



## Volume 25 Issue (1)

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## The 1<sup>st</sup> IVETA South Asian Regional Conference

August 19 - 22, 2009 in Colombo, Sri Lanka

<http://www.ivetasouthasia.org/>



# iveta innovations

## Online Newsletter

### "Employment/Unemployment: The Role of Vocational-Technical Education."



#### Welcome Letter by IVETA President, Klaus Sodemann

At the beginning of my two year term as IVETA President, I would like to thank Dr. David Fretwell for his outstanding work and dedication during the last two years. Many initiatives have been started and brought to a fruitful outcome, starting from the monthly hotline, the revised newsletter to the re-designed website. I am sure that our members appreciate these changes and continue to benefit from them.

I would also like to welcome our new and re-elected members of the Executive Committee. You will find their details on our website, [www.iveta.org](http://www.iveta.org). It is the Executive Committee which bears the brunt of the work, so I would like to thank them for being available and contributing to IVETA's development.

I would finally like to encourage all our members to become active, contribute to the organization's objectives, and stay and get in contact with our officers in your region. Our members are the real reason that IVETA exists, lives and thrives. We need you and your contributions and your ideas.

Having said this, I would like to thank Ken Potthoff for having put together this excellent newsletter on the basis of the presentations of our 2008 Charlotte conference on "Employment/Unemployment: The Role of Vocational-Technical Education." Please check the following ad and the IVETA website for more information on this year's annual IVETA conference in Nashville and other IVETA conferences.

I am looking forward to your responses. Please direct them to [Klaus.Sodemann@gtz.de](mailto:Klaus.Sodemann@gtz.de)

Klaus Sodemann, IVETA President 2009-2010

## 2009 IVETA Mini Conference in Nashville, TN



### Annual Membership Meeting:

#### "Using Information Technologies to Deliver TVET"

In-conjunction with the ACTE Annual Conference, IVETA will hold its annual membership meeting on November 18, 2009 in Nashville, Tennessee. Please contact Regional Vice President Bob Norton at [norton.1@osu.edu](mailto:norton.1@osu.edu) for further details and information about the call for presentations.

**"Sandpits and Simulated Subdivisions"****Fiona Haynes M.Ed. (Hons), NZCD(Arch), Dip. Teaching, TTC.****Dean: Trades Innovation Institute and School of Engineering**


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*"Lateral thinking is required to offer a new and more attractive training delivery option for young people – one which includes the opportunity to include two days of paid employment in every week."*




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*"TradeFIT (Trade Futures in Training) has been set up to provide a more hands-on and kinesthetically appropriate learning environment for the range of youth that gravitates towards the trades areas."*



An aerial shot taken of the campus before TradeFIT was in place.

In times of high employment youth that are not headed towards a post-secondary institution will often make an employment decision based on immediacy of remuneration rather than look critically at the future prospects of that job. This is particularly evident in the areas where employers will look for a source of cheap labour that, with minimal training, can satisfy the basics of the job. While this solves that employer's immediate or short-term problem at that stage, it does not deal with the industry's on-going needs for fully trained trades' people and it is likely that when the boom period ends, the young person is the first to be left with no job and no future prospects.

Convincing more secondary school graduates into pre-trade training with its training costs is an on-going task. Young people, and particularly - young women, often have little understanding of the range of lucrative careers that are offered in trades. Lateral thinking is required to offer a new and more attractive training delivery option for young people – one which includes the opportunity to include two days of paid employment in every week.

At the Trades Innovation Institute (TII) of the Christchurch Polytechnic Institute of Technology (CPIT), we took a leap into the unknown with an experientially intensive site that offers programmes for infra-structural and structural trades training. This has been added to a recently expanded construction and engineering technology facility resulting in the biggest and most cutting edge training provision in the Southern hemisphere.

The commercial construction and infra-structural industries such as power generation, civil construction and transport, are areas that have not been well served by the apprenticeship system in the past; their inclusion in this project is the first attempt to answer the skills shortages now that government sponsored apprenticeship systems are available.

TradeFIT (Trade Futures in Training) has been set up to provide a more hands-on and kinesthetically appropriate learning environment for the range of youth that gravitates towards the trades areas. TradeFIT consists of several acres of workshops, construction barns, breakout rooms; flexible areas in which to set up simulated subdivisions, and an industry

centre that attracts seminars and conferences from a wide range of associated industries.

Industry partners contribute on an on-going basis to the project with a matching amount coming from a government fund for innovative approaches to education (Partnerships for Excellence Fund). This partnership with industry and their presence on the training site on a regular basis means that students get as real an experience in their training as possible.

