



**UNEVOC**

INTERNATIONAL CENTRE  
for Technical and Vocational  
Education and Training



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**Learning for Life, Work and the Future**  
Stimulating Reform in Southern Africa  
through Subregional Co-operation

**Follow-up Workshop**  
Dar-es-Salaam, Tanzania  
September 24-26, 2003

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**Acknowledgements**

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## Foreword

At UNESCO's Second International Congress on Technical and Vocational Education, held in the Republic of Korea in 1999, a range of recommendations concerning the development and improvement of technical and vocational education and training in Member States was adopted. While these recommendations received unanimous support, participants expressed the need to make them more operational. Consequently, the Department of Vocational Education and Training of the Ministry of Education of Botswana and the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training jointly elaborated an initiative entitled "Learning for Life, Work and the Future: Stimulating Reform in Southern African through Subregional Co-operation". This initiative was launched at a workshop in Botswana in December 2000.

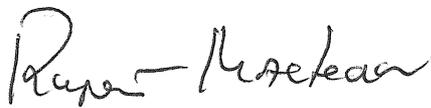
Eight project proposals emerged out of the Botswana workshop. During the latter part of 2002, an agreement was reached to prepare a follow-up workshop that would focus on three projects that were of high concern to all Member States in the region, these projects being:

- The development of a quality assurance programme
- The development of a training programme for the unemployed and for the informal sector
- HIV/AIDS in TVET staff development.

The Vocational Education and Training Authority (VETA) in the United Republic of Tanzania graciously offered to host a follow-up workshop in collaboration with the UNESCO-UNEVOC International Centre in Bonn, to elaborate on these three project areas. Experts from Botswana, Zimbabwe and Norway were also invited to participate in the preparation of the workshop.

In September 2003 the *Learning for Life, Work and the Future: Stimulating Reform in Southern Africa* through Subregional Co-operation Follow-up Workshop took place in Dar-es-Salaam, Tanzania. The main objective of the workshop was to provide an opportunity for members of the UNEVOC Network and other stakeholders from the Southern African Development Community (SADC) Member States to develop greater collaboration in the three chosen project areas.

As Director of the UNESCO-UNEVOC International Centre I am pleased to present the report of this fruitful workshop. Through the collaboration of the German Federal Ministry of Economic Co-operation and Development and the Government of Tanzania, the bottom-up approach at workshops like this one in Dar-es-Salaam show how innovative regional solutions can be discussed and operationalised in fruitful and effective ways.



Rupert Maclean  
Director  
UNESCO-UNEVOC  
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Bonn, Germany

## Summary

### Introduction

This workshop is a follow-up to an initiative entitled Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Co-operation (LLWF), which was officially launched at a workshop in Gaborone, Botswana in December 2000. This was a joint effort between the Ministry of Education, Botswana, and the UNESCO-UNEVOC International Centre, Bonn, Germany.

Eight project proposals emerged from the initial workshop:

1. Enhancing access to effective technical and vocational education and training (TVET): a feasibility study
2. The development of a quality assurance programme
3. Professional staff development programme in TVET
4. The development of an information and communication technologies programme
5. The development of a training programme for the unemployed and for the informal sector
6. The development of a regional qualifications framework
7. HIV/AIDS in TVET staff development
8. Information, knowledge management, networking

The above project proposals have so far developed at various levels and speeds. During the latter part of the year 2002, an agreement was reached to prepare a workshop that would focus in particular on projects 2, 5 and 7. The Vocational Education and Training Authority (VETA) in the United Republic of Tanzania requested to host the workshop in mid-2003 in collaboration with the UNESCO-UNEVOC International Centre in Bonn. Experts from Botswana, Zimbabwe and Norway were also invited to participate in the preparation of the workshop.

The main objective of the workshop was to provide an opportunity for members of the UNEVOC Network and other stakeholders from the Southern African Development Community (SADC)<sup>1</sup> Member States to develop their collaboration in these project areas:

- The development of a quality assurance programme
- The development of a training programme for the unemployed and for the informal sector
- HIV/AIDS in TVET staff development.

To facilitate the discussion on collaboration, TVET experts from SADC Member States were invited to submit discussion papers on one or two of the three key topics mentioned above. The submitted papers included issues such as:

- Analysis of the situation, including past and present reforms/development
- Strengths and weaknesses of the country's response to the challenges
- Current needs for improvement
- Potential areas of collaboration within the sub-region
- Donors and international supporters that are/have been active in the country's initiatives.

Participants were expected to do some stocktaking in these three areas and develop patterns of collaboration within SADC that would facilitate the sharing of information and expertise, stimulate joint development efforts and establish networks among stakeholders engaged in the three above areas.

Altogether 30 papers were submitted and reviewed by the main resource person with the assistance of key personnel from UNEVOC and VETA. Most of the experts who submitted papers were invited to the workshop. There were 60 participants from Botswana, Lesotho, Malawi, Mauritius, Mozambique, Botswana, Mauritius, Zambia, Zimbabwe and Tanzania (which constituted almost 50% of the total). Some resource persons from South Africa, Germany and UNESCO were also among the participants.

<sup>1</sup> SADC is made up of the following member states: South Africa, Angola, Botswana, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, Swaziland, Tanzania, Zambia and Zimbabwe.

## Opening Plenary Sessions

There were two opening plenary sessions. The first one, which was mainly technical, took place on Wednesday, September 24<sup>th</sup>, 2003 at White Sand Hotel, the venue of the workshop. The Acting Director General of the Vocational Education and Training Authority (VETA) of Tanzania, Mr. Nicholas Mbwangi, welcomed the participants to Dar-es-Salaam. In his opening address Mr. Mbwangi gave an overview of VETA, regarding its status, mandate, mission and functions. This was followed by a short statement by Mr. Mogotsa Kewagamang, Director of Vocational Education and Training, Ministry of Education, Botswana, who gave the perspectives of LLWF within the SADC context. The participants were informed in particular that the LLWF projects had been explicitly endorsed by the SADC Human Resource Ministers in Mauritius in July 2002.

