

A BEAR Story



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Korea Research Institute for
Vocational Education & Training

BEAR (Better Education for Africa's Rising)



TVET in SDG 4

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations



The BEAR project begins from Ambassador Kiwon Jang's appointment, 2011



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The Backdrops of BEAR The Time is Ripe...

African economy is rising

TVET revitalization/renaissance underway

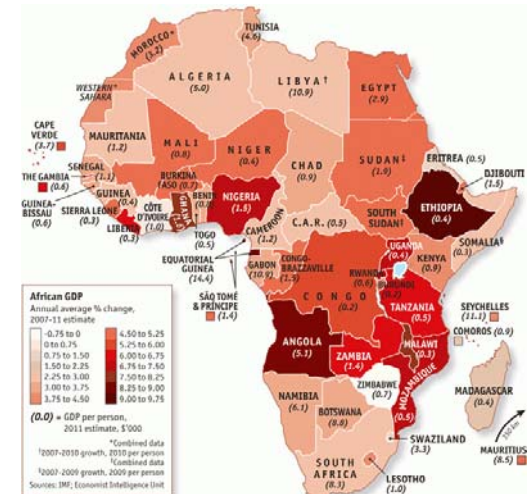
SADC survey on TVET done timely at that moment

Korean secondees to UNESCO HQ planning new projects



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Africa is Rising, The Economist, Dec 3, 2011



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TVET Revitalization - UNEVOC

Revitalization of TVET Systems

"In an era characterized by the challenge of rapid technological change, globalization, economic uncertainty and diminishing resources, it is imperative that all stakeholders work together to develop legislation and policies, establish the institutional structures and redesign curricula to ensure that TVET caters adequately to the varied needs of all members of society to enter or re-enter the world of work."

(Main Working Document of the Second International Congress on Technical and Vocational Education, organized by UNESCO, Seoul, Republic of Korea, April 1995).

In order to assist the Member States to achieve these objectives, UNESCO plays a key role as a laboratory of ideas and standard setter. The development and promotion of the normative instruments that describe internationally acknowledged sound practices in TVET is one of the strategies that UNESCO employs. In particular, the Revised Recommendation concerning Technical and Vocational Education (2001) has been introduced and discussed in a series of sub-regional seminars organized by UNESCO since 2002. These seminars also provide a space to facilitate policy dialogue among TVET planners and policy makers to share and discuss experiences and ideas how TVET systems may be revitalized at national level through the implementation of innovative policies and practices.

UNESCO also gives technical assistance upon the request of the Member States in order to help to improve and strengthen the systems. See examples of such consultancy services provided in the following countries:

- >> Bahrain
- >> Mauritius



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2011 SADC Survey, A threshold

Not for Circulation

DRAFT FINAL REPORT

Assessment and Review of Technical and Vocational Education and Training (TVET) in the SADC Region and Development of a Regional Strategy for the Revitalisation of TVET

Authors of Regional Report
Professor Saimon McGrath (University of Nottingham, UK)
Dr. Rosemary Laing (Span Consultants)
Dr. Joy Papier (FET Institute, University of the Western Cape, South Africa)
Mr. Seamus Needham (FET Institute, UWC, South Africa)
Ms. Susanne Neymeyer (associate, SPAN Consultants)

SPAN Consultants
Brouwerdijkweg 1
2516AB, The Hague
25 January 2011



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"The Planners" in the UNESCO HQ, Designers of the BEAR project



Youngchul Kim



Kyutae Kim



Borhene Chakroun

Nationalistic , dedicated gov't officials,
eager to share Korean TVET experiences

For UNESCO's
role in TVET



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BEAR, small sized teddy bear

- Project Title: Better Education for Africa's Rise (BEAR)
- Beneficiary: 5 SADC countries
- Donor: The Republic of Korea
- Duration: 5 years (2011 – 2015)
- Budget: 10,000,000 USD (overall)



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Selection inside UNESCO, Competitive



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Three Result Areas(Targets) of BEAR, Aiming High

- Result 1:
Curriculum Development Capacity Building
- Result 2:
Training of Trainers at Training Institutes
- Result 3:
Computer network system for TVET management



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Due to small budget, target subjects chosen,
Leveraging the CD capacity built, moving others

Participants	Sectors
Botswana	Tourism
DR Congo	Agriculture, Construction
Malawi	Agro-food, Construction
Namibia	Construction
Zambia	Construction, Tourism

Hard to find implementing agency Delaying the launch



It took more than a year to find the implementing agency due to the un-tied rule of UNESCO and the reluctance of the KRVET.

