

# EXAMINING THE ROLE OF TVET IN THE AET SYSTEMS OF LESSER DEVELOPED COUNTRIES

Joint AIAEE/ESEE Conference

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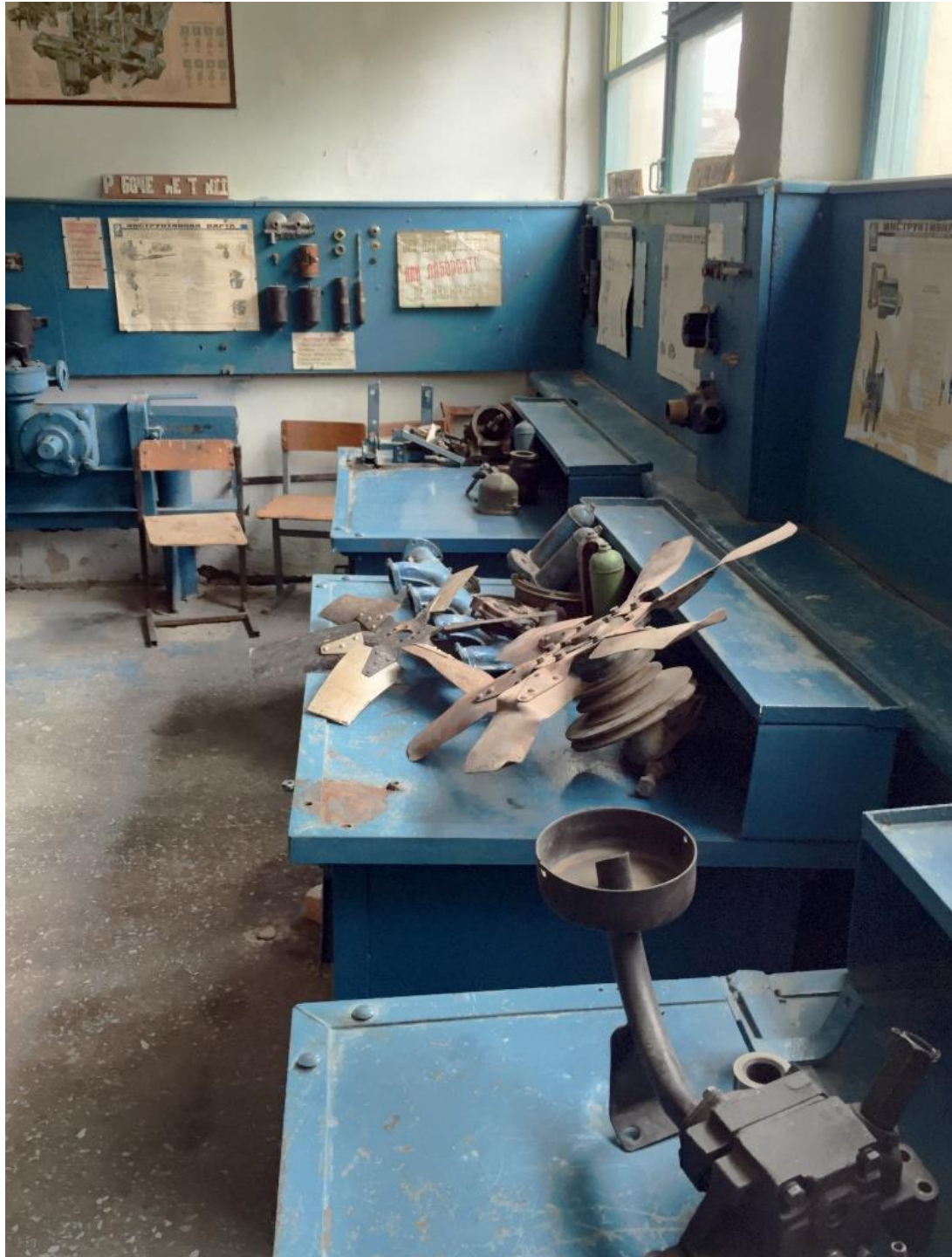
# The Challenges

- The major donor agencies are expecting AET professionals to
  - Design TVET interventions that are responsive to the needs of the private sector
  - Complete AET interventions within the current funding constraints
  - Increase the percentage of women being trained by AET systems
  - Create AET system that are responsive to climate change
  - Have AET systems become drivers for economic growth

# The Context in Tajikistan















# GOAL FOR THIS SYMPOSIUM

- Discuss your experience facing these challenges
- Identify “good practices” in adopting TVET models to AET system challenges
- Strengthen the network of institutions/programs/people working in these areas

# The Challenges Are Real.....



WHAT ARE YOUR SOLUTIONS???