Mr. Hans Krönner (UNESCO-UNEVOC International Centre in Bonn) and Ms. Bernadetta Ndunguru (VETA, Tanzania) highlighted the objectives and purpose of the workshop. They emphasised the point that this was a workshop, not a seminar or conference. There was therefore a need to analyse the situations pertaining to each country, including past and present reforms/development and improvements as well as weaknesses and bottlenecks.

The session was concluded by a presentation of the *Main Working Document* by the main resource person, Mr. J.R. Swartland. He informed the participants that this document was based on their papers. Quoting from the various participants' papers, he noted that there were similarities between them relating to achievements and reforms, as well as to problems and obstacles encountered as countries continue to tackle the challenges and issues raised at the initial Botswana LLWF workshop of December 2000.

The second opening plenary session was the official one in the presence of the Honourable Pius Ng'wandu (MP), Minister for Science, Technology and Higher Education, Tanzania. In his opening remarks, the Minister reaffirmed the view that Technical and Vocational Education and Training (TVET) is one of the most powerful tools with which to improve the quality of life, to eradicate poverty, and to give people, both youth and adults, the power to be effective in their chosen fields of specialisation. He stressed the need for TVET to provide the skills needed for various employment opportunities including self-employment; skills which should empower people to play an active role in the development agenda, and help to narrow economic and gender disparities while preserving the integrity of the environment. The Minister also mentioned that, like other SADC Member States, Tanzania continues to face a number of challenges in the development of technical and vocational education and training: programmes are supply-oriented instead of demand driven; access and equity is elusive; the quality of programmes is poor and management capacity is inadequate. The Minister concluded by reminding the participants that lifelong learning is crucial: "Young people need to develop an appreciation for learning together... and to become lifelong learners".

Mr Hans Krönner, Chief, Information and Networks, UNESCO-UNEVOC International Centre, Bonn, speaking on behalf of UNESCO and the UNESCO-UNEVOC International Centre, thanked the Vocational Education and Training Authority for hosting the workshop and congratulated them on their excellent preparations. Regarding the role of UNESCO in TVET, he said this was one of the priority areas identified by Member States, since it promotes socio-economic development which benefits individuals, families, communities and society at large. TVET systems have the potential to combat poverty, because the training is closely linked to the world of work and to the demands of the informal sector, thus empowering individuals through skills development. The UNESCO-UNEVOC International Centre provides technical support to strengthen and upgrade TVET worldwide. He concluded his remarks by stressing the importance of regional co-operation and stating that the existing diversification of environment and approaches to TVET should not be looked upon as a barrier but rather as a rich resource that we should all utilise.

## Workshop Organisation

The sixty workshop participants were divided into three pairs of working groups, corresponding to the three key areas already mentioned. Logistical support was provided by the staff of VETA and of UNESCO-UNEVOC International Centre.

Based on the experience of the initial workshop on LLWF held in Botswana in 2000, it was agreed that the groups needed guidance to achieve the following outcomes:

- Taking stock of what has been done – analysing areas of achievement and problems;
- Exploring strategies for joint development efforts in areas such as planning and research;
- Developing patterns of collaboration within SADC that would facilitate the sharing of information and expertise;
- Establishing networks among all stakeholders engaged in the areas under discussion.

Ms Michele Neuland, a professional of the Neuland and Partner Consultancy, was therefore engaged as the main moderator to train as moderators twelve selected participants who had taken part in the Botswana workshop. These were charged with the task of guiding and facilitating discussions. Although the short-term goal of this training was familiarisation with the elements and techniques of moderation, in the long-term it was intended that the participants should be able to use this method within their own working environments.

The training was based on communication techniques which pursue the following principles:

- Active participation of all, which increases acceptance of the end result because it is perceived as a joint responsibility
- This can be achieved through permanent visualization – written documentation – which helps to keep participants on track and prevents endless discussion.

The advantage of this procedure is that it ensures universal participation, visual structuring and flexibility, with documentation using coloured cards to note important conclusions or agreements. This training took place two days before the workshop. The members of the LLWF Steering Committee also participated in this preparation so that they could assist the moderators with reporting and monitoring throughout the workshop. They also ensured that important documents were drafted in the agreed format for presentation at the plenary sessions.

## Workshop Proceedings

With the assistance of the Main Resource Person and the Chief Moderator, each pair of working groups addressed one of the following topics:

- The Development of a Quality Assurance Programme
- The Development of a Training Programme for the Unemployed and for the Informal Sector
- HIV/AIDS in Staff Development.

Using the above methodology, and with the ‘just-trained’ moderators as facilitators, the groups identified and developed the following project proposals.

**Project Proposals**

<b>Groups 1 &amp; 2</b>	<b>The Development of a Quality Assurance Programme</b>
1 <sup>st</sup> Project Proposal	Developing a quality assurance system for TVET
Project Objectives	To establish/improve/maintain quality management in TVET
2 <sup>nd</sup> Project Proposal	Capacity Building within TVET
Project Objectives	To ensure sustainable provision of TVET programmes in the sub-region

<b>Groups 3 &amp; 4</b>	<b>HIV/AIDS in TVET Staff Development</b>
1 <sup>st</sup> Project Proposal	Integration of Life Skills with regard to HIV/AIDS in TVET curricula
Project Objectives	To ensure that life skills programmes are integrated into TVET curricula
2 <sup>nd</sup> Project Proposal	Staff Development in Life Skills
Project Objectives	To ensure that TVET staff at all levels are trained in HIV/AIDS-related life skills.