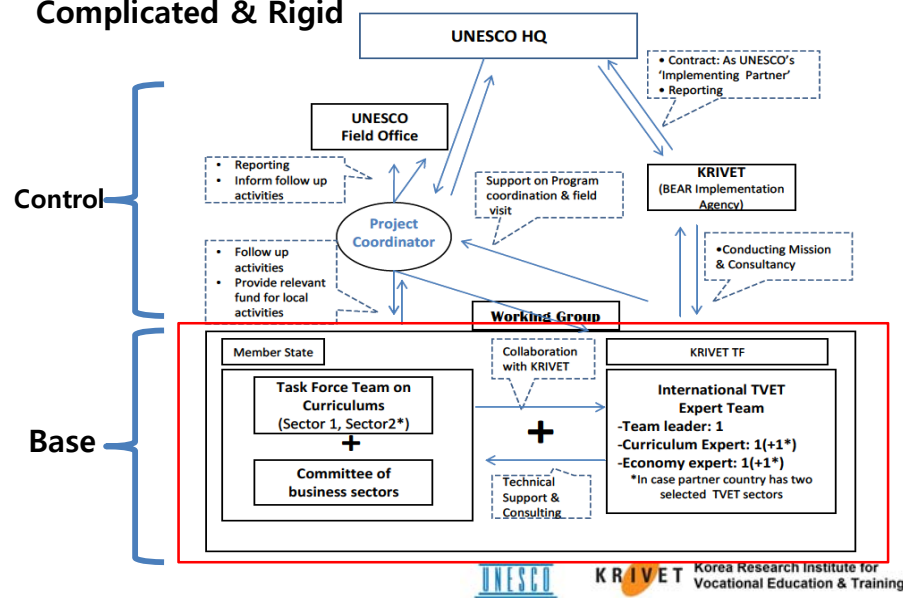
KRVET researchers are over-burdened, in-experienced in ODA type of work

Finally, on Aug 27, 2013, the 1.67 mil USD contract for the result 1, CD only, was signed between KRVET and UNESCO.

The Result 2 and 3 are not assigned to KRVET, to be on bidding later.

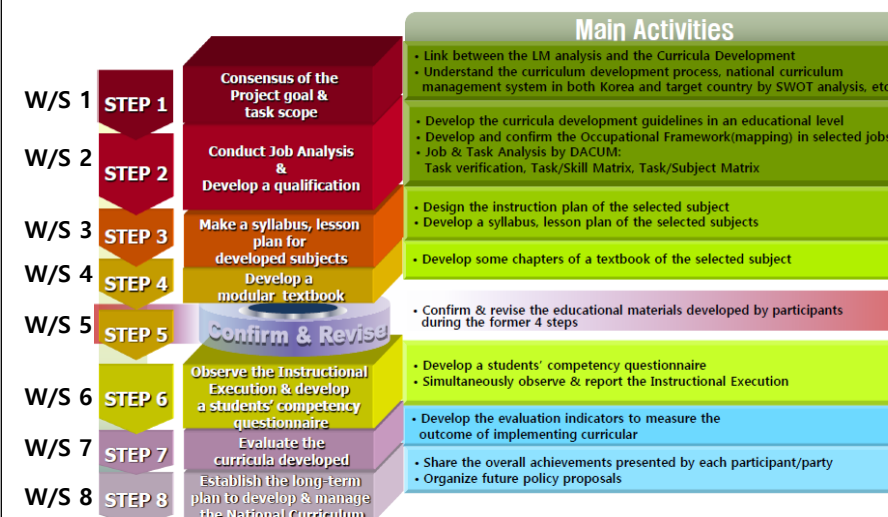


Tight Monitoring & logistics Scheme Complicated & Rigid



Standardization for Pace-Setting & Control

COMMON PLATFORM FOR CURRICULUM DEVELOPMENT(CD)



Workshops and Interim Activities A Cost Saving Implementation Method

Eight One-week Work shops with visiting KRIVET team
Eight Interim Activities among the locals between the workshops

The interim home works,
Some were doing fine, but others..
How to grade them?