TradeFIT also provides students with opportunities to gain much of the theoretical knowledge of their chosen trade as possible before going into a full time employment situation. This is appreciated by industry as research provides convincing evidence that those going straight into an apprenticeship without going through the pre-trade pathway struggle to complete the more theoretical aspects of their courses and therefore take longer to complete. ●



**Note that the text is an abstract of a more comprehensive article/study. Full information can be obtained at: [haynesF@cpit.ac.nz](mailto:haynesF@cpit.ac.nz)**

**“Skills for Work: Courses Designed Specifically to Enhance Youth Employability”  
Roddy Henry, Head of Centre for Learning Effectiveness, Scotland’s Colleges**

In 2003, Scotland had the third highest proportion of young people outside of education, employment and training among OECD<sup>1</sup> economies.

In November 2004, the Scottish Government report *A Curriculum for Excellence* called for more employment related options for young people, robustly assessed, to help them to progress into further qualifications and work. A commitment was made to deliver a new set of qualifications, called *Skills for Work*.

Following a successful pilot from 2005-7, Skills for Work courses are now available across Scotland, primarily aimed at pupils in the final 4 years of secondary school.

Skills for Work courses differ as from other vocational provision they focus on generic employability skills needed for

success in the workplace. The courses offer opportunities for learners to acquire these critical, generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality etc.

A feature of the courses is the partnership model of delivery: most school pupils undertake the courses at colleges and some with vocational training providers. This means learning in a different environment, meeting new people and facing new challenges.

The courses are intended to provide progression pathways to further education, training and employment. Given the practical nature of the courses, experiential learning in appropriate learning environments is an essential feature of each course.

Scotland’s Colleges, in partnership with the Scottish Government, produced learning and teaching materials to support all the courses developed during the pilot phase.

An independent evaluative report on the pilot courses, *Preparing for Work* (HMIE, 2007), demonstrates that the courses have many strengths and highlights many examples of innovative good practice. Almost all learners had a very positive experience and gained increased confidence and maturity. The report concludes that Skills for Work courses offer the prospect of real educational gain for young learners and resultant advantages to the economy and society, as well as signposting some areas for improvement. ●

<sup>1</sup> Organisation for Economic Cooperation and Development



association of  
**scotland's colleges**

**Note that the text is an abstract of a more comprehensive article/study. Full information can be obtained at: [sfeu@scotlandscolleges.ac.uk](mailto:sfeu@scotlandscolleges.ac.uk)**



### International Labour Organization (ILO) and Youth Employment/Unemployment

The ILO's programme on youth employment operates through a global network of technical teams at its headquarters in Geneva and in more than 60 offices around the world. It provides assistance to countries in developing coherent and coordinated interventions on youth employment.

The International Labour Organization (ILO) is devoted to advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security

and human dignity. Its main aims are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue in handling work-related issues.

In promoting social justice and internationally recognized human and labour rights, the organization continues to pursue its founding mission that labour peace is essential to prosperity.

Today, the ILO helps advance the creation of decent jobs and the kinds of economic and working conditions that

give working people and business people a stake in lasting peace, prosperity and progress.

Within the ILO is the Youth Unemployment Network (YEN). The YEN works to engage, educate and motivate actors to provide improved employment opportunities for youth. It is a platform and service provider focusing on policy advice, innovative pilot projects, knowledge sharing, and brokering partnerships. YEN makes use of its core agency partners' know how and resources and ensures youth participation in delivering its services.

*“The world is facing a growing youth employment crisis. Latest ILO data indicate that of the world's estimated 191 million unemployed people in 2004, about half or nearly 86 million are aged between 15 and 24.”*

Learn more at  
[http://www.ilo.org/global/Themes/Youth\\_Employments/lang-en/index.htm](http://www.ilo.org/global/Themes/Youth_Employments/lang-en/index.htm)

***Demand for Skills in Developing Countries -- and the Skills Mismatch: A PowerPoint Presentation, Robin Horn, Education Sector Manager of The World Bank***



*“Different macroeconomic and country contexts create very different labor market demands and associated rewards.”*



To see Robin Horn's complete PowerPoint Presentation as presented in Charlotte, NC, at the Annual IVETA Conference, 2008, contact Ken Potthoff: [kpotthoff@vtecs.org](mailto:kpotthoff@vtecs.org),

### Introduction

▶Economic policy interest in education is in general linked to its potential to increase incomes and reduce poverty.

▶Education and relevant skills remain the main determinants of labor market outcomes for individuals – and matter greatly to economic outcomes by occupational sorting and/or directly increasing earnings.