<b>Groups 5 &amp; 6</b>	<b>Training for the Unemployed and the Informal Sector</b>
Project Proposal	Improving training systems for the informal sector to eradicate poverty
Project Objectives	<ul style="list-style-type: none"> <li>• To ensure that appropriate training policies are developed for the informal sector</li> <li>• To put in place effective and efficient management training for the informal sector.</li> </ul>

**Presentation of Project Proposals with Participation of International Partners**

The Working Groups presented summaries of the revised project proposals, which were discussed with the participation of the donor agencies present. This was followed by a presentation entitled “Trends in Donor Policies in Technical and Vocational Education and Training” by Halfdan Farstad from Norway. The main objective of the presentation was to provide information that would hopefully become useful in the follow-up action on project proposals that

had just been discussed. Mr. Farstad highlighted the following limitations regarding donor policies:

- Donor policies are not based on thorough investigation of members states policies;
- Development co-operation is in constant transition – policies, strategies, priorities and conditionalities;
- Strategies and approaches vary between countries and regions, and even within the SADC sub-region.

His presentation endorsed the view of the move towards sector-wide approaches – that is, from separate to basket funding – thus supporting co-ordination and the move from public to private sector focus, though funds are still channelled through governments. Donors are more likely to support programmes that are relevant and outcome-based, that involve the private sector, and that focus on the informal sector. Skills development is one component with broader interventions on issues such as poverty reduction strategies, private sector development and the fight against HIV/AIDS, more readily attract donor support.

The representative of the Norwegian Agency for Development Cooperation (Norad), Ms. Hein, said there were possibilities for NORAD to provide support to TVET programmes, especially in the reform processes where joint funding would be preferable. Like most donor agencies, the emphasis is on poverty alleviation and private sector development. The United Nations Volunteers (UNV) representative informed the participants that most volunteers serve in areas within the HIV/AIDS programmes. The emphasis is on capacity building within Member States, and UNV is prepared to work with the LLWF initiative in this area.

### **The Way Forward**

This workshop was a stocktaking follow-up workshop of the initial LLWF workshop held in Gaborone, Botswana in the year 2000. Therefore the outcomes are suppose to consolidate the activities proposed at that workshop whose main objective was the development of South – South co-operation among participating countries.

Through Ms. Ndunguru, the Vocational Education and Training Authority (VETA) will review the workshop budget under contract between UNESCO-UNEVOC and VETA and seek to identify an expert or consultant to refine the project proposal skeletons that emerged from the workshop. Funds permitting, the proposed consultant will be contracted by the UNESCO-UNEVOC International Centre in Bonn to elaborate on the project proposals.

# Main Working Document

By Jakes R. Swartland

## Introduction

Let us remind ourselves that this is a workshop, not a seminar or conference, following up the workshop held in Gaborone, Botswana in December 2000 entitled Learning for Life, Work and the Future (LLWF). Participants then expressed the need for increased information sharing and networking in the field of Technical and Vocational Education and Training (TVET). Papers submitted at that workshop mentioned reforms and developments that had been put in place to improve not only the quality of TVET but also management and coordination. These reforms also revealed areas of commonality with respect to the structural constraints within which countries operate, the needs and conditions they attempt to address, key areas of priority, development strategies and, most importantly, implementation problems.

During the LLWF workshop the following key areas were identified:

- The need to widen access and expand equal opportunities to include disadvantaged groups
- The need to increase formal sector opportunities for TVET graduates through targeted programmes
- The need to improve the quality of training in the informal sector and for self-employment
- The need to improve the quality of the teaching staff through professional development programmes
- The need to harness the potential of the new information technologies to provide technology-based learning and to widen access
- The need to introduce proper articulation, accreditation and recognition mechanisms
- The need to acknowledge and address the impact of HIV/AIDS on TVET structures and delivery.

The focus elicited during the workshop was on the need to improve the quality of TVET. Concepts and criteria for the pursuit of quality, as identified by the various participants, were broad-ranging, but the central core was that TVET should be flexible, adaptable and innovative in order to meet the needs of both trainees and Member States, and to take into consideration local, sub-regional and global concerns in terms of TVET content, delivery and assessment procedures.

As a follow-up to the Gaborone LLWF Workshop in 2000, the Ministry of Education (Botswana), through the Department of Vocational Education and Training and the UNESCO-UNEVOC International Centre in Bonn, submitted a paper to the Working Group for International Co-operation in Skills Development in September 2001 at Interlaken, Switzerland. In this paper several interventions were identified and these included:

- Efficient information gathering and sharing processes and procedures
- Articulation of training assessment procedures and certification
- Effective TVET delivery through quality assurance.

It should also be noted that LLWF is closely linked to the SADC Protocol on Education and Training, in particular Article 6, Chapter 3, which clearly spells out specific areas of cooperation relating to TVET. Some of these are relevant to this workshop. For example:

- The need 'to move the vocational education and technical training system towards comparability, harmonization and eventual standardization'
- 'Joint development provision and exchange' of TVET materials
- Networking through the 'exchange of experiences, ideas and information to broaden knowledge base'
- Development of an accreditation system for TVET so as to move 'towards harmonized, equivalent and eventually standardized certification'
- Development and support for the incorporation of entrepreneurships in TVET.

