented, followed the historical curricular changes from 1964, when the first TVET curriculum was introduced to the 2004 curriculum, which strongly emphasized the competency-based curriculum/training and introduced the modular approach in teaching and learning. In the Indonesian experience, the process of curriculum redevelopment requires to look at the congruence of existing TVET programs and the growth of national development, necessitating the review of programs which led to redesigning the TVET concept into a more dynamic and flexible curriculum.

The lessons learned from the Indonesian experience, Mr. Bukit pointed out, include the following: (1) the need to strengthen the "work-based" approaches within the TVET system that is anchored on a competency-based TVET training model; (2) the need to inject flexibility that is based on articulation between courses, credit transfer and recognition of prior learning (RPL) through assessment of skills and knowledge of candidates; (3) the need to develop competency standards for both formal and non-formal courses; and, (4) the need for a continuing reengineering of the TVET curriculum aimed at dynamic and flexible curricular model.

Malaysia

Mr. Jailani Yunos presented the Malaysian curriculum redevelopment model, which is based on Malaysia's vision for 2020, whose goal is to upgrade vocational to technical institutions with the intention to produce more engineers rather than technicians. In addition, Malaysia also intends to produce more science and technical graduates rather than the arts - a policy that is popularly known as 60:40.

Mr. Yunos described the Human Resource Policy Thrusts of the 8th Malaysia Plan which emphasizes on expanding the supply of high skilled and knowledge manpower. Malaysia, being a fast developing nation, strives to move to the production of knowledge-based value added and innovative products sought by the world markets. Technical and Vocational Education is crucial in preparing the country's workforce for employment. However, this development is not simply about building factories, improving automation or implementing technology. It must create opportunities for employment and create added value through the accumulated efforts of skilled workers. The ability to make this shift will determine its competitive advantage and future economic well-being.

Curriculum redevelopment revolves around the occupational competence of knowledge-based workers (K-workers), consisting of learning technical, human and social competence. K-workers must be prepared for life-long learning and be able to work in networks and team. In order to prepare young Malaysians to become K-workers as top performers in their respective jobs and capable to succeed in the increasingly global market competition, training must be industry-oriented and at least partly conducted at the workplace under actual work conditions.

Consequently, Dual System Approach helps to the changing paradigm of training K-workers. In the Dual System Approach, the actual workplace is needed to transmit specific skills and becomes the classroom of training institution for acquiring the necessary related theory. To develop further the country's Technical and Vocational Education, Malaysia implemented the Dual Training System in year 2005. The National Vocational Training Council under the Ministry of Human Resources was designated as the leading implementing agency. The Dual Training System Project was designed out of the basic recognition that technical and vocational training should always be closely inter-linked with the actual work environment.

Social Inclusion: Concerns and Prospects

TVET's image and other social issues were discussed in the seminar. It was assumed that TVET suffers in comparison to general education, which may have been brought about by the high esteem placed on white collar jobs. The discussion on social inclusion zeroes in on the objectives of the TVET-for-All.

Mr. Asraf Qureshi suggested considering the various issues that affect the management and implementation of TVET aimed at improving its image. These issues are as follows: (1) improving the quality of TVET education; (2) upgrading the status of TVET teachers; (3) promoting the participation of females and special groups; (4) strengthening the links between and among industry, business, market sector and TVET; (5) aligning the curriculum to the needs of the industry, business and the market; (6) fostering entrepreneurial orientation in TVET education; (7) developing broad-based training to cope with the complex demand of the workplace; and, (8) designing TVET to provide both horizontal and vertical mobility.

Ms Karina Veal presented cases, through photos, that she encountered in Liberia. The photos on the slides may serve as examples to show case the social status of TVET in a country at post-conflict situation. These photos include the reaching out of TVET to clients in the remotest village; the success of a woman trainer in Liberia; the commitment of teachers in spite of not receiving their salaries for 18 months; and, the demobilization of soldiers for vocational training.

Mr. Rupert Maclean zeroed in on some population groups excluded in gaining access to TVET. These groups include the people living in remote villages; the disabled whether physically or mentally handicapped; women and girls; the unemployed; and demobilized soldiers. Mr. Maclean pointed out a caveat – that access is important but other considerations such as quality TVET and internal and external efficiency are equally important and must be taken into consideration.

In the discussion, the seminar participants pointed out that the Muslim religion encourages all to be educated. But Afghanistan today is different from the situation 30 years ago as a result of the war that has changed the situation drastically. Some seminar participants opined that the present day context is different. First, TVET image is not developed nor recognized properly in Afghan society. Second, the Afghan society is a male-dominated society. Third, people in the Afghan culture think that women have to stay home. It was pointed out that even before the war, Afghan girls and women did not want to enter TVET schools. The participants recognized that these problems are enormous challenges in lifting the status of TVET in Afghanistan.