### Some Evidence of Skills Mismatch

▶Different macroeconomic and country contexts create very different labor market demands and associated rewards:

- In Ghana, specific economic conditions resulted in need for labor with technical and vocational education
- A study on Britain and Spain suggests, both general and core skills have become increasingly valuable.
- In Russia there is a high and rising demand for educated and highly skilled labor in the services and research industry

### Some Suggestions

▶It is important to have a demand oriented approach to skill development in TVE.

▶Need to have constant feedback from the economy and industrial sector on the skills needed and those being produced.

▶It is essential to have enough flexibility in the curriculum to adjust rapidly.

### Economic Returns to Technical & Vocational Education

▶TVET important system to help improve the skill base of populations.

▶But, the “true” or “unbiased” returns to TVE are difficult to estimate, and not always show high returns.

▶When compared to general education, TVE impact on employment is higher than on wages.

### Technology of Skill Formation

▶Best investment in cognitive abilities is at the very early ages.

▶If early investments are not made, late investments need to be aimed at noncognitive abilities and not in cognitive abilities as there are sensitive and critical periods in human's development.

### Re-evaluating Skill Development

▶If only half of what labor market rewards is cognition, is it equally important to emphasize development of non-cognitive skills?

▶If the students in TVE are really coming from a more disadvantaged background, could it be even more important for TVET institutes to focus on such skills?

### Final Thoughts

▶Evidence shows it is time to emphasize the most on developing appropriate non-cognitive skills.

▶This may be even more important in TVE than in general education as it can make the skill force more adaptable to the rapidly changing demands of a global economy.

*“In Timor-Leste, employers value short courses and other informal modes of skills training as opposed to formal education.*

*Mongolia requires a very different set of skills to be developed in students, but starting from a low base, including thinking and behavioral skills as well as practical English.*

**“Youth Unemployment Patterns in Central Asia” by Mansiya Alinova**

**Y**outh unemployment represents a serious problem for countries in Central Asia. It contributes considerably to numerous social diseases of the region ranging from poverty to religious extremism. A high growth in the available youth labour force across the region is expected in the next decade. Such an increase in the youth labour force coupled with the inability to address these problems in a sustainable and coordinated manner, could have deep socio-economic implications.

Studies of the regional labour market undertaken between 2004 and 2008 showed strong negative correlations between age and unemployment, age and employment in the informal sector, age and under-employment; thus, they reliably confirmed the existence of globally observed and well-documented patterns of youth unemployment. It is, however, to be noted that although the basic tendencies of youth unemployment are similar across the region, there are country-specific differences with regard to the size and structure of the problem reflecting different success rates in political and economical transformations of societies and their integration into the globalized world.

A high unemployment rate has important consequences on behavioural patterns of youth entering the labour market. The most prominent one consists in the phenomenon of enforced inter-regional mobility. Inability to cover even basic needs by having access to permanent or part-time employment in domestic countries forces young

people to move individually or in groups to the regions where they see better chances for themselves. Although young migrants are often successful in their job search, typically their employment is characterized by low-skilled manual jobs, low wages, and low or a non-existent level of social security.

Migration of the foreign and domestic workforce creates significant pressure on low-end segments of labour market. Having this in mind, many young people in host countries often try to increase their employment chances by extending their education times through enrollment in post-secondary vocational and higher education. One of the striking phenomena recently observed in the region is an almost tenfold oversupply of social science graduates in comparison to number of jobs for these specialists.

This mismatch between skills and knowledge received in education and demand can be traced back to a growing increase in the cost of education. Consequently, young people are forced to choose what is easier and cheaper to learn for survival purposes.

The role of technical and vocational education in youth unemployment prevention decreased considerably after the fall of the Soviet Union. There was a mass exodus of skilled TVE teachers from educational institutions. This exodus can be attributed to low salaries, inadequate social benefits, a deteriorated network between vocational schools and real businesses, and the perception by talented scholars that TVE is an inferior career path.

Recent positive changes in TVE can be seen in the growth of big industrial businesses which are mainly represented by big multinational corporations in Central Asian countries. The success of these large companies are dependent upon the availability of an educated local work-force who possess in-demand technical skills; thus, these companies invest heavily in different TVE institutions and facilities.

To summarize, few words can be spoken on the ill-effects of our ongoing economic slowdown that hit the region in 2008. While it is rather early to evaluate its impact quantitatively due to a lack of reliable data, several qualitative conclusions are being drawn.