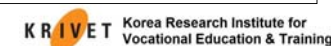
The Tool Kits

KRIVET's
Manual series
for
Best Practice/
Example

Originally
Prepared for
Vocational
High schools
Based on
NCS
(National
Competency
Standards)

List of Manuals and Worksheets from KRIVET Toolkit

- Task 2: Manual and worksheets to develop the curriculum after implementing the job analysis
- Task 3: Manual and worksheets to establish the evaluation criterion per task elements and make a test items for measuring the students' achievement
- Task 4: Manual and worksheets to make a syllabus, lesson Plan, and modular textbook
- Task 5: Manual and worksheets to develop the "Instruction Plan"
- Task 6: Manual and worksheets to analyze the effectiveness of teaching and to make the questionnaire of students' core competency and job performance competency
- Task 7: Manual and worksheets to evaluate the outcome and effects of the developed curriculum



Botswana



On the Oldest Land on Earth



Botswana : WB's model country

Population

-	2014 estimate	2,155,784 ^[1] (145 th)
-	2011 census	2,038,228 ^[2]
-	Density	3.4/km ² (231 st) 8.9/sq mi
GDP (PPP)		2014 estimate
-	Total	\$35.989 billion ^[3]
-	Per capita	\$17,106 ^[3]
GDP (nominal)		2014 estimate
-	Total	\$15.112 billion ^[3]
-	Per capita	\$7,704 ^[3]

Excerpted from wikipedia



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Three Prides of Botswana



Three Dikgosi



Okavango Delta



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Panne : Hidden Pride



1 pula = 10 yen approx.



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TVET in Botswana

Education vs Labor Ministry

Technical Colleges expanding replacing Brigades

BTEP provided by Scottish Qualification Authority(SQA)

Vocational Area		
	Foundation	Certificate
1.	Agro-based Industry	2. Agro-based Industry
3.	Building Construction	4. Building Construction
5.	Business	6. Business
7.	Clothing, Design and Textiles	8. Clothing, Design and Textiles
9.	Electrical and Mechanical Engineering	10. Electrical and Mechanical Engineering
11.	Hairdressing and Beauty Therapy	12. Hairdressing
		13. Beauty Therapy
14.	Hospitality and Tourism	15. Hospitality Operations
16.		17. Travel and Tourism
18.	Information and Communications Technology	19. Information and Communications Technology
		20. Laboratory Science
		21. Multimedia
22.	Sport, Leisure and Recreation	23. Sport, Leisure and Recreation
24.	Health and Social Care	25. Health and Social Care



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Technical Colleges with Module System

공공한 친구나 장소를 검색해보세요. Bong-Gun

Botswana Student Network
2013년 3월 17일 ·

GABORONE TECHNICAL COLLEGE
Gaborone Technical College invites applications from suitably qualified candidates for the following programmes tenable in April 2013:

1. BTEP Certificate in Beauty Therapy
2. BTEP Certificate in Hair Dressing
3. City and Guilds Technician Diploma in Electrical and Electronic Engineering
4. City and Guilds Level 2 Diploma in Food Preparation and Cooking (Culinary Arts)
5. City and Guilds Level 2 Diploma in Food and Beverage Services
6. City and Guilds Level 2 Diploma in Reception Services
7. City and Guilds Level 2 Diploma Accommodation Services

School Fees - P750 per annum for all the programmes if self-sponsored. Candidates who meet sponsorship requirements can apply to the Department of Tertiary Education Financing upon admission.