Furthermore, the SADC Technical Committee on Intermediate Education and Training, set up in 2001, proposed that LLWF projects should be incorporated within SADC TVET initiatives. Consequently, these projects have been included in the Five-Year Strategic Plan, which was presented to the 2002 Annual Meeting of SADC Human Resource Development (HRD) Ministers and senior officials held in Mauritius. Key results areas were identified, including the following, which are the main focus for the workshop in Dar-es-Salaam:

- Entrepreneurship education and training integrated in all TVET programmes
- Training for the unemployed and the informal sector made accessible and effective
- Impact of HIV/AIDS on TVET reduced
- Appropriate management and quality assurance structures implemented
- Linkages and cooperation in sub-region enhanced.

It is important to stress that the proposal emanating from the Gaborone LLWF Workshop 2000 fits within an overall unity of purpose. That is, "to foster regional networking and cooperation among SADC Member States leading to improved quality of TVET provision based on a foundation of 'best practice' considerations derived from within the region". This should be the focus of this workshop.

### **The Purpose of the Workshop**

The main objective of this workshop is to activate the project proposals generated by the participants at the LLWF Workshop 2000, focusing on the creation of networks, and strengthening existing sub-regional programmes and projects for collaboration. This workshop will consolidate the proposals of the following projects:

- The development of a quality assurance programme
- The development of a training programme for the unemployed and the informal sector
- HIV/AIDS in TVET staff development

Participants will do stocktaking in the three above areas. Furthermore, the workshop will provide an opportunity for members of the UNEVOC Network and other stakeholders from SADC Member States to develop their collaboration in these projects. It should be noted that the relevance and use of Information and Communication Technologies (ICT) permeates all of them.

### **Project Proposals Theme 1: The Development of a Quality Assurance Programme**

Any lifelong learning system must have quality as a key element, and the quality of TVET is inextricably linked to that of its teachers and trainers. The key challenge is to develop a system that will enable energy to be focused on learning and teaching, allowing lifelong learning providers to be innovative and to develop, whilst also securing value for money and appropriate levels of quality.

In addition, the 1999 International Conference on Technical and Vocational Education held in Seoul, Republic of Korea, noted that "quality assurance is essential to ensure a new higher status for TVET. Qualification standards, certification processes, valid assessment methods and acceptable outcomes are all key ingredients and should be the hallmarks of all TVET systems".

At the Gaborone workshop, the participants agreed that the main aim of this project was to deliver quality vocational training through improved systems of quality assurance, and through mechanisms ensuring the reliability of TVET standards up to diploma level in Member States.

It should be borne in mind that the anticipated results of the project will be to provide quality delivery of technical and vocational training and results through:

- The regulation, improvement, maintenance and monitoring of the reliability of TVET quality systems across Member States.
- An assessment of equivalences of TVET training standards in Member States of in compliance with qualification frameworks
- TVET quality assurance information, and provision of criteria, descriptors and benchmarks and of systems and organisations which have been added to the proposed database hub on a country-by-country basis.

- Strengthened and institutionalised capacity of regional countries to work collaboratively to improve access to quality and relevant TVET in an equitable and efficient way. This will help to maximise the utilisation of human resources and obtain optimum benefits from a narrow resource base.
- Improvement of training provision to students as a result of establishing congruent quality equivalencies between Member States.
- Improvement of student qualifications leading to better job opportunities and/or further study.

Most of the submitted papers refer to the need to have Qualification Frameworks (QF) that are based on negotiated standards. There is a consensus that the main central aims of QF are:

- To help people of all ages and circumstances to gain access to appropriate education and training over their lifetime order to fulfil their personal, social and economic potential
- To enable employers, learners and the public in general to understand the full range of national (regional) qualifications, how the qualifications relate to each other, and how different types of qualification can contribute to improving the skills of the workforce.

The key points are:

- Developing a quality assurance programme and mechanisms to ensure the reliability of TVET standards
- Providing guidance on regulating the assessment of quality assurance, control and certification
- Basing assessment on defined standards in order to provide a clear measure of performance and a substantive foundation for certification.

Most of the papers refer to the establishment of regulatory bodies whose main function is to ensure quality in TVET. There are at least five aspects of quality assurance in education and training that are regulated:

- Registration of units and qualifications- to ensure that the standards set are relevant, up to date, guarantee integration, and are acceptable to major user groups
- Registration of educational and training establishments- to ensure basic protection of the users of education and training
- Accreditation of providers- to ensure that providers have the capacity to deliver to specified unit standards, and that assessors have the capacity to assess learning against specified unit standards
- Ongoing moderation of assessment- to ensure consistency of assessment to the required standard
- Systemic evaluation- to ensure the effective performance of overall systems for the management of quality and relevance.

Within the SADC region, South Africa is in the forefront in the establishment of a National Qualification Framework (NQF). This provides opportunities to reconstruct and transform South African education and training, including technical and vocational education. The South African Qualification Authority, which approves and registers standards and qualifications within the NQF, was established through an Act of Parliament in 1995.

In Mauritius a Qualification Authority Act was approved in 2001 and regulations have been developed to govern the operation of all training institutions registered under this Act. James Keevy (South Africa) and Robin Krishnaduth Phoolchund (Mauritius) both raise issues related to the roles of these regulatory bodies, asking whether they genuinely facilitate and support institutions, or whether their regulations actually restrict education and training, with the danger of becoming "a bureaucratic labyrinth, with the primary function of reinforcing controls" (Keevy).