First, there has been a drop in economic activities in the region which has led to sizeable consequences for the workforce demand in most industrial sectors such as part-time employment and forced vacations and staff reduction. Second, the large scale recession has prompted regional governments to act very aggressively in the protection of scarce jobs for their own citizens; for example, governments have reduced quotas and durations of work permission for foreign citizens. Therefore, many of young migrants lost their low-skilled jobs in host countries and had to return back while the remaining population is now exposed to higher risks of criminalization. Third, the reduction of educational credits offered from local banks has strongly limited access of rural and poor urban youth to secondary professional and higher educations and increased concurrency for available state educational grants. ●

**Excerpt from the study conducted by research group for Ministry of Labour and Social Protection of Republic of Kazakhstan. Full information can be obtained at: [haynesF@cpit.ac.nz](mailto:haynesF@cpit.ac.nz)**





***“Botswana Initiatives in Promoting Youth Employment in the Formal and Informal Sectors” by Cornelius Motsisi  
Botswana Training Authority***

**Recommendations & Conclusion**

The re-classification of the Ministry of Education as the Ministry of Education and Skills Development is an indication of Botswana government’s commitment to skills development. The injection of funds into programmes such as the Young Farmers Fund and the Out of School Youth to jump start youth employment is a laudable initiative. However, there is need for due diligence in the implementation and monitoring of these programmes if they are to bear fruit. The commissioning of the NCQF and the implementation of the HRD Strategy will also go a long way in changing the TVET landscape by addressing the gaps that have been pending.

The creation of a unified structure between BOTA and TEC as proposed in the Tertiary Education Policy will also deal with the segregated functions which created administrative problems for clients who are mainly the youth. It is also critical that regulatory bodies such as BOTA and TEC undertake regular monitoring of the institutions to protect the interest of trainees/learners and the public to provide assurance that quality is being maintained.

There is need for technical colleges and brigades to produce artisans with diploma qualifications to meet the demands of industry. This a major challenge as currently three diploma levels in Electrical & Mechanical Engineering, ICT (Network Technician & Administrator), Business Administration and Multi-media would only be ready before the

end of the year. There is need for the Department of Vocational Education & Training (DVET) to fast-track the development of diploma programmes in other areas.

The deferral of the building of four new technical colleges due to lack of funds during NDP 9 is going to impact on the two mega-projects viz. the Morupule Power Plant and Mmabula Energy project. According to the Botswana Economic Advisory Council, the construction phase of the mine and power station would require 3800 skilled and 2800 unskilled employees. Therefore, concerted effort would be required to meet these targets through planned programmes such as the ‘Centre for Mining Engineering’ by the University of Botswana (UB) and DVET through the rationalization of certificate and diploma programmes.

Workplace training needs to be structured so that it will enable learning attainments to be reported through the NCQF for credit accumulation purposes. The recently gazetted Vocational/Structured Training Regulations of 2008 needs to be enforced to ensure that employers and employees comply with the statutory requirements. It is anticipated that the training levy system would also motivate workplace training institutions to invest in the human resource development of employees especially the youth as they will be able to recoup up-to 200% on their income training tax returns and also attract funding through the levy grant which will benefit the youth already employed.

The apprenticeship system is also

being overhauled as the trade test programmes through Madirelo Training and Testing Centre has secured funds from the European Union to the tune of €3 million for the process of transforming the programmes into competency based modularized training ones.

Through the process of Recognition of Current Competence (RCC)/ Recognition of Prior Learning (RPL) that has been rolled out by BOTA to the informal sector in field such as Culture, Arts & Craft it is anticipated that the lives of ordinary citizens especially the youth in rural areas will be improved. To date there are more than a hundred trainees who graduated in the sub-fields Basketry, Traditional Song & Dance including eleven assessors. It is anticipated that another batch of around a hundred will graduate in the sub-field of Pottery & Visual Arts in the near future thus improving self-employment prospects.

The diamond beneficiation through the cutting and polishing companies is also proving a worthwhile exercise as Botswana is poised to compete with international centres such as Antwerp and others and in the process create jobs for the youth. ●

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*The injection of funds into programmes such as the Young Farmers Fund and the Out of School Youth are laudable but for the program. to be sustained there is a need for joint collaboration, commitment on both parties and regular performance monitoring of the projects.*

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**Note that the text is an abstract of a more comprehensive article/study. Full information can be obtained at: [cmotsisi@bota.org.bw](mailto:cmotsisi@bota.org.bw)**



**Graduates of Traditional and Indigenous Skills**



## UNITED STATES DEPARTMENT OF LABOR



### **“Adapting Components of the United States Job Corps Program for International Youth Training” by Michael Malone Murphy**

The United States Department of Labor operates the largest national residential employment and education-training program for economically disadvantaged young adults, ages 16-24 in the world. Job Corps has a long history of success dating back to its inception in 1964 and along with Head Start are the only remaining programs of the Great Society movement. Over two million persons have been trained and educated and current enrollment is nearly 70,000 in 122 centers nationwide in 48 states, Puerto Rico and Washington D.C.