Gaborone Technical College
Private Ba 00358
Gaborone
Tel: 3636200
Fax: 3903382
CLOSING DATE: 27 APRIL 2013

City and Guilds of London Institute

City & Guilds - vocation

www.cityandguilds.com

About the City & Guilds Group Press Worldwide offices

City & Guilds
Believe you can

SEARCH EVERYTHING FIND A COURSE OR QUALIFICATION FIND A CENTRE

Search the site

Everything

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PROUDLY SPONSORED BY CITY & GUILDS

NATIONAL APPRENTICESHIP AWARDS

We wish all those nominated best of luck for tonight

Apprenticeship Awards DFE announcement Apprenticeship Reforms Great Expectations e-volve centre analytics

City & Guilds - a global leader in skills development

WHAT WE OFFER CENTRE QUICK LINKS NEWS & INSIGHT

BTEP Documents for Curriculum Authorization

Manuals of CD Validation, Re-validation, and Assessment



Teaching & Learning in Tech Colleges Based on Learning Units

Learning Unit: Hospitality Accounting (U1006310)

Learning Outcomes	Performance Criteria
1. Apply a computerised accounting package to produce final accounts in accordance with standard practice	(a) Establish suppliers' and customers' personal accounts (b) Record cash and credit purchases and sales (c) Process 'payments to suppliers' and 'from customers' (d) Extract Trial Balance, Trading, Profit and Loss accounts and Balance Sheet
2. Prepare a cash budget for a hospitality operation	(a) Determine the reasons for preparation of a variety of budgets (b) Prepare a budget for a 3 month period for a hospitality operation (c) Prepare a cash flow forecast for a given period
3. Prepare a statement reconciling budgeted and actual net profit using variance analysis to improve performance	(a) Distinguish between revenue based and cost based variances (b) Calculate revenue variances (c) Calculate cost variances (d) Prepare a statement reconciling budget with actual net profits achieved using the results of the analysis (e) Analyse the results and propose changes to improve the situation
4. Apply various pricing methods for a hospitality operation	(a) Analyse the variety of methods of pricing commonly applied in the hospitality industry, emphasising their advantages and disadvantages (b) Calculate accommodation tariffs using the "bottom-up" approach (c) Calculate overall menu prices for food and beverage using differential profit margins and cost plus method of pricing

The National Development Plans point out Something wrong in manpower preparation



Place of Botswana Tourism Competitiveness, Problematized

Table 5.1: A comparison of performance amongst a selection of tourism dependent economies using the Travel and Tourism Competitiveness report for 2013

Country	Overall ranking	Ranking for human resources	Education & Training levels	Availability of qualified labour
South Africa	64	132	79	139
Namibia	91	130	118	134
Mauritius	58	49	47	68
Botswana	94	128	78	138
Sri Lanka	74	78	51	112
Vietnam	80	77	99	48

Powerful Support from the Government



Deputy Permanent Secretary, Mogotsa Kewagamang

Project Coordinator, A localized dedicated interlocutor



Raymond Doherty



Development of A Curriculum(DACUM)

DACUM Process

Brain Storming
"What do you do for the Job?"

1. Establish Job Definition for analysis

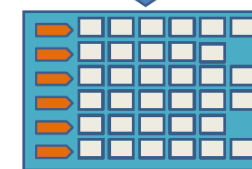
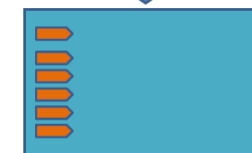
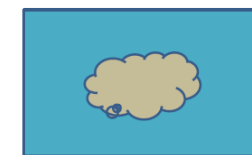
2. Draw Duties for the Job (6-12 each)

3. Draw Tasks for Duties(7-15 each)

4. Examine order and contents of Tasks

5. Set Priority & Training need of Tasks

6. Identify knowledge, skill, tools/attitude



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DACUM, an international best practice, practiced by themselves



Second workshop of the BEAR project, Botswana, August 2013



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Build on What already Exist,
Aligning the Terminologies and Concepts

BTEP - Botswana	DACUM	NCS - Korea
(N/A)	Occupation	Occupation (High, Middle Level)
BTEP Vocational areas	Job definition	Job (Sub-level classification)
Learning Unit	Duty	Competency Unit
Learning Outcome	Task	Competency Elements
Performance Criteria	Element	Performance Criteria
Evidence/Application Range	K.S.T	K.S.A/Application Range



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Common Platform vis-à-vis Botswana National Platform Request to reflect local concerns

Details	Outputs	Input from KRIVET	Equivalent Common Platform	Interim Activity
Workshop 2 – DACUM <ul style="list-style-type: none"> New approach in Botswana Staff require training and practice 	Job Definition and Skills Matrix relating to: <ul style="list-style-type: none"> Chieft Travel Consultancy 	<ul style="list-style-type: none"> Training on the DACUM Method Advice on Skills for each area 	Task 2	Finalising matrix and templates Presentation to Sector and Steering Committees
Workshop 3 – Programme structure and curriculum <ul style="list-style-type: none"> Programme structure must meet national OBE standards Standards set through the Quality Assurance and Assessment Unit of the MoE & SD and the NCOF Emphasis on quality and efficiency Emphasis on Independent Learner philosophy 	2 year Diploma programmes with emphasis on efficiency in delivery, recurrent budget, staffing etc... <ul style="list-style-type: none"> Unit Specifications Blueprint (Mandatory/Elective) Key Skills Integration Compliance with NCOF Compliance with QAA Emphasis on Independent Learner Philosophy 	<ul style="list-style-type: none"> Advice and support in formulating Outcomes and Performance Criteria Rebate to efficiency in designing curricula Training on Key Skills integration (see below) Advice and support for compliance 	Task 3 Pages 1-3	Finalising of specifications to suit QAA
Workshop 4 – Assessments <ul style="list-style-type: none"> Current assessment model is not feasible and requires complete revision KRIVET practices mirror Botswana's desired assessment model in TVET Requirement to completely define grading systems which are understood by industry and allow for articulation to higher education Requirement to define assessment models and methods for use in TVET environment 	Assessments for each curriculum area: <ul style="list-style-type: none"> Grading system Assessment models and methods for each curriculum area <ul style="list-style-type: none"> Portfolio Based Assessment Practical Assessments Examinations Actual assessments plus marking rubric 	<ul style="list-style-type: none"> Training on designing grading systems Training on assessment models, methods and their implementation Training on writing assessments and marking rubrics 	Task 3 remainder Task 6 (PBL)	Completion of Assessment Instruments and marking rubrics
Workshop 5 – Tutor's Pack (text book) <ul style="list-style-type: none"> Botswana system encourages the use of Tutor packs to encourage Independent Learning Tutor packs include Learning and Assessment Plans, Session Plans and related material for the curriculum Botswana requires emphasis on "Skills Transfer" techniques e.g. "Coach the Learner" Student profiling 	Completed tutor's packs for each unit within the structure: <ul style="list-style-type: none"> Session Plans LPs Tutors pack Formative assessments plus marking guides Student profiling methods – learning styles 	<ul style="list-style-type: none"> Training on skills transfer techniques within TVET Training on the application of skills transfer techniques through the tutor's pack Training on how to measure the success of skills transfer techniques i.e. formative assessments Training on how to establish learning styles for students 	Task 4 Task 5 Task 6	Completion of tutor packs (text books)
Workshop – Curriculum Management <ul style="list-style-type: none"> Developed curriculum must be implemented to maximize student throughput and utilisation of resources Timetabling Management plan for operating a training hotel (possible) 	Curriculum Management plan which provides: <ul style="list-style-type: none"> Objectives of the implemented curriculum in terms of outputs Timetable related to resources available – staff, rooms, budget etc. Commercial business plan for operating a training hotel. 	<ul style="list-style-type: none"> Training on setting objectives related to utilisation and throughput Training on timetabling for modern tertiary institutions related to objectives Training on resource management Training on commercial business planning Training on how to evaluate the outcomes curriculum implementation 	Task 7	Implementation of management plan