The Botswana Training Authority (BOTA), which was established in 2000, is now working towards the development of quality assurance programmes in TVET systems, as well as on regulations for the registration and accreditation of vocational training institutions. The Authority has put in place considerable focus on the quality of the delivery of the training programmes, and in this regard,

has established the Botswana National Vocational Qualification Framework (BNVQF) which provides guidance for the awards of credible and meaningful credentials (Raleru, Botswana). Meanwhile, the Ministry of Education has established a committee to devise a National Qualification Framework, which will cover both education and training systems. Initially both ODA/DFID (UK Department for International Development) and GTZ (*Deutsche Gesellschaft für Technische Zusammenarbeit*) supported activities in Botswana, but only the latter is still supporting the Botswana Training Authority (Ahmad, Botswana). But it is worth noting that the European Development Fund (EDF) Country Strategic Paper has included funds for the development of the Botswana National Qualification Framework.

Mndebele and Mkhonta (Swaziland) raise another important issue related to the "new roles/functions of inspectors in ensuring delivery of quality vocational education". They make an assumption that the role of school inspectors is critical for improving the quality of vocational education programmes. In Botswana auditors undertake this role. Mahenge (United Republic of Tanzania) highlights the role of ICT in the provision of good quality TVET, and asserts that quality can be achieved through the use of Computer Based Learning.

The functions of the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in Zambia, like other similar authorities within SADC, are to regulate, monitor and coordinate TVET in consultation with industry, employers, workers and other stakeholders (Kazonga, Zambia). TEVETA has developed a Sector Skills Development Strategy (SSDS) to put in place training programmes that reflect the needs of the labour market. This strategy is two parts: Part 1 is a demand-driven TVET for trainees in the formal sector, while Part 2 includes other services for entrepreneurship in informal sector training.

SSDS has also established Sector Training Focal Points (STFP) in each sector to articulate the skills required for that sector, and TEVETA coordinates collaboration between these focal points and training providers. The success of SSDS depends on the effectiveness and efficiency of participation, and consensus among all key players.

Kazonga's second paper highlights some of the issues and challenges that TVET systems face in Zambia with regard to the delivery of good quality training programmes. These include private sector providers who sometimes have a poor working relationship with the employers, an inflexible curriculum which does not respond to the emerging demands of the labour market, lack of programmes for training of trainers and inadequacy of resources to sustain training programmes.

## **Project Proposal Theme 2: The Development of a Training Programme for the Unemployed and for the Informal Sector**

The report of the Second International Congress on Technical and Vocational Education (Seoul, 1999) stated that "The informal economic sector is often excluded in the spectrum of lifelong learning. TVET has a vital role to play in reaching out to this sector in every way possible to ensure that the less privileged have access to the pathways of continuous learning (and training). This applies with equal force to those who drop out of the formal cycle of education". It further recommended that "TVET's role should be extended to prepare trainees and adults for the real possibility of frequent career change which could include periods of unemployment and employment in the informal sector".

The participants at the Gaborone workshop agreed that the main aim of this project is to provide accessible training to the informal sector in entrepreneurial skills and the unemployed for job creation, and to make low-level grants or loans accessible to such groups as a means of poverty reduction in Member States.

It has already been agreed that the anticipated results of this project will be the following:

- Training (or re-training) areas of need established for the unemployed, and key entrepreneurial skills training provided for persons working in the informal sector.
- Course programmes developed to suit the educational level of target groups.
- Access to information and training for the unemployed and informal sector groups increased through mobile Business Development Services and other outreach activities.

- Savings and Credit Societies established or strengthened, and access to funding provided.

Submitted papers mention several exciting developments related to this project since December 2000:

In her paper on Integrated Training for Disadvantaged Youth, Zulmira Rodriques (UNESCO Mozambique) describes how in 1996 the Ministry of Culture Youth and Sports of Mozambique, with support from UNESCO, initiated a pilot project, the Youth Enterprise Project (Empresa Jovem - EJ). Its aim was to work out feasible solutions for poverty reduction through the creation of opportunities for self-employment for disadvantaged young people. In 1997 EJ was transformed into the Youth Initiative Project (Iniciation Jovem - IJ). "The IJ, considered as a pilot project, aimed to contribute to the general improvements of social environment of the local communities, providing educational, social and cultural opportunities for young people, outside school, in order to empower them to play a positive and active role in the development of their communities." (Zulmira Rodriques, UNESCO Maputo).

One of the problems identified at the Gaborone workshop was that most of the income-generating activities or businesses in this area are family centred and/or very small units, making it difficult to release anybody for training for long periods. Suresh Munbodh (Mauritius) raises this issue in his paper "Mobile Unit for the Informal Sector". His proposal is that "...a special coach, a training unit on wheels, equipped with the latest technology for learning and up-to-date multimedia, be put at the disposal of existing training centres to conduct the training for the informal sector. The coach will move from place to place and conduct the training near to the place of operation of the businesses. The trainers working on the coach will be provided with the skills to use all the support materials to convey to the learners the best practices. A programme prepared in advance will be circulated and all the stakeholders will be encouraged to participate".

Multimedia materials could be used to demonstrate 'best practices' and other arrangements could be made such that training activities are provided at the workplace or the nearest training centre. Obviously such a scheme would require a critical investment, which may not be within the means of training centres; ways could therefore be explored to seek external funding from donors. But as Munbodh pointed out, the proposal to use a specially equipped coach to reach a maximum of the entrepreneurs could go a long way towards improving productivity, and product quality, in this sector.

Botswana has a similar mobile training unit through the Construction Industry Trust Fund, which runs a Competency Based Training Programme. This is a joint project with construction industries. Another Mauritian initiative, articulated in a paper submitted via the Mauritius National Commission for UNESCO, is the development of the Industrial and Vocational Training Board (IVTB) programme, which "will be required to develop and implement programmes that will improve employability of the young, reduce mismatches and raise overall productivity". The programme targets both those in employment and the unemployed, therefore enhancing the skills of the existing workforce and providing the unemployed with essential knowledge and skills through short modular courses designed mainly for multi-skilling and re-skilling. The target group also includes retrenched workers and unemployed Higher School Certificate holders.