What makes a TVET system be responsive to the private sector?

How has funding been secured from within the national AET system to support change?

How have you been able to increase female enrollment in TVET institutions?

Which Western TVET model have you adapted to support TVET education in lesser developed countries?

Have you identified “missing links” that are keeping TVET from properly fulfilling its role?



What is the biggest TVET misconception?

# Diploma Program at the Catholic University of South Sudan (CUofSS)

## Dr. Pavli Mykerezi and Dr. Jim McKenna, Virginia Tech

### THE PARTNERSHIP

#### PARTNERS:

- Virginia Tech Colleges of Agriculture and Life Sciences and Natural Resources and Environment
- University of Juba College of Natural Resources and Environmental Studies
- Catholic University of South Sudan Faculty of Agriculture and Environmental Science
- Virginia State University School of Agriculture



#### SOUTH SUDAN SITUATION:

- Became Independent State on July 9, 2011
- Immense agricultural potential
- Fertile soils and adequate rainfall
- Diverse agroecosystems
- Vast grasslands

#### BUT:

- >20% food insecurity
- No commercial agriculture
- No agricultural market system
- Lack of infrastructure (roads, electricity, broadband,)
- Lack of skilled manpower (shortages of all professionals, skilled workers, teachers)
- Recovering from 50+ years of war
- UofJ and CUofSS infrastructure deficiencies

#### WHY DIPLOMA PROGRAMS?

- BSc graduates often lack practical knowledge and skills required for farming.
- Diploma programs provide skilled workers quicker.
- Diploma programs may provide a path for less prepared students to progress to BSc programs.
- Diploma programs may be a productive way out for less successful BSc students.



### DIPLOMA PROGRAM AT THE CATHOLIC UNIVERSITY OF SOUTH SUDAN (CUOFSS)

#### DIPLOMA PROGRAM GOALS

- To provide a hands-on technical education in agriculture and related areas within 3 years of study
- To prepare graduates to be productive agricultural leaders with the ability to adapt to an ever-changing agricultural sector.

#### APPROACH

- 3 year diploma programs in Agricultural Technology (AT) with 50% practical training
- Catholic University of South Sudan – 50 students/year
- Integration of practical training components of diploma and BSc programs.
- Articulation agreement to allow outstanding diploma students to enter BSc program.
- Articulation agreement to allow BS students who are not successful in the first two years for a BS degree to transfer to the diploma program after the second year.

#### CURRICULUM

1. Broad-based applied curriculum:
  - Animal production
  - Crop production
  - Agribusiness
2. Supporting courses/training in:
  - Applied Agricultural Math
  - Computer Applications
  - Communication Skills
3. Farming/agribusiness internship (10 to 12 weeks)



"The truth will set you free" John 8:32

Catholic Univ. of South Sudan

#### ANTICIPATED OUTCOMES

- First students August 2014
- First graduates June 2017

#### WORK IN PROGRESS

The curriculum will be integrated as much as possible with the BSc Program. During the six semesters, students normally will take 16-18 credit hours a semester for 104 credit units. As much as possible, the courses in the Diploma Program will be drawn from the courses of the BSc Program. It is clear that the emphasis in the Diploma Program will be more on practical/applied work and students will not be expected to do the same level of Mathematics and Science courses.

#### CHALLENGES

- Current faculty and staff lack practical experience
- Program will require new faculty/staff and they are in very short supply
- Facilities, farming equipment, classrooms and laboratories are poor or non-existent
- Hands-on experiential learning farms must be established and equipped
- South Sudan is a new country and trying to build everything at once



Jim McKenna and Father Mike in Wau



# Missing links

- Donors and governments sometimes don't understand that TVET is a long term investment
- Developing TVET capacity meets economic growth, poverty reduction, resource conservation, and other development goals
- Higher education partners don't link teaching, research and outreach with sustainable workforce development
- TVET linkages with private sector are critical
- Ultimate goal should be more effective performance of institutions by increasing the alignment of professional skills to employer demand