Mr. Maclean reiterated the need for girls' education, noting the obvious inequality in the education of girls and boys in Afghanistan for various reasons. He concluded by saying that educating the girls creates a reservoir of valuable workforce. Quoting a Chinese proverb, he concluded: In any society, the women hold up half of the sky.

Building the Capacity of TVET Teachers

Research literature in education showed that teachers are the most significant variable in the quality education equation. Recognizing this research finding, the MOE in Afghanistan embarked on a number of projects aimed at improving the capacity of TVET teachers.

Presenting the capacity of TVET teachers in Afghanistan, Mr. Abdulah Kozabi pointed out that Afghanistan recognizes the need to strengthen TVET teachers. As an example, he cited the overseas training 14 TVET teachers in Germany; 8 in Bangladesh; 2 in Japan; 3 to South Korea and 1 to the USA. In addition, Mr. Kozabi also gave examples of Teacher Improvement Project in Afghanistan such as the workshops for teachers aimed at improving not only their capacity but also in language proficiency and classroom management. The MOE undertook these projects when it found out that many teachers with high qualifications fled the country during the war and have not come back since then, leaving TVET teachers who are not familiar with the modern technology of teaching TVET subjects.

Mr. Kozabi described the Teacher Improvement Projects as part of the rebuilding process of the Afghan society, which include among others the reconstruction of school buildings and the re-establishment of education administration and schooling. He voiced out the need for assistance on teacher training from countries and institutions, which helped built the TVET schools.

The Indonesian Model

Indonesia, according to Mr. Mariam Bukit, also recognizes the key role of teachers in achieving the quality of technical and vocational education and training. Just like any other country, however, the teaching profession, particularly in TVET, is beset with problems such as low quality, shortage of teachers and low salary, a situation that has been going on for more than 4 decades in Indonesia.

To improve the capacity of its TVET teachers, Mr. Bukit pointed out that Indonesia embarked in establishing Technical Teacher Upgrading Centres (TTUC) and the Technical/Vocational Development Centres (TEDC) all over the country. The TTUC has the responsibility of training the technical/engineering teachers. While the TEDC trains teachers, school principal candidates and school principals, including the writing of TVET curriculum and syllabi, reference books and materials and standard operating procedures for the operation of schools and implementation of the curriculum; conducting researches and international training and building the school capacity.

Mr. Bukit noted, however, the need to improve the pre-service training of vocational teachers. Indonesia is trying out a program that fosters the partnership between a TTUC and the business enterprise in improving the capacity of TVET teachers. The limited number of industries precipitated the government to allow the TVET schools to conduct production-based activities where TVET teachers could undertake their practical training. Another innovation is the conduct of the pre-service training leading to Diploma 3 for teachers to fulfil the need of several new agencies in the 6 centres under the license of polytechnic institutes for teacher training.

Mr. Bukit also pointed out the establishment of the National Profession and Certification, which aims to establish the national certification for all professions in Indonesia including TVET teachers. In addition, the Indonesian government recently implemented the policy that requires TVET teachers to have at least a

Diploma 4 certificate or its equivalence. All of these government actions are geared toward improving the competencies of TVET teachers, noting the impact that a competent teacher has on quality workforce.

Malaysia

Mr. Jailani Yunos identified KUiTTHO as one of the universities in Malaysia that has been selected to train TVET teachers. KUiTTHO traces its origins back to 1993 when it was the Polytechnic Staff Training Center (PSTC), formed and managed jointly by the Universiti Teknologi Malaysia and the Ministry of Education to train engineering lecturers for the Polytechnic under the 6th Malaysian Plan. In 1996, PSTC was upgraded into an Institute of Technology (ITTHO), which is one of the branch campuses of Universiti Teknologi Malaysia. On September 2000, the cabinet decided to award the status of ITTHO to full pledge 15th public university under the Section 20 of the University and University Colleges Act 1971 to fulfil the demand of producing highly qualified professionals and technocrats in the fields of engineering and technology.

There are six faculties: Faculty of Civil and Environmental Engineering, Faculty of Electrical and Electronic Engineering, Faculty of Mechanical and Manufacturing, Faculty of Technology Management, Faculty of Technical Education, and Faculty of Information Technology and Multimedia. The Faculty of Technical Education (FPTek), KUiTTHO, which offers undergraduate and postgraduate programmes, is responsible for training skilled TVET teachers for polytechnics, community colleges and secondary schools in Malaysia.

To strengthen the TVET programme, KUiTTHO has international collaboration between TVET countries such as USA, United Kingdom, Germany, South Korea, Philippines, and Indonesia. KUiTTHO endeavours to furnish world-class facilities for every faculty. Research-focused centres are responsible to support research, development and commercials in KUiTTHO. All centres have close relationship with industries. All these efforts are within KUiTTHO's goal to become a world-class University.

The discussion that followed the presentation by the experts centred on the effectiveness of a student-centred approach in teaching TVET courses. There was a consensus that student-centred approach remains an effective teaching method in TVET, noting that the teacher and the students are partners in the teaching-learning process under this method.