The Technical Entrepreneurial Vocational Education and Training Authority (TEVETA) of Malawi is addressing the issue of the informal sector through an integrated approach, which targets both the formal and informal sector of the economy (Gondwe, Malawi).

This integration is aimed at:

- enabling skills and qualifications acquired through training in the informal sector to bear credit in the national training system
- Adding value to informal sector training programmes through changing the attitude that has classified such programmes as inferior
- increasing the capacity of skilled labour working in the informal sector
- increasing the accessibility to marginalized groups of recognized training programmes of appropriate standards.

TEVETA promotes the provision of technical vocational entrepreneurial skills in informal sector self-employment through the introduction of the so-called Skill Development Initiative (SDI), set up in 1991. Its long- and short-term objectives include:

- Adding value to the traditional apprenticeship system through additional training
- Raising awareness of the importance of traditional apprenticeship as a good career path
- Establishing a pool of resource persons and service providers capable of delivering competent services
- Integrating informal vocational training into the formal system through the introduction of national qualification standards.

The target groups include micro-entrepreneurs, apprentices and the unemployed youth. Over two thousand people have benefited from this programme in trades such as Carpentry and Joinery, Welding and Fabrication, Tailoring and Knitting, Painting and Decoration, Bricklaying, Motor Vehicle Repair, Electrical Installation, Bakery and Tinsmith.

Another TEVETA programme worth mentioning is the TEVET/Secondary Centres Development Programme (SCDP), funded by the German KfW development bank. The programme supports construction of the infrastructure used for income-generating activities such as markets, craft centres, bus stations, commercial areas and estates. The target group is young people between the ages of 15 and 35.

The International Labour Organization's (ILO) World Employment Report of 1998 defined the informal sector as "largely unrecognised, unrecorded and unregulated scale activities". But in his paper to the Botswana LLWF Workshop 2000, Mutasa (Zimbabwe) stated that the informal sector is gradually becoming the biggest employer of labour in Africa. In some cases it employs up to 60% of the total urban employment population. He therefore concludes that "what is good for the informal sector is good for the economies of African states, since the informal sector is now making a significant contribution to the Gross Domestic Product."

### **Project Proposal Theme 3: HIV/AIDS in Staff Development**

The aim of this project proposal is to strengthen Technical Vocational Teacher Education and to support staff training with regard to HIV/AIDS; also to ensure that the HIV/AIDS awareness message is received and understood by all TVET trainers and trainees.

In the paper prepared for the Working Group for International Co-operation in Skills Development (Interlaken, September 2001), it is further stated that such a programme will equip TVET students and professional staff with a knowledge and understanding of HIV/AIDS modes of transmission, and the life skills with which to cope with HIV-positive colleagues, students and relatives. It will also teach students about human resource policies in the world of work.

The following are seen as project results for this area:

- Professional TVET staff with knowledge and understanding of HIV/AIDS modes of transmission and life skills on how to cope with HIV colleagues, students and personal families.
- Graduates from TVET institutions entering the world of work with knowledge of human resources policies.
- Increased and better linkages with other community and government HIV/AIDS programmes.
- Decreased incidence of HIV/AIDS in Member States.

The theme common to most of the submitted papers regarding this project proposal is the integration of life skills in all TVET training programmes. Ndunguru (United Republic of Tanzania) explains how the Vocational Education and Training Authority (VETA) of the United Republic of Tanzania integrates life skills into its Vocational Education and Training Programme. In order to produce an employable graduate, VETA uses Competence Based Education Training (CBET), integrating three key VET components at once, as opposed to one at a time, as in the past. These are VET skills on the technical side, business and entrepreneurial skills and life skills.

According to Ndunguru, the life skills component has been added as an integral part of the VET programmes because it has been observed that *"the current social and economic demands on young people are exerting a lot of pressure on the youth's psychological and physiological needs. A VET system that lacks curricula for dealing with these additional demands will therefore fall short of producing a sustainable work force. This is particularly so in view of the current HIV/AIDS pandemic, the wide spread of drinking and alcohol abuse"*.

There are various challenges facing TVET practitioners regarding the inclusion of life skills in the VET programmes.

- How should life skills be defined?
- If the inclusion of life skills ensures quality and accessibility, how can it be linked to the educational framework so that its relevance is tangibly noted and appreciated?
- If there is a link between the HIV/AIDS problem and the lack of life skills or employability, how do we integrate the two so that the employability issue is closely linked to life skills?
- How do we ensure that the instructors themselves fully accept and endorse the integration of life skills in the VET programmes?

For this to happen, there is a need for the **Training of Trainers**. The next project proposal follows on in logical progression from this last challenge.

Mokomane (Botswana) also emphasises the need for the inclusion of fundamental skills-cum-life skills in the TVET programmes, but is concerned that tutors are inadequately trained to handle HIV/AIDS issues, and therefore *"HIV/AIDS education is being treated as second to their responsibilities"*. There is even doubt among tutors as to whether HIV/AIDS issues should be dealt with through the TVET curriculum. To address these problems she suggests the following measures:

- Proper completion and analysis of statistical data on the impact of HIV/AIDS on education and training as justification for its integration into the curriculum
- Proper analysis of areas related to HIV/AIDS that could be strategically integrated in the TVET programmes
- Prioritisation of a well-focused training programme for tutors and counsellors.

To address these issues we need to re-visit existing policies, our examination-driven curriculum, and the provision of adequate resources.

