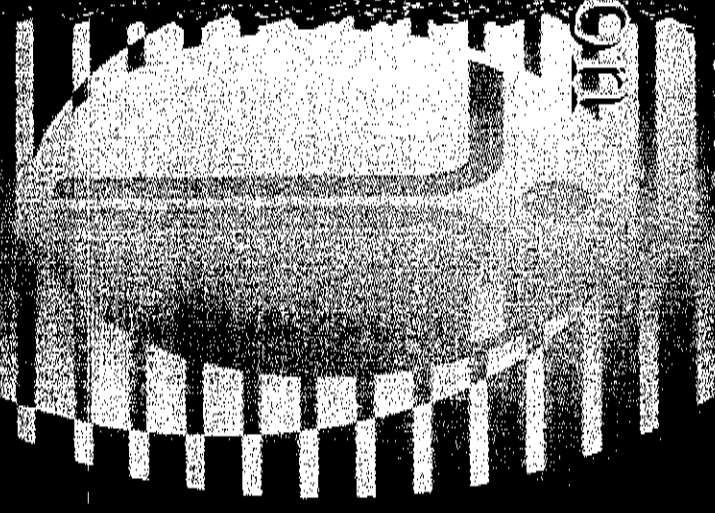


Research
Program
Human Resources
Development

Vocational Educational Council Training in SADC Region

Human Resources Research Council



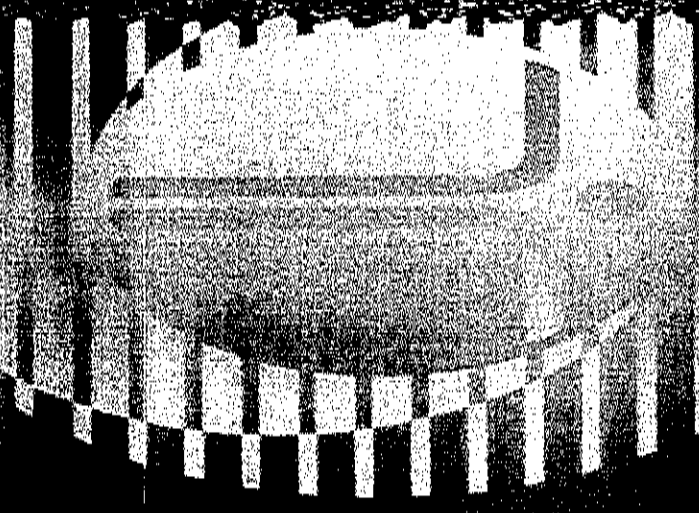
Presentation at the regional Seminar 'Connecting policy to practice: Vocational Education and Training in SADC Region' at Victoria Hotel, Harare, Zimbabwe, 14-17 February 2004.

**Research
Programme on
Human Resources
Development**

Unity of purpose, diversity in practices: Understanding TVEI in Botswana

Salim Akoojee

Human Resources Research Council



Crucial Successes

Attention to TVET provision

TVET Reform on the agenda

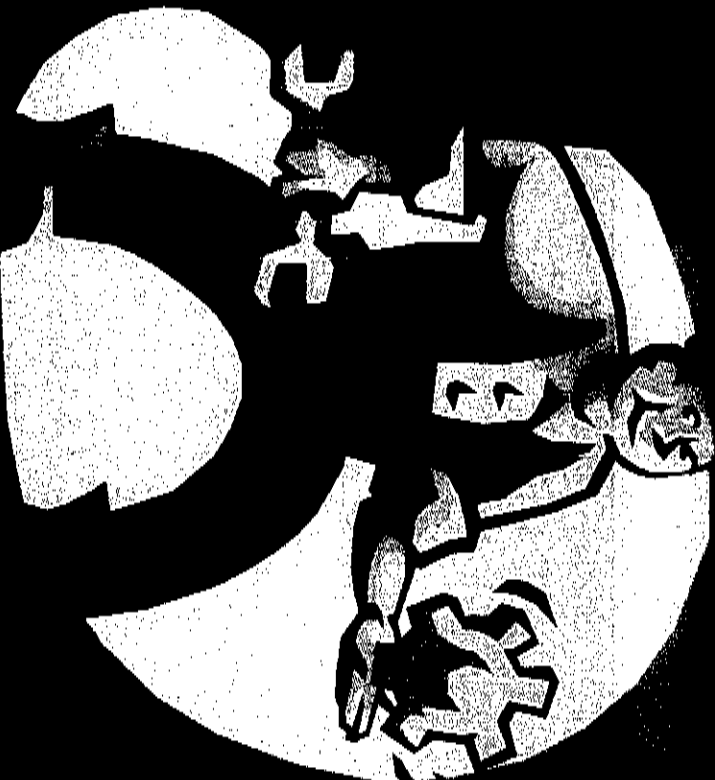
- Curriculum**
- Structural**

Policy framework in place (albeit complex)

