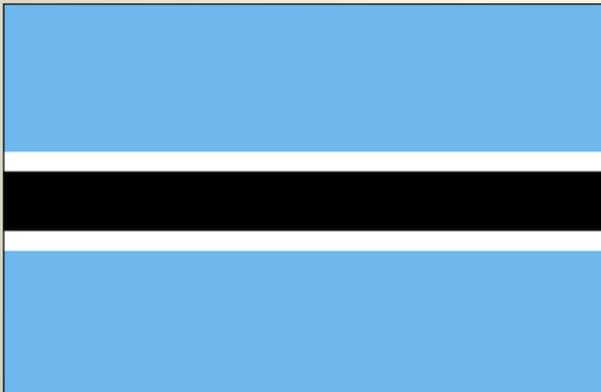
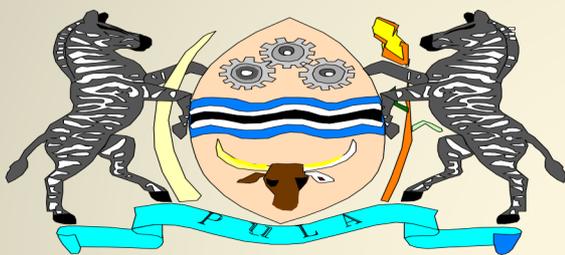


Botswana 's economic story is from rags to riches. Initially the economic growth and development was predominantly mineral led and the resource skill based. In the advent of transformation Botswana has to transform her education especially the TVET sector in her quest to transcend to a knowledge based society.



BOTSWANA COUNTRY REPORT

THE STATUS OF TECHNICAL
VOCATIONAL EDUCATION
AND TRAINING

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BOTSWANA CONTEXT

Botswana has over the years experienced rapid and sustained economic growth, and implemented deliberate policy measures to spread the benefit of growth to sectors other than mining. However, the country continues to face the challenge of high persistent levels of unemployment estimated at 17.5% and poverty at 30%, mainly due to the country's heavy reliance on capital intensive mining and quarrying. Labour intensive sectors such as agriculture and construction do not contribute as much to the country's Gross Domestic Product (GDP).

The private sector is the country's largest employer accounting for 43% of the total labour force of whom 49.9% are women. Subsistence farming accounts for the second largest employer 24% (43% of whom are women). The public sector (central) and local government) is the third largest employer absorbing 20.7% of the country's total employment; 51% of whom are women.

The problems associated with the delivery of Technical Vocational Education and Training [TVET] in Botswana have been documented widely. The system is quite separate from the formal School Education System and is often regarded as a deficit system without defined pathways, perceived negatively, poorly articulated with labour market demands, not contributing towards socio economic development needs as much as expected. The sector should be addressing multiple social and economic development priorities, from poverty reduction, food security and social cohesion to economic growth and competitiveness. It is generally agreed that a modern and responsive TVET system needs to take into account current and expected socio-economic conditions including labour market demand, the needs of both the formal and informal sector in relation to employment and the professional capacity of TVET Teachers and Instructors. Further, TVET must attend to specific employment needs of both rural and urban situations and take account of belief and value system.

Challenges

- **Absence of prioritisation:** Technical Education and Skills Development training is not very relevant to the needs of industry. Studies highlight that Vocational Education Training in Botswana does not provide readily employable persons, primarily because of limited practical work done at training institutions, which may also explain the high unemployment rate among TVET graduates.
- **Poor Quality Curriculum:** The programmes which are offered in Technical Colleges and Brigades are overdue for review and evaluation. The Brigades offer programmes that have not been reviewed since 1997. Similarly most of the Apprenticeship Curricula have not been reviewed or revised for years.
- **Low Performance:** A major challenge across the TVET and Skills Development sub-sector. The average pass rates are below 50%. The sub-sector is also bedeviled by management and resource challenges, with dilapidated buildings and obsolete equipment and a poor work ethic amongst staff and students. This contributes to poor quality and inefficiency of the TVET system.