In her response to the question "Why a Life Skills Curriculum in TVET?", Tsvere (Zimbabwe) states: *"TVET institutions should contribute to the fight against HIV/AIDS by equipping young and adult TVET learners with psychological competencies for adaptive and positive responsible behaviour that enable them to deal effectively with the demands and challenges of learning and everyday living"*.

Regarding the development and design of a life skills curriculum, she suggested the following:

- SADC Member States should have experts in curriculum planning and development who could assist with the integration of a life skills curriculum into the TVET programmes
- TVET should adapt and learn from existing curricular activities in other sectors with education and training
- The content should be valid, realistic, learnable, useful and easily integrated into the existing TVET curriculum.

Other issues that need to be addressed include the role of instructors vis-à-vis training, implementation strategies, monitoring and evaluation.

In her second paper Tsvere advocates the use of Behaviour Change Models and Teaching Methods for promoting behavioural change in TVET institutions.

She also emphasizes the need not only to train teachers, but also to provide them with essential mechanisms of support. Most teachers cannot cope with the impact of HIV/AIDS in the classroom since they have neither facilitation nor counselling skills.

The following donors/partners support life skills development in Zimbabwe:

- UNESCO Harare provides technical support and training in material development, and assists the delivery process.
- USAID (US Agency for International Development) and UNICEF provide technical support for material development, and train trainers in life skills and preventive peer education programmes
- UNAIDS, DFID and The Royal Embassy of the Netherlands mobilize responses to the HIV/AIDS epidemic and supplement the efforts of co-sponsoring organizations with special initiatives, sharing knowledge and best practices
- Volens (South Africa, Zimbabwe) and the Flemish Association for Development Cooperation and Technical Assistance (VVOB) (Zimbabwe) provide both technical and material support for the training of in- and out-of-school youths in preventative education and general life skills
- UNFPA is the donor funding agent for life skills preventive education which is focused mainly on population education initiatives
- SAFAIDS (Southern Africa HIV and AIDS Information Dissemination Service) assists with material development and information dissemination.

Kafere's paper gives a synopsis of Malawi's national response to challenges posed by the HIV/AIDS pandemic. The Ministry of Labour and Vocational Training, in partnership with the TEVETA Secretariat and Project HOPE, introduced a special curriculum programme called HAST (HIV/AIDS / Sexual and Reproductive Health (SRH) / Sexually Transmitted Diseases (STI) / Tuberculosis), which aims at developing positive attitudes and behavioural change through participatory methodologies, in order to enable both trainers and trainees to deal with HIV/AIDS issues efficiently and effectively. Project HOPE has trained and helped set up Workplace Health Committees in seven public technical colleges where members include instructors, students and support staff. The TEVETA Secretariat, as part of its development of Competency-Based Modular Curricula, has produced five cross-cutting (non-technical) modules. The Ministry receives co-funding from the United States Department of Labour.

Kafere also identified several barriers to the implementation process. These include the constant drain of human resources due to HIV/AIDS, resulting in shortages of staff; the fact that most users of TVET services are already infected; continuous sexual practices which also include young girls; and the interference of religious dogmas.

He proposes the following areas for regional collaboration:

- Establishment of an HIV/AIDS Secretariat within SADC
- Encouragement of networking of peer educators
- Development of a SADC HIV/AIDS policy.

The final chapter (The Way Forward) of the Botswana Human Development Report of 2000 entitled "Towards an Aids-Free Generation", concluded that:

"Underpinning all recommendations for action against HIV and AIDS is the need to integrate HIV and AIDS response strategies into development [programmes] and poverty reduction activities. The emphasis of the recommended strategy toward an AIDS-Free generation clearly rests on prevention. But prevention is about more than just convincing people to change their behaviour - it is fundamentally also about enabling them to do so. The challenge goes beyond "mainstreaming" or incorporating HIV and AIDS into the work of different sectors and Government departments. The starting point for an adequate response is the understanding that any bid to halt the AIDS epidemic has to determined efforts to eradicate poverty and drastically reduce inequalities. Such effort would include support for greater social mobilisation among the poor, as well as empowerment programmes like micro-finance...and other self-employment and job creation activities".

## Conclusion

It is quite evident from the papers submitted that not only are the issues and challenges faced by the countries common to all, but that there are also similarities regarding

- The strategies and reforms adopted to improve the quality of TVET;
- The measures put in place to address unemployment and to support the informal sector;

- How to deal with the impact of HIV/AIDS on education and training.

Therefore the challenge facing the participants at this workshop is to extrapolate these similarities and come up with proposals for strengthening collaboration between the countries through the sharing of information. Cooperation and networking are important aspects of these projects.

## **Opening Speech by the Honourable Minister for Science, Technology and Higher Education, Mr. Pius Ng'wandu (Member of Parliament)**

Honourable Chairperson of the Workshop, Distinguished Participants, Ladies and Gentlemen it is my great pleasure to welcome all of you to Tanzania in general and to Dar-es-Salaam in particular. We in Tanzania wish to express our profound gratitude for choosing Dar-es-Salaam as the venue for this workshop and indeed we are deeply honoured. Technical and vocational education and training (TVET) is an important issue that figures high in our current national agenda and therefore the timing of this workshop could not have come at a better time. I have been informed that the conference organisers have made arrangements which will enable participants to view cultural shows and drama as well as visits to some educational institutions. It is my hope that this opportunity will enable you to experience Tanzania as a country as well.