A concerted attempt to grapple with the HIV-Aids challenge

Economic stability/prosperity despite inequality and dependence on diamonds (still) as primary economic driver

(Some) LEVEL Challenges



Access (for economic diversification in context of HIV-Aids)

Equity

Unemployment &

Youth unemployment

Articulation, mobility

and integration

Quality

Finance

'Structural

incongruity'

DVEI & Ministry of Education

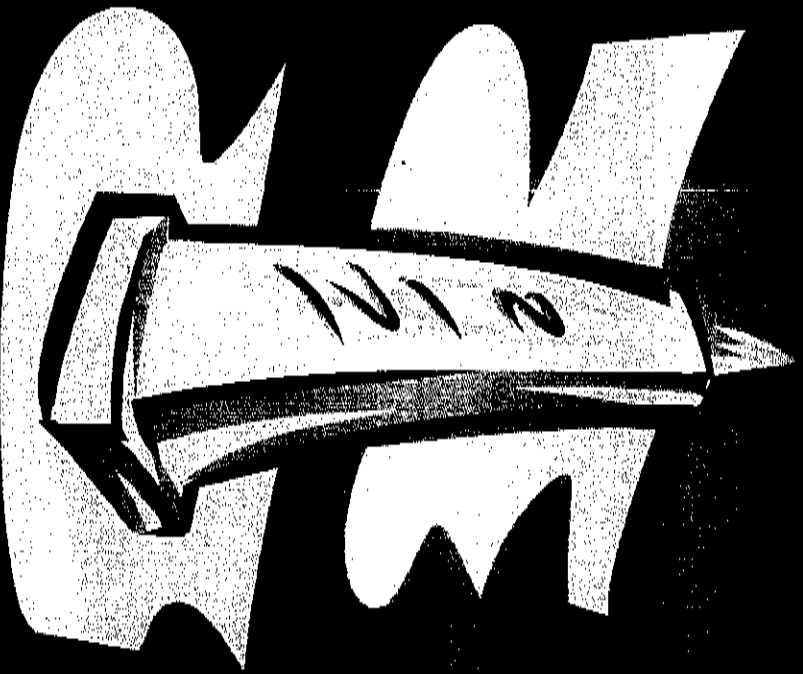
**Responsible for pre-employment
Training**

Institutional responsibility

- Technical Colleges**
- Botswana Brigades**

Current state of affairs – Governance!!!

Gaborone Technical College
(GTC)



**Flagship
experiment
Replicability &
Relevance!!!
Resources
Curriculum &
Programmes**

**Ministry of Labour and Home
Affairs (MLHA)**

**Responsible for Employment and
employer-based Training**

- **Trade Testing and Artisan Training
(MTTC)**
- **Other: Auto-Trades Training School;
Construction Industry Trust Fund
(CITF); Roads Trust Fund**
- **BOTA**

Botswana Training Authority (BOTA)

Relationship with DVET

Interpretation of role
extent of buy-in wrt GTC

Implementation of BNVQF in context
of SQA qualifications esp. workplace
component

Immediate policy challenge

BOTA and establishment of BNVAQ

VS

**The GTC and Scottish Qualifications
experiment**

SOME ISSUES FOR CONSIDERATION

How is line-function

(Ministerial) unity of practice to be achieved?

How can current governance structure enable this to take place?

How best to garner resources to enable access (rural & gender) in context of Brigades' reconstruction?

How does SD address the issue of poverty alleviation/inequality?

How is systemic articulation to be achieved wrt parity of esteem?

CONCLUSION

There is 'still' clearly a need to develop a seamless TVET system responsive to the needs of learners, the skill needs of the country/society and immediate requirements of employers