Job Corps' Mission is to recruit eligible young adults, teach them the *academic*, *vocational*, and *social skills* they need to become employable and independent, and place them in *employment*, the *military*, or continuing *education*.

Job Corps offers a variety of open-entry, open-exit, self-paced programs for young adult men and women. Training is offered in over 100 different careers. In addition to occupational training, students have the opportunity to earn a high school diploma or high school equivalency (GED). Those who already have a high school diploma or earn their GED, have the opportunity to attend advanced training classes at Job Corps Centers or local Community Colleges.

Comprehensive services are offered to students through contracts with private and non-profit contractors and federal agencies, (Agriculture – Forest Service & Interior – Reclamation), plus contracts are let for outreach and admissions and career transition services. In addition, subcontracts are sometimes let for food, health, social services, etc.

Success of Job Corps has been primarily measured in employment of graduates and avoiding negative consequences i.e. changing negative behavior to positive. Recent statistics show that 80% of participants are placed in permanent employment with 11% continuing their education. Studies of Job Corps have shown beneficial significant impacts on key outcomes such as increased academic and vocational training, increased attainment of GED and vocational certificates, increased literacy test scores and reduced criminal behavior. Although the program is expensive, currently costing about \$25,000 per participant, return on investment has been shown to be as high as \$2.02 per \$1.00 invested for 1995 participants released in a 2001 study and in a 2003 follow up of this study using different data sources showed positive returns only for 20-24 year olds.

Over the years Job Corps has evolved many successful comprehensive components for their program. Documentation of curriculum, policy and procedures, performance reporting and contracts for center operations, outreach and screening, career transition services, etc. are available for international program developers to adopt and or adapt for their young adults education and training needs. ●

More information is available at <http://jobcoprs.dol.gov/>

**The Association of Career and Technical Education (ACTE) Convention and Career Tech Expo will be held on November 19 - 21, 2009 at the Gaylord Opryland Resort & Convention Center in Nashville, Tennessee.**

**For conference details visit:** <http://www.acteonline.org/convention.aspx>



## Why not IVETA!



**IVETA** is an organization and network of vocational educators, vocational skills training organizations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed

Therefore, consider becoming involved with an expanding, innovative organization that can help you reach out across international borders to assist in and be assisted by vocational education and training developments in many countries.

For further information:  
Telephone: 1-(651) 770-6719;  
Fax: 1-(651) 305-9600  
E-mail: [iveta@visi.com](mailto:iveta@visi.com)  
Web Address:  
<http://www.iveta.org>

### We're on the Web!

See us at:  
[www.iveta.org](http://www.iveta.org)



## The International Journal of Vocational Education & Training

The International Journal of Vocational Education and Training is the official publication of IVETA and is published biannually. The journal reflects regional contributions and is international in scope. It provides a forum for the discussion of vocational education and training issues and practices; assists in the dissemination of information, research and practice; and strengthens the lines of communication among

individual researchers and practitioners, institutions and organizations. In addition, it provides a platform for individual views on relevant issues. Articles published in the journal are selected by an editorial board. Membership in IVETA is required to publish in the journal. To submit articles for consideration, please contact the Editor, Davison Mupinga, by email at: [dmupinga@kent.edu](mailto:dmupinga@kent.edu). For more information on ordering

back issues and submission of articles, please visit: <http://www.iveta.org/journals.htm>



### Accepting Themes for the next IVETA Newsletter

If you have any suggested themes for future Newsletters or any article items, please send these to the Newsletter Editor: Ken Potthoff: [kpotthoff@vtecs.org](mailto:kpotthoff@vtecs.org)



### Membership Dues

A reminder to renew your membership. IVETA members are kindly asked to renew their membership through the IVETA Secretariat at:

186 Wedgewood Drive  
Mahtomedi, MN 55115  
USA  
Ph: (651) 770-6719  
FAX: (651)305-9600  
Email: [IVETA@visi.com](mailto:IVETA@visi.com)



*As always, thank you for your continued support of the organization!*



### IVETA Secretariat

186 Wedgewood Drive  
Mahtomedi, Minnesota  
55115 USA  
Tel: 1-(651) 770-6719  
FAX: 1-(651) 305-9600  
Please send all IVETA e-mail to: [IVETA@visi.com](mailto:IVETA@visi.com)