The theme for this workshop is "Learning for Life, Work and the Future," and the intention is to provide an opportunity for stakeholders and experts in technical and vocational education and Training from SADC countries to develop their collaboration. The sharing of information and experiences within SADC member states is of utmost importance. Through common strategies we can determine how to equip our young people and adults to face the new challenges that the twenty-first century is certain to bring. The fact that SADC Member States are represented in this workshop is a clear indication for the growing importance attached to the technical and vocational education and training sub-sector which has a central role to play in our efforts towards economic development. Let me therefore, on behalf of Tanzania, take this opportunity to thank the UNESCO-UNEVOC International Centre for initiating, organising and facilitating this important regional get together.

Ladies and Gentlemen, we have to do much more in order to give our young people, as the future generation, a better world to live in; a more peaceful society with a pattern of sustainable social and economic development which seeks to eradicate poverty. Technical and vocational education and training is one of the most powerful tools to improve the quality of life, eradicate poverty, and empower our people, both young and adults to be effective in their chosen fields of specialisation. It opens the doors to both personal and social development. In this respect, we need to work towards making technical and vocational education and training more relevant to the real world of work. Labour markets are very fluid and therefore learners must be provided with the skills, knowledge and attitudes they will need to take the next steps in their careers including the ability to adapt quickly to changing conditions. Technical and vocational education and training as a special field need to evolve further in this direction.

Training in skills needed for employment, particularly in the African continent, cannot be over emphasised considering millions of young people and adults who lack even the most basic learning opportunities and where youth unemployment has become a major challenge. Skills should empower our people to play active roles in a development agenda which seeks to narrow economic and gender disparities while preserving the integrity of the environment. Traditionally in Africa, general education used to enjoy greater prestige than technical and vocational education. But today we know that all educational institutions are struggling to provide skills knowledge and attitudes which will match employment opportunities. The backbone of economic development in any nation is the presence of a base of skilled workforce with competences relevant to the needs of that economy. This workshop should assist SADC in formulating projects to ensure that technical and vocational education and training meets the fresh challenges of this century.

Ladies and Gentlemen, Tanzania is facing a number challenges in the development of technical and vocational education and training including the following:

- Technical and vocational education and training is largely supply oriented. It should be more demand driven. In a demand-oriented context, TVET should provide avenues for improved economic performance by the formal sector through providing skills which will improve the competitive edge in local and global markets. At the same time TVET should provide a base for the promotion of market activities in the informal sector in a bid to

improve productivity, enhance gainful employment and therefore address the challenges of unemployment and poverty.

- Access to technical and vocational education and training is still low compared to the expected influx of primary and secondary school graduates over the next ten years as a result of the introduction of the Education Sector Development Programme (ESDP). We need to develop strategies which will aim at expanding training provisions to match with the expected school output. Girls participation in technical and vocational education and training is particularly low and the situation must be improved. Skills most preferred by girls need to be expanded and support given to expansion of dormitory places for them.
- The quality of technical and vocational education and training should continuously be improved. The Competence Based Education and Training System adopted in Tanzania for vocational education and training has proved to be an effective tool for improving the quality of training provisions. But its implementation needs further consolidation including support for a nation wide application, refurbishing existing institutions, development of training and learning material, educating and training teachers and instructors and strengthening of the assessment and certification system.
- Management capacity of TVET at national and institutional level need further improvement. Institutions are not yet fully accountable to their stakeholders through boards with stakeholders representation. Industry is not yet a full partner in the provision of TVET. This partnership will enhance the productivity of those already working through tailor made training based at both the industry itself and the institution TVET Institutions should be more enterprising. Customer orientation and concerns for flexible response to changing market needs are important features.
- Our technical and vocational education and training policies in Tanzania need reviewing. The SADC Education and Training Protocol which calls for the optimisation of training resources utilisation and enhancing the harmonisation of qualifications to promote mobility of the labour force within the region as well as the re-emergence of the East African Community will both have considerable implications on the future of technical and vocational education and training. Vocational education and training on the other hand has not yet been integrated into the education sector. This has led, sometimes, to VET being omitted when support to the education sector development is being considered.

Developing strategies and implementation of programmes to address these and many other challenges will definitely require considerable support from donors. Unfortunately our experience in Tanzania over the last decade seems to indicate that donors are actually moving away from supporting TVET. I would like to take this opportunity, therefore, to call for increased and continued donor support so that TVET can effectively address the emerging challenges of the 21<sup>st</sup> century.

In short, Ladies and Gentlemen, we need to reform for the future. The rapid expansion of primary and secondary education has now set the stage for increased demands for post primary and secondary education and training. Important decisions have to be made regarding how the learning needs of the influx of new entrants to the labour market will be met. The economy within the SADC region is changing and it is becoming increasingly difficult to anticipate what the exact labour market skills our young people are going to need for the future labour market. Young people need to develop an appreciation for learning together while building up their self-confidence which they will need to become lifelong learners. Technical and vocational education and training is the type of education which can build and strengthen commitment to lifelong learning. Learners need to develop a sense of commitment and pride of workmanship. The commitment which gets a person to wake up early in the morning needs to be developed. Technical and vocational education and training must therefore stimulate young people to have genuine pride in the jobs that they will be doing. Work ethics are important and the challenge before us is how this kind of pride can be instilled.

Ladies and Gentlemen, the challenges faced by our member states in relation to employment are many and demand innovative approaches. I hope that during this workshop you will discuss your agenda seriously and, at the end of the workshop project proposals would have formulated, the implementation of which will enable us take a further step forward. I wish to take this opportunity to once again thank the organisers of the workshop, in particular the UNESCO-UNEVOC

International Centre for organising and financing the workshop. I also commend all participants for attending this important workshop and wish all of you fruitful deliberations and a pleasant stay in Tanzania.

I now have the pleasure of declaring the workshop officially opened.

## Opening Address by the Representative of UNESCO, Mr. Hans Krönner