Another issue that emerged from the discussion is the difficulty of placing the whole education responsibility on the shoulders of the teachers and administrators, noting that it is difficult to trust the schools, teachers, administration and even students after Afghanistan has just emerged from war.

The participants voiced out the problems and issues that confront the education system of Afghanistan such as dilapidated buildings, lack of textbooks and teaching materials and dearth of qualified teachers. Addressing the issue and problems to UNESCO-UNEVOC and UNESCO, the participants appealed for help while at the same time asking for an MOE commitment on TVET development.

Responses from Afghanistan: Issues and Initiatives of Interest

Mr. Najib K. Omary, TVE Advisor, presented the Afghanistan response by focusing on issues and initiatives of interest for future activity on TVET development. Mr. Omary reiterated the importance of producing a cadre of skilled workers and professional people in developing the economy and reconstructing the society after a long period of war and civil unrest. He pointed out that skilled workers, technicians and experts are the main driving force in the modernization of the industry, agricultural improvement and economic development.

The core issue, according to Mr. Omary, is the inevitable need for human resource development as a requirement in the reconstruction process of Afghanistan. This is predicated on the twin problems of (1) the damaged on the technical and vocational system as a result of the war; and, (2) inability of technical and vocational schools to function because of shortage of professional teachers, damaged school infrastructure, lack of practical laboratories and workshops, and lack of equipment and tools.

Mr. Omary outlined the goals for rehabilitating TVET. These goals are as follows:

- > To establish a coordinated, balanced and active TVET system;
- > To rehabilitate the technical and vocational schools and institutions;
- > To develop a relevant and quality TVET curriculum based on current needs in Afghanistan;
- > To enhance the capacity of TVET in Afghanistan;
- > To attract international aid for the rehabilitation of TVET;
- > To attract about 30% of general education students into TVET in the next 5 - 10 years;
- > To undertake skills training to workers and technicians in order for them to participate in the reconstruction process of Afghanistan; and
- > To graduate high school students and become self-sufficient and to reduce the unemployment problem.

Mr. Omary came up with 25 specific recommendations in order to strengthen TVET in Afghanistan. These recommendations can be summarized into: (1) infrastructure development and maintenance; (2) human resource development, particularly TVET teachers and administrators; (3) curriculum redevelopment; (4) textbooks and instructional materials development; (4) equipment and facility development and maintenance; (5) management and information system; and, (6) policy review and strategic planning and programming. Mr. Omary concluded that the foundation of a dynamic and modern society in Afghanistan can be laid down through proper training and education. He appealed that the Afghan government and relevant sectors should make every effort to re-establish a relevant and quality education system in Afghanistan, including TVET, that is based not only on the needs of the reconstruction process but also on the needs of the Afghan society in the future.

Conclusion and the Kabul Declaration

The seminar came into conclusion with policy suggestions from TVET policy- and decision makers in Afghanistan. These policy suggestions are anchored on the firm belief that technical and vocational education and training can play a key role in alleviating poverty; achieving the goals of Education-for-All; and, in promoting quality of life.

Specifically, TVET is seen as a vehicle that can effectively respond to the short-, medium- and long-term economic goals and social needs of Afghanistan.

Mr. Zalmi Hewadmal, Education Advisor to the President of Afghanistan, conveyed the message that the issues raised in the Seminar on International Approaches to TVET Development are of great value to the Government of Afghanistan, noting that the President of Afghanistan puts high premium on the education of the Afghan youth.

Mr. Hewadmal and MOE Deputy Minister Sediq Patman challenged the seminar organizers, particularly UNESCO-UNEVOC and UNESCO Kabul, and the participants to find solutions to the identified TVET problems and issues.

A policy suggestion to accord high priority on TVET was incorporated in the Kabul Declaration in order to provide the necessary knowledge and skills to TVET graduates to help Afghanistan in its socio-economic development. Specific recommendations from the participants are as follows:

- > For UNESCO-UNEVOC to assist the Ministry of Education in the development of TVET through the provision of technical advice, information sharing and international linkages;
- > For UNESCO through all its resources to assist the Ministry of Education provide technical assistance in the conduct of (1) TVET curriculum redevelopment; (2) Textbooks and Materials Development; (3) Teacher and TVET Administrators Training; and, (4) Development of a TVET Strategic Plan.
- > For the international community to continue providing assistance with the necessary financial and technical support.

The final statement from Mr. Meleisea and Mr. Maclean as representatives of UNESCO is a reiteration of the official stand of the UNESCO Director-General that UNESCO will help Afghanistan in its goal to strengthen TVET.

Dr. Maclean expressed his thanks and appreciation for the guidance received from the Government of Afghanistan in identifying the main TVET issues in Afghanistan, including the valuable policy suggestions on how to strengthen TVET in order to create a cadre of quality workforce for the reconstruction of the Afghan society.