- **Image of the TVET sub-sector:** The reputation of TVET is poor. In many cases, school-leavers decide to enroll in TVET institutions only if they do not qualify for senior secondary or higher education. Failure to offer quality programmes, poor quality staff and outdated curricula have made TVET unattractive, especially where it is rarely a first choice. The TVET Situation Analysis Report established all TVET colleges are operating well below their intended student capacity of a teacher- student ratio of 1:15 or above.¹

During **National Development Plan Nine (NDP 9)** review, challenges identified were in the production of graduates who had skills that were not relevant to the country's economic and social development and who were not able to compete in global labour markets. The mismatch between opportunities in the labour market and graduates contributed significantly to youth unemployment. Lack of opportunities for youth poses a serious challenge to the nation as it increases unemployment and dependency on government assistance programmes (NDP 10, pg.107/8). According to a study entitled "**Technical and Vocational Education Training in Botswana**" Siphambe et al (2009), the development of Vocational Education in Botswana was highly influenced by the country's economic history. At independence, Botswana like most countries that had a lack of skilled manpower, neglected Vocational and Technical Education in favor of producing the workforce that could take over the "white collar" jobs (technocrats). As a result, there was a benign neglect of developing Technical and Vocational Education in the country.

A Tracer Study conducted by BOTA entitled "**Learning in the workplace in Botswana: a Baseline Study " (2006)** concluded that the Vocational Training system does not provide readily employable skilled persons mainly because there is less practical work done at the institutions. Most studies done in the past have also found that the reputation of Vocational Training in Botswana has been less than satisfactory because there is a perceived poor quality of students, staff, curricula and resources (pg.20). This baseline Survey also highlighted that Vocational Education Training in Botswana does not provide readily employable persons, primarily because of limited practical work done at training institutions, which may also explain the high unemployment rate among TVET graduates.

1a) i) TVET students Vis a Vis total students enrolled.

MoESD - the Land Scape

LEVEL	No of schools	Enrolment s	No of teachers/ Lecturers
Pre-Primary	(226) (part of primary schools)	9 164	(279) (part of primary)
Primary	755	418,685	11,424
Junior Secondary	207	119,512	13 522
Senior Secondary	32	53,366	
Brigades	37	9,776	1212
Technical Colleges	8	8,031	
Colleges of Education	5	2, 397	467
Totals	1044	620 931	26 625

Fig 1.

Fig one indicates that in 2015, there are 172 878 students are in Botswana secondary schools compared to 17807 students in brigades and technical colleges; a ratio of 1:10. Generally this is a high TVET to ratio sec indicating less emphasis on TVET as compared to secondary education. It is also evident that the TVET institutions are under subscribed. As compared to best practice where the situation is 1:3.

Fig 2: School-Age Population Derived from CSO Single-Age Population Projections (2012 -2018)

LEVEL OF EDUCATION	2012 /13 Actual Enrolment	2020 Projected Enrolment	Increase	% Increase
Pre-Primary	9,995	55,374	45,379	454%
Primary	337,206	378,493	41,287	12%
Junior Secondary	111,305	138,444	27,139	24%
Senior Secondary	48,900	65,941	17,041	35%
Technical & Vocational (Secondary School Equivalent)	5,899	30,434	24,535	416%
Tertiary (Academic & Tertiary level Tech & Vocational)	65,702	100,130	34,428	52%

Fig 2 projects exponential increase in the intake at technical and vocational schools. The aforementioned is necessitated by the anticipated introduction of multiple pathways. These pathways can best be summed as below;