*Workshop – Integration of Key Skills <ul style="list-style-type: none"> Currently key skills utilises 1/3 of the curriculum <ul style="list-style-type: none"> Covers Numeracy, ICT, Personal Interpersonal Skills, Communication, Problem Solving, Entrepreneurship Deemed important but emphasised over vocational skills Strategy is required for possibly integrating key skills Strategy must include how key skills are assessed Entrepreneurial skills must also be considered Could other Key Skills be considered 	Key Skills integration (possible) plan including: <ul style="list-style-type: none"> Identifiable key skills for the curriculum area Aspects of the curriculum which relate to key skills Assessment strategy for key skills 	<ul style="list-style-type: none"> Training on how to integrate Key Skills to suit curriculum areas Training on how to manage Key Skills within a curriculum area Training on how Key Skills should be assessed i.e. personal interpersonal skills 		
*Workshop – Work Placement <ul style="list-style-type: none"> Work placement seen as important element of vocational programmes Employers complain of lack of direction and involvement from colleges How to build relationship with industry to train or allow students to perform? Could entrepreneurial skills be used for Work Placement 	Work Placement Guide <ul style="list-style-type: none"> Prepares industry to accept students of work placement Prepares colleges to manage work placement and build relationships with industry Prepares candidates for work placement Possible to consider candidates setting up their own businesses as part of work placement 	<ul style="list-style-type: none"> Training on the modalities of work placement Design of work placement log books, assessment criteria, portfolios etc... Design of guidelines for industry/college collaboration for work placement 		



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8 Work Shops and Interim Assignments

no	subject	period
1	Introduction	Apr 1-5, 2013
2	DACUM	Aug 5-13, 2013
3	Performance Criteria	Dec 2-6
4	Learning Module	Apr 7-11, 2014
5	Lesson Plan	Aug 11-15, 2014
6	Work Placement	Dec 1-5, 2014
7	Quality Assurance	Feb 9-13, 2015
8	Wrap Up	July 13-22, 2015



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Time Schedule at the WS 3




United Nations
Educational, Scientific and
Cultural Organisation

UNESCO

**BEAR Project
BOTSWANA**

Better Education for Africa's Rise



Workshop 3 DACUM Schedule

Time	Activities	Performed By
Day 1 (2nd December 2013)		
0800-0830	Registration	Attendees
0830-0845	Opening Remarks	Mr. Kgagame DPS MoE & SD
0845-0930	BEAR Project progress – BTEP/BEAR Integration Overview	Mr. Doherty – BEAR Coordinator
0930-1000	Orientation for WS3 schedule and activities	Professor Bong
1000-1030	Coffee break	
1030-1230	Review of DACUM Matrices (ref. Performance Criteria)	Groups
1230-1400	Lunch	
1400-1600	Review of DACUM Matrices (ref. Performance Criteria)	Groups
1600-1630	Reporting back to the plenary	Facilitator
Day 2 (3rd December 2013)		
0800-1000	The Role and Importance of Performance Criteria	Professor Bong
1000-1030	Coffee break	
1030-1230	Writing Performance Criteria (+ fine tuning DACUM Matrices)	Groups
1230-1400	Lunch	
1400-1600	Writing Performance Criteria (+ fine tuning DACUM Matrices)	Groups
1600-1630	Reporting back to the plenary	Group Leaders
Day 3 (4th December 2013)		
0800-1000	Writing Performance Criteria (+ fine tuning DACUM Matrices)	2 Groups
1000-1030	Coffee break	
1030-1230	Writing Performance Criteria (+ fine tuning DACUM Matrices)	2 Groups
1230-1400	Lunch	
1400-1600	Writing Performance Criteria (+ fine tuning DACUM Matrices)	2 groups
1600-1630	Reporting back to the plenary	Group Leaders
Day 4 (5th December 2013)		
0800-1000	Writing Performance Criteria (+ fine tuning DACUM Matrices)	Professor Bong
1000-1030	Coffee break	1000-1030
1030-1230	Writing Performance Criteria (+ fine tuning DACUM Matrices)	2 Groups
1230-1400	Lunch	
1400-1600	Review of Specifications	2 groups
1600-1630	Reporting back to the plenary	Group Leaders
Day 5 (6th December 2013)		
0800-1000	Establishing Curriculum Structure (ref. Syllabus, LP, IP, Texts)	Professor Bong
1000-1030	Coffee break	
1030-1230	Draft Botswana BEAR Structure	Groups
1230-1400	Lunch	
1400-1600	Presentation of Structure and Units	Group Leaders
1600-1630	Close and way forward	Professor Bong



UNESCO
BEAR (Better Education for Africa's Rise)



Progress

Programmes Validated July 2014:

Culinary Arts
Hospitality Management
Travel Management

Portfolio Assessments Vetted August 2014

Culinary Arts
Hospitality Management
Travel Management

End of Year/Semester Examinations Submitted for Vetting November 2014

Culinary Arts
Hospitality Management
Travel Management

Outstanding Issues

College Approval (Submitted to QAA)
Certification (Submitted to DTVET)



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142 Students on BEAR Programmes in Gaborone Technical College and Francistown College of Technical and Vocational Education

Gaborone Technical College	
Culinary Arts	23
Hospitality Management	24
Travel Management	58
Francistown College of Technical & Vocational Education	
Travel Management	37



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Semester System Attempted Inserted into the Learning Module System



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Semester Structure

Year 1		Year 2	
Semester 1	Semester 2	Semester 3	Semester 4
60 Credits	60 Credits	60 Credits	60 Credits
Unit 1 (12 credits)	Unit 6 (20 credits)	Work Placement	Unit 11 (10 credits)
Unit 2 (20 credits)	Unit 7 (20 credits)		Unit 12 (15 credits)
Unit 3 (10 credits)	Unit 8 (12 credits)		Unit 13 (15 credits)
Unit 4 (15 credits)	Unit 9 (10 credits)		Integrated Project (20 credits)
Unit 5 (13 credits)	Unit 10 (7 credits)		



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Lessons Learned from the BEAR Botswana

Analytical Aspects

Contingency : Korea's rise to donor, TVET revitalization
Structure : Policy transfer/borrowing mechanism and practices
System : Curriculum development by NCS (Nat'l Competency Std)
Actors : UNESCO, MOE, KRIVET, DTVET of Botswana
Ideology : Knowledge Sharing Program(KSP) for development

Unique Aspects

Build on what already exists/Grafting vs New wine new bags
Role of local team leader vs Foreign experts
Strong local Ownership vs. Control from the Donor
Political Support vs One of routine aid projects
Participation of demand side employers vs gov't officials
Hands-on practices by locals vs Packaged delivery from vendor
Limits on resources & expertise vs aiming too high, much, & broad
"Planner vs Searchers" problems as found in development cooperation



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A Theoretical review of the BEAR Botswana, from Policy Borrowing Perspectives

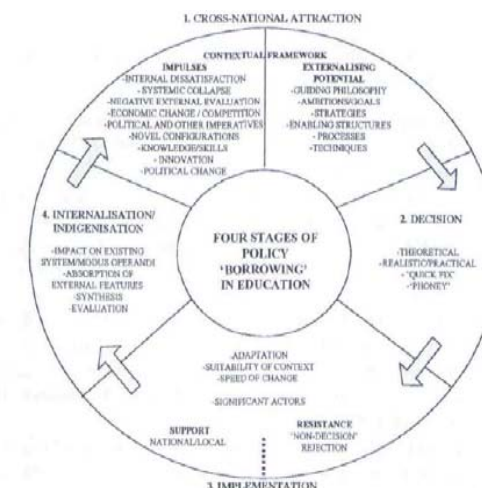
Key figures :

D. Phillips, K. Ochs, J. Schriewer, J. Meyer, F. Ramirez, G. Steiner-Khamsi, A. Verger

Core concepts, terminologies, jargons, & metaphors

reception and translation, externalization, political mobilization, globalization optique, deterritorialization, externalized(borrowed), recontextualized, internalized, socio-logic, local speak vs global speak, loose coupling between a policy and its implementation, discourse semantics of globalization, global education policy, policy brokers, comparison over time, across contexts, against standards, retroactive indigenization or reframing techniques, talk of crisis, **cross national attraction, decision, implementation, internalization/indigenization**, policy adoption and the role of ideas, ideation in the context, semiotic, institutionalism, rationalism, and constructivism & many more.....

Policy Borrowing in Comparative Education Studies



David Phillips and Kimberly Ochs (2004). Researching policy borrowing: some methodological challenges in comparative education, *British Educational Research Journal*, Vol. 30, No. 6.

The Issues of Context in Policy Borrowing, On local vs global confrontation

Emphasis on the local context in policy borrowing process
adaptation & internalization/indigenization, socio-logic

Globalization & de-contextualization

best practices, standardization, world education policy, policy brokers/vendors, travelling reforms, rank, role of ideas in borrowing

Reception & translation of reforms in developing countries

crisis talk, political mobilization for reform, loose coupling, recontextualization, conditions of aid vs ownership

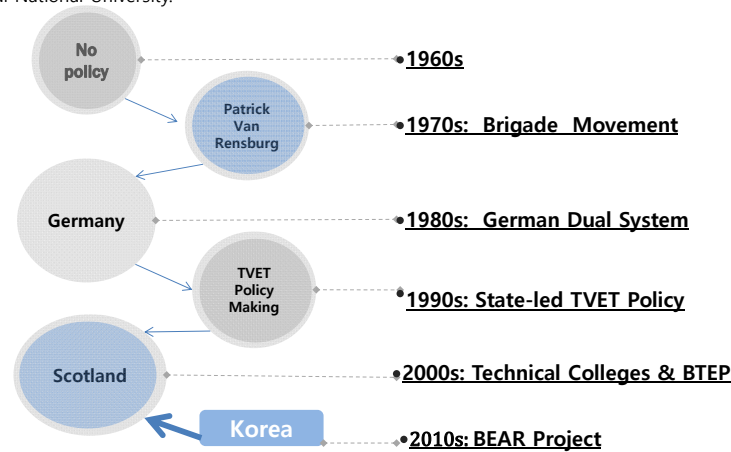
BEAR Botswana and The Case Selection Typology in policy borrowing study : Which quadrant does it belong to?

		Outcomes	
		Similar	Different
Systems	Similar	SS-SO Similar Systems with Similar Outcomes	SS-DO Similar Systems with Different Outcomes
	Different	DS-SO Different Systems with Similar Outcomes	DS-DO Different Systems with Different Outcomes

GITA STEINER-KHAMSIS (2013). What is Wrong with the 'What-Went-Right' Approach in Educational Policy? *European Educational Research Journal*, Volume 12, Number 1.

TVET Policy Borrowing Stream in Botswana, From now to elsewhere?

Byoung-gyu Gong(2014). *Borrowing from Elsewhere : From Cross-national Attraction to Internalization of the BTEP(Botswana Technical Education Program) in Botswana*, MA Thesis, Seoul National University.



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Research Questions for BEAR Botswana, inspired by the Reception & Translation metaphor of Gita S-K

Is the BEAR Botswana a contextualized or a de-contextualized project?
 What are the global aspects and influences in BEAR Botswana?
 What is the role of the IO (UNESCO) and how did they play the role?
 What is the role of Korean government and why & how did they play it?
 What is the rationale for the “reception” by Botswana government?

How & why did Botswana “translate” the Korea’s best practice?
 How did they translate the Korean practice into their existing system?
 Is Korea’s TVET CD method an int’l standard as a travelling reform?
 How does the ownership in the process of policy borrowing appear?

Is the BEAR Botswana viable in the future?
 Do SQA-BTEP, City & Guilds, KRIVET cause confusion & inefficiency?
 Will the “grafted” Korean practice to BTEP survive on what condition?
 How does Botswana eventually invent their own TVET system/practice?

“Policy Grafting” in Botswana as a Policy Borrowing

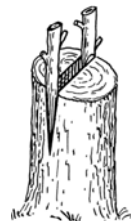
Tentative Conclusions :

Botswana re-contextualized the de-contextualized practice of TVET CD suggested by the donors of UNESCO & Korea.

It was attributable to Botswana’s policy borrowing tradition of exerting the ownership.

The re-contextualization was made in a form of grafting the KRIVET method into the existing BTEP formerly provided by SQA.

The viability of the grafting is not certain, if the stem of the BTEP rejects it.



A BEAR baby was born



Korea, Keolebile Banyatsang's daughter

Thanks much for your listening.