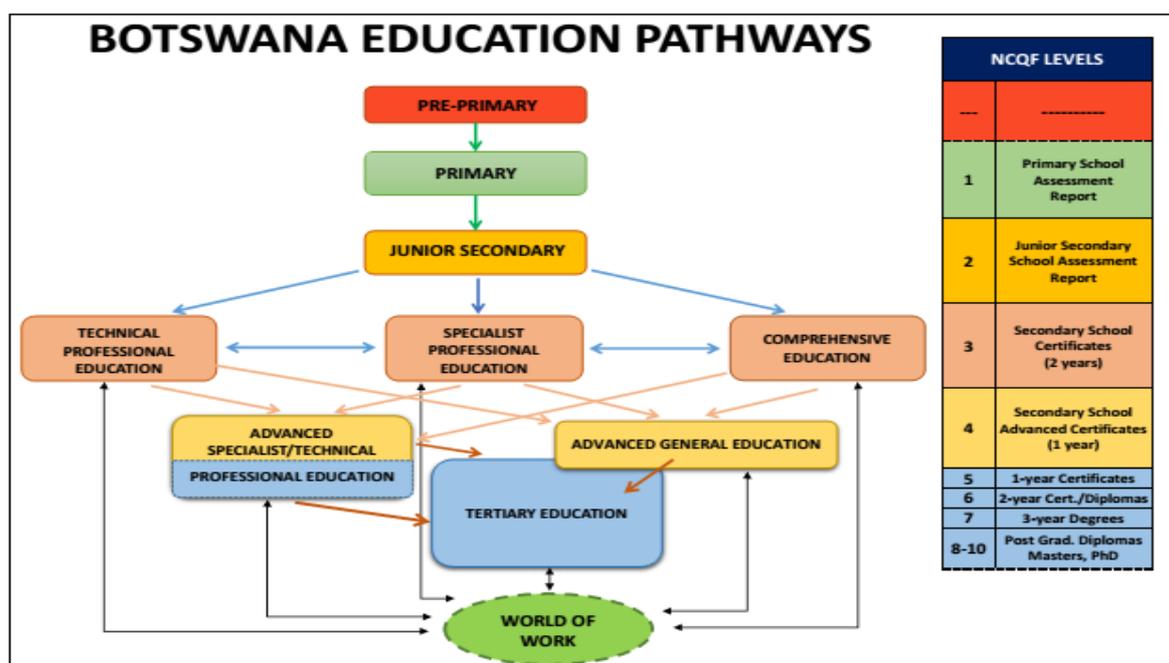


Fig 3
The new reform indicates that the multiple pathways will streamline the ratios at senior secondary equivalent to be 30% at TC/Voc, 50% academic and 20% for the specialist sec school.

With regard to expenditure; previously TVET was only accorded a nominal share of the budget allocated to education being 4.9% as opposed to the international best practice of 7%. However, with the implementation of Education and Training Sector Strategic Plan, the sub sector is to realize an increase in the budget share. (See Fig 4 Below)

Sub Sector	2015/16 BUDGET ALLOCATION	%	TOTAL ETSSP BUDET (6YRS)	% IN ETSSP	2015/16 ETSSP REQUIREMENT	MOESD 2015/16 BUDGET REQUIREMENT	%
PRE PRIMARY	0		2,022,223	11%	335,173	335,173	2.4%
PRIMARY	1,937,708	17.4%	3,336,638	17.80%	635,336	2,573,044	18.2%
SECONDARY	3,757,456	33.7%	3,738,417	20%	725,424	4,482,880	31.6%
TVET	541,572	4.9%	2,561,107	14%	383,081	924,653	6.5%
TERTIARY	3,233,274	29.0%	3,553,246	19%	697,065	3,930,339	27.7%
CURRICULUM	42,997	0.4%	39,708	0%	1,532	44,529	0.3%
TEPD	310,496	2.8%	1,788,101	10%	56,326	366,822	2.6%
HRM/TSA	24,822	0.2%	9,204	0%	2,994	27,816	0.2%
FINANCE	0		3,366	0%	1,682	1,682	0.0%
EMIS / PLANNING STATISTICS AND RESEARCH	9,538	0.1%	23,828	0%	1,824	11,362	0.1%
LIFELONG / OSET	113,933	1.0%	152,455	1%	20,000	133,933	0.9%
ICT	84,121	0.8%	1,519,895	8%	158,095	242,216	1.7%
Technical Service	23,577	0.2%	0	0%	-	23,577	0.2%
MOE HQ	1,073,467	9.6%	0	0%	-	1,073,467	7.6%
GRAND TOTAL	11,152,961	100%	18,748,188	100%	3,018,532	14,171,493	100%

b) Our training is 100% residential training as opposed to being dual. The reason being we have a small industrial base which may not sustain such training as the case in industrialized countries like Germany.

c) Not available.

d) i) At 15-24 years a majority of the cohort are students and are not expected to be in the labour market. However the few swell the economical active group which is unemployed (see Fig 5 below). Meanwhile a notable number do enter the world of work with some training, albeit a significant number remaining unemployed (see Fig 6)

Labour Force structure from the 2011 Population and Housing Census

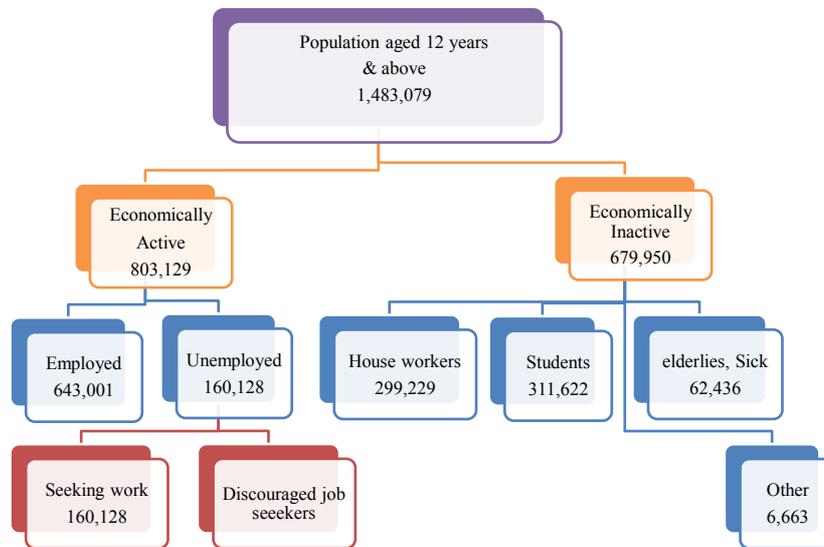


Fig 6.

Unemployed Population by Education/Training and Sex, 2011 Census

Education	Male	Female	Total
Never attended	6,705	3,421	10,126
Primary	12,884	10,128	22,972
Junior Secondary	29,940	33,527	63,467
Senior Secondary	17,151	20,591	37,742
Post sec education	271	211	482
Non- Formal	205	223	428
Apprentice Cert.	104	73	177
Brigade Cert.	2,211	1,645	3,856
Brigade Diploma	132	111	243
Vocational cert.	1,986	2,689	4,675
Vocational Diploma	898	991	1,889
Education College cert.	273	572	845
Education college Diploma	517	775	1,292
IHS Cert.	30	126	156
IHS Diploma	72	133	205
University cert.	343	549	892
University Diploma	1,929	2,726	4,655
University Degree	2,412	2,472	4,884
Not stated	242	227	469
Total	78,265	81,190	159,455

e) Types of training Modalities in Botswana

i. Traditional apprenticeship

Apprenticeship refers to: “*A period of long-term training substantially carried out within an undertaking and often with related compulsory classroom instruction. It is regulated by statutory law or custom according to an oral or written contract, which imposes mutual obligations on the two parties concerned.*” (NaPVET 1997).

The Apprenticeship Programme can be instrumental in producing job- ready graduates. The following are some of the shortcomings of the current Apprenticeship Programmes:

- abuse of Apprenticeship by some students and employers;
- no policy to guide the Apprenticeship Programme;
- disjointed coordination;
- inadequate monitoring of Industry Based Learning;
- no data base on industry Based Trainers.

On the positive side, Work Based Training Regulations are available although there is no data on the efficiency of the current Apprenticeship Programmes. Such information would cover indicators such as Apprenticeship completion rates (number of apprentices that complete the programme in relation to those who had enrolled in the programme.) as well as the determination of the number of apprentices for the different skill areas.

ii. Traditional Apprenticeship

Traditional Apprenticeship is learning by doing, observing and coaching. In Botswana it exists in the form of traditional crafts; such as basketry, weaving, leather works and wood carving. Normally it is done on subsistence level. TVET is trying to harness those skills through “recognition of prior learning’, to integrate it into mainstream learning.

a) Artisan Level Training

NaPVET states that there are several major players providing Vocational Education and Training in the country such as government, parastatals organizations, the private sector and the communities. The Ministry of Labour and Home Affairs and the Ministry of Education and skills development share the responsibility for the provision of skill level training. The National Apprenticeship Scheme is central in providing skilled artisans. The larger portion of this training takes place in industry. The institutionalized part of the training is provided in six Vocational Training Centres (VTCs) under the Ministry of Education and one Company- Based VTC. The VTCs also run Two Year Full-Time Courses to cover the first Two years of the Apprenticeship Scheme as well as a number of short terms, part time and evening courses.

b) Technician Level Training

NaPVET states that, it has to be emphasized that Technician Training is closely related to Vocational Education and Training in the sense that they are both dealing with the development

of skilled workers. Furthermore, many institutions are already offering both Vocational and Technician Training in the same institution and this trend is expected to continue even in Public Institutions. However, since the two training systems are under different authorities, clear mechanisms will be developed to facilitate efficient coordination of the two systems through the establishment of joint structures to ensure synchronization and smooth transfer from one training level to another. This will be addressed through quality assurance mechanism as espoused in the National Credit and Qualification Framework.

c) Enterprise/Work Based Training

Work Based Training is vocational training based on the requirements at the workplace and uses the workplace as a learning context. In this context industry determines what learners and prospective employees have to be able to do in order to be suitable for the world of work. This is a critical component in TVET as well as a contributing factor to producing job - ready graduates. There is currently, insufficient provision of Work Based Learning, for both learners and trainers. The following are some of the challenges:

- absence of policy on Work Based Learning and articulation
- No structured participation of industry in Programme Development and Implementation
- Lack of alignment of development to geographical context
- limited industry base;
- weak linkages between industry and institutions;
- unwillingness of industry to provide work placement for trainees,
- unstructured work based learning,
- Work Based Learning not monitored;
- weak mentoring process;

d) Trade Testing

Parallel to the Apprenticeship Programme, the Government also runs a programme for Trade Testing. The Community - based and Government- supported Brigades Centres offer Two Year Courses leading to Trade Tests C and B which uses the concept of Training with Production. Apart from these, they also offer a range of other courses, e.g. for commercial occupations. The Trades Testing System further provides an opportunity for already employed and experienced workers to take Trade Test Examinations and also to take a practical test at C level without having to sit for the theoretical examination. The Construction Industry in Partnership with Government has established the Botswana Construction Industry Trust Fund which is used to fund Competency Based Crash Training Programmes to address identified needs of the Construction Industry.

iii. Incubation Centres

The centres are hosted by the Local Enterprise Authority (LEA) under Ministry of Commerce and Industry. However, the Ministry of Education and Skills Development have access to the programme through a joint ministerial body known as the ‘Youth Empowerment Scheme’ Business incubators are facilities that provide a variety of services under controlled work environment designed to accelerate growth of emerging SMME businesses. The LEA Incubation Model intends to transform the economy of the country. This requires interventions that will

- Kick-start the formation of new industries
- Move industries to new performance levels

Botswana has a couple of incubation centers; notably;

1. Glen-Valley Horticultural incubator
2. Gaborone Leather industry incubator
3. Pilane Leather industry incubator
4. Francistown industrial business incubator (textile, metal works, art and crafts) vi Others

Rapid skilling -**DTVET/CITF** will provide training in Coded Welding at Jwaneng, Madiba and Serowe Brigades. 6 officers will go on a six-months training from June 2015 to November 2015, in preparation for a new enrolment in January 2016. Opportunities exist in the Mining industry, railways and power where skills are imported from outside the country. Programme delivery and training is through partnership with CITF

iv. Prevocational Programmes

RNPE 1994 states that government is still committed to providing universal access to Junior Secondary School. However, in order to enhance the employability and the capacity for further training of Junior Secondary Leavers, the goals and content of the programme will be revised to emphasize the pre-vocational preparation through:

- the vocational orientation of academic subjects,
- increasing the number of practical subjects offered,
- emphasising foundation skills application to work situations such as problem solving, self-presentation, team work and computing,
- relating the curriculum to the world of work by offering both curricular and co-curricular activities that espouse the processes and organisation of production and demands of working life, career guidance and counselling.

There are two main streams of TVET services provided in Botswana:

- I. the BTEP² stream potentially leading up to Diploma level, offered in the 8 public technical colleges (see page16); and
- II. the Apprenticeship/ Trade Tests stream, potentially leading up to National Craft Certificate level, offered in the 8 public technical colleges and 39 Brigades (see page 19).

²BTEP is higher level technical training

Each of these streams has intermediate terminal points, and are effectively modular. Pathways between the two streams are challenging.

The structure of each stream, their basic entry requirements, and the qualifications attainable are provided in summary below:

Fig .7 BTEP Course Details

Course	Length (years)	Age cohort to apply*	Entry requirement
Foundation Course	1	17 yr. old	JSS Certificate
Certificate	1	19 yr. old**	JSS Certificate / Foundation
Advanced Certificate	1	20 yr. old	Certificate
Diploma	1	21 yr. old	Advanced Certificate

*"The age cohort to apply" provides a standardized basis for assessing the completion and graduation rates of these services in respect to the population. Clearly, many students will be older than this age band.

**Age cohort for Certificate is based upon SSS certificate entry rather than foundation as these students are in the majority

Fig 8 NCC Apprenticeship Trade Test Course Details

Course	Length (years)	Age cohort to apply*	Entry requirement
Trade Test C /Apprentice Yr. 1**	1***	17 yr. old	JSS Certificate / Aptitude test
Trade Test B /Apprentice Yr. 2**	1***	18 yr. old	Trade Test C / Apprentice Yr. 1
National Craft Certificate	2***	20 yr. old	Trade Test B / Apprentice Yr. 2

- v. Current Policies and practices in the training of trainers (public) HR

Fig 9 Qualifications Attainment in Brigades and Technical Colleges

Institutions	Distribution of Highest Vocational Qualifications					Total	Without Training or Teaching Qualifications
	Doctorate	Masters	Degree	Diploma	Certificate		
Brigades (All)	0	5	78	347	469	899	756 (84.09%) of the 899 trainers)
Technical Colleges	1	41	164	157	49	412	210 (50.97%) of the 412 trainers
Total	1	46	242	504	518	1311	966 (73.68%)

a. BOTA research shows that in some areas there is no shortage of TVET teachers but in other areas programmes with top quality purpose-built facilities are not running because of staff shortages in those areas. A large proportion of TVET teachers (e.g. in Brigades and in private institutions) have minimal or no teaching qualification as displayed in Chart Excellence in teaching and learning is fundamental to producing skilled artisans and technicians with the attributes which employers are looking for. Research also shows that while training programmes are designed to address many of the areas that are important for employers (e.g. communication and customer service); graduates do not exhibit the characteristics of people who have internalized learning in these areas. This suggests that the weakness is in the way that the curriculum is delivered, i.e. in the practices of teachers

b) Training of trainers is an integral part of our Ministry's year action plan;

i) The share of the TVET budget on the Ministry one is 4.9% .For financial year 2015-16 our Ministry has been allocated BWP 10.3 billion of which BWP 532m was allocated to TVET. At TVET; training has been allocated BWP 8.2 m, covering in service training, courses, material and allowances.

The registration and accreditation is on-going; i.e.for 1st quarter (Q1) 2015/16, Botswana Qualification Authority registered 177 trainers and accredited 158, as show below. The total of both accredited and registered trainers in Q1 is three hundred and thirty five (335).

Fig : 10

TRAINER CATEGORY	FEMALE	MALE	TOTAL
Registered	70	107	177
Accredited	63	95	158
Total	133	202	335

For this financial year there are no new trainers are expected to benefit from this training, but rather, we continue to sponsor those who are currently in the training programme (continuing students) .

C) Different types of training of trainers being are;

- i) In-service training; to upgrade professional competencies.
- ii) Long term training in some re-tooling to upgrade competencies in the design of training and certification as well as pedagogical design.
- iii) Short courses are used for statutory promotions

d) Normally TVET develops a training plan/scheme which is then infused into the Ministry's. The training is handled by Training Department in the Ministry Headquarters. Training mainly takes place with the local institutes.

e) We seldom recruit from the world of enterprise as our salaries are paltry and cannot attract any one from the private sector.

f) Recommendations;

- i) Pilot Competency Based Training (CBT) in a few employment and economic growth areas
- ii) Provide a commensurate remuneration package and incentive schemes. (for retention) e.g. performance related pay schemes
- iii) institute a VET demand analysis and planning of delivery
- iv) change the funding models for TVET
- v) Reform secondary education curriculum (OBE- Multiple pathways)
- vi) Introduce flexible working conditions to allow those from the industry to give a helping hand
- vii) Training staff in industry or commerce could be attached or seconded to institutions on a regular or part time basis, not only to cover shortages, but also to bring work ethics into training.
- viii) Develop flexible TVET career pathways to avoid it being a 'dead end'
- ix) Providing incentives for experts to train as teachers in priority areas and other areas of shortage
- x) Ensure that all teachers are working towards teaching qualifications at Level 5
- xi) Ensure that all teacher trainers complete a term of industry work experience at least every five years, with local companies who may be employers of their graduates. Where industry requirements change rapidly the frequency should be increased, for example to every three years.
- xii) Training staff could be given industrial or commercial experience at least once every three to four years.
- xiii) Ensure that accreditation criteria for trainers and assessors include evidence of active engagement with industry including rigorous management of attachment and effective mentoring of attached learners
- xiv) There should be a development of a multi stakeholder and industry –driven organization to develop and facilitate an effective partnership between government (DTVET), business and industry.

- xv) Focus on pedagogical approaches to suit outcomes based learning; integrating theory and practice and developing critical thinking
- xvi) Offer online courses with blocks of teaching practice and build laptops into the fee for teaching qualifications.

3. Current Policies and Practices in the area of training of entrepreneurs

i. Modern Apprenticeship

It is a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading). Apprenticeship also enables practitioners to gain a license to practice in a regulated profession. **Apprentices** or protégés build their careers from apprenticeships. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last 3 to 6 years. People who successfully complete an apprenticeship reach the journeyman level of competence.

ii. Traditional Apprenticeship

The ILO (ILO, 2012) distinguishes between traditional apprenticeship and informal apprenticeship by defining the former as a system in which skills are transmitted from a father or mother to family members and the latter as a system where the skills of a given occupation are transmitted to young people outside the family or kin group

iii. Renovated Traditional Apprenticeship

An arrangement that allows a learner to gain vocational qualifications from a master practitioner and at same time having the opportunity to be guided in a formal setting.

iv. On the job modalities of integration into the labour market

This involves; induction, orientation, workshoping, and probationary/internship engagement and attachments

v. Entrepreneurship training

Entrepreneurship is the process of starting a business, typically you can check in a startup company offering an innovative product, process or service.^[1] The **entrepreneur** perceives an opportunity and often exhibits biases in taking the decision to exploit the opportunity. The exploitation of entrepreneurial opportunities includes design actions to develop a business plan, acquire the human, financial and other required resources, and to be responsible for its success or failure.^[2] Entrepreneurship may operate within an entrepreneurship ecosystem which includes government programs and services that support entrepreneurs, entrepreneurship resources (e.g., business incubators and seed

accelerators), entrepreneurship education and training and financing (e.g., loans, venture capital financing, and grants).

vi. Other.

a) BJO Formation (Paris, France) is one of the most important and recognized French school on design and manufacturing of luxurious jewelry with high exposure in the international market. This partnership will help talented and motivated students from Botswana strengthen their skills with the support of French expertise in the jewellery sector with the view to meet the requirements of the industry. It will encourage the exchange of students and lecturers from both sides (Botswana and France). Two students have been identified for attachment for two weeks in October 2015.

b) Entrepreneurial skills are being integrated in the technical and vocational education and training as part of the new programmes for implementation by the tvet sector. In order to equip the TVET graduates to be able to be job ready.

i) Local Enterprises Authority (LEA) in collaboration with the Ministry of Education and Skills covers Entrepreneurship Awareness Workshops (EAW) at Senior Secondary Schools, training and incubation in schools and establishment of schools of excellence.

- **26 234** learners have been covered through EAW throughout the country

- DTVET partners with LEA to provide training in Leather Goods Design and Footwear Design training at FDDI in India to commence in June/July for 6 lecturers. LEA pledged their equipment to kick start Leather Design training, particularly for practical training in Gaborone.

ii) The UNESCO BEAR Project for Hospitality and Tourism Diploma programmes were launched in September 2014 Diploma in Culinary Arts, Hospitality Management, and Travel Management. **125** students are currently enrolled in BEAR programmes at FCTVE and GTC. **128** students will be enrolled in August 2015 to make the total of **253** students.

c) Reforms proposals;

i) Introduce Youth entrepreneurship scheme

ii) Adopt competency based assessment approach to training, assessment and certification

iii) Use of tracer studies of graduate employability and follow up of past graduates and what they are engaged in. Research and implementation of recommendation thereof.

- iv) Labour market observatory studies. Studies of work permits and trends in job advertisements.
- v) Adopt a multi-disciplinary approach in involving many government departments, economic and social bodies. We have to shape a fertile economic system (Badawi, 2011). Botswana is doing it through Youth Empowerment Scheme (YES; 2012 to date).

4. Botswana's Experience.

Botswana faces a paradox in TVET delivery with particular reference to the quality and retention of the TVET trainers. There is shortage of qualified TVET trainers in specialized areas leading to most institution running under capacity. At the same the few trainers in the sector are leaving for greener pastures in the private sector. Also, the country has a pool of unemployed graduates, given the small industrial base.

- a) Retooling of hundred to be TVET trainers in Post Graduate Certificate in TVET. Different years of comp). In 2012, the country identified 100 unemployed graduates (specialists in different courses National Craft Certificate, Diploma, Associate Degree and a degree) to be retooled, and later employed as TVET trainers.
- b) The target cohort went into a residential type of training scheme of 12 months at Francistown College of Technical and Vocational Education.
- c) The cohort had varying qualification (as above) in any other subject area, with no training on education or trainers, hence the need to retool them, as they had the technical base.

b) Beneficiaries

- i) Beneficiaries of the training were the unemployed 100 graduates. The profile is understood to be contained under the qualification. The trained involved both theory and practice.
- ii) The training was residential and fulltime as well as competency based. It covered pedagogy, andragogy and skills.
- iii) At the end of the day, the cohort mastered the training and the certification design (they understood the process of implementing the programmes like BTEP, City& Guilds and trade certificates offered locally).

d) Objectives;

1. Increasing the quality and effectiveness of the training system
2. To solve graduate unemployment
3. To fill existing vacancies in TVET

e) Specific objectives;

i) Training the youth for new trades (of the trainers and the would be trainees)

ii) The training was diversified as well as the courses. For instance the trainers possessed basic training on agriculture, building construction, electrical installation, systems design and hospitality and tourism. It goes without saying the cohort was going to train on their areas of speciality.

iii) The training had an entrepreneurial component; hence the beneficiaries were equipped with basic business skills to impart to the trainees.

iv) Initially the cohort was unemployed. With this training it qualified them to work as temporary or permanent trainers. Some about 30% have to date been employed elsewhere in the economy, something they may not have attained had they not undergone this training.

e) Results Achieved;

i) The main impact of this experience in multi fold; First, the cohort became employable as their skills and competencies improved; are now able to teach in our institutes. Secondly, the quality of the delivery of TVET programmes improved. Thirdly, access to TVET programmes improved. The TVET vacancy rate also decreased.

ii) The cohort obtained entrepreneurial skills which afforded them to be either self-employed, train in the TVET institutes or find employment elsewhere.

iii) For the cohort, with them in gainful employment there was poverty alleviation at personal/family level.

b) The future is green;

i) Albeit with some modifications, Botswana is already replicating the experience above; through the Human Resource Development Council. TVET is retooling and upgrading the trainers with the assistance of Haaga Helia University of Finland. Initially , Botswana was to sent trainers in batches to Finland, but this is shelved pending funds availability

ii) This is a stop gap measure and cannot be institutionalized. It cannot be a pillar of our training of trainers. Instead Botswana has come up with a five year Education and Training Sector Strategic Plan (ETSSP) (2015-2020) for which it has nine programmes to address TVET issues holistically. Amongst these is Continuous Professional Development for trainers (see below.)

TVET 1	To attain sole accountability for a quality TVET sub-sector and to have effective governance of the sector
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TVET 2	Improve the quality and relevance of the TVET system so as to produce competent TVET graduates for the Botswana Economy
TVET 3	To align TVET programmes and institutions with the demand for qualified, productive and competitive human resources
TVET 4	To increase TVET pathways for growth for all learners (lifelong learning) by establishing mechanisms for the transferability of credits
TVET 5	To produce job-ready TVET graduates through well-regulated work-based learning, including apprenticeships for both learners and trainers
TVET 6	Strengthen professional competency of staff within the TVET system to enable a learning environment that makes TVET globally competitive
TVET 7	Increased stakeholder contribution to the transformation of the TVET sector
TVET 8	To attain optimum utilization of TVET Resources
TVET 9	To establish a more positive image of TVET for improved perception of the TVET sector in order to increase enrolment and better prepare graduates for the labour market

c) We have shared this experience with other countries at various fora especially around the issues of youth unemployment, graduate unemployment and skills development.

d) We believe this is an experience we can share with any other country faced with similar challenges.

However, we would like to share more on a holistic approach to TVET issues as espoused in our sector plan.

Secondly, we would share more on the development of the ‘Sector Committees’ to guide the human resource planning.

1. What are Sector Committees;

- a. The committees are advisory committees of the HRDC
- b. Individuals that demonstrate ability and experience about their sector.
- c. They meet quarterly
- d. Serve for a maximum of 2 years

2. Composition of Sector committees:

Twelve to fifteen members who are from the following;

- a. Business and Employers
 - b. Government
 - c. Employees and Labour Unions;
 - d. Advisory, Steering, Support and Regulatory Agencies
 - e. Education and Skills Training and Development Specialists and Institutions
 - f. Professional, Employer and Employee Associations
 - g. Civil Society
- 3. Role of Sector Committees**
- a. identify changes within the sectors;
 - b. determine skills required to facilitate change;
 - c. determine whether the skills required are produced by the current system;
 - d. Recommend how the provision of skills can become more responsive.

POSSIBLE SECTORS

DRIVING SECTORS
1. Mining, Minerals, Energy and Water Resources
2. Tourism
3. Financial and Business Services
4. Transport
5. Manufacturing
6. Agriculture
7. Creative Industries

ENABLING SECTORS
1. Education and Training (TVET)
2. Health
3. ICT
4. Research, Innovation, Science & Technology
5. Public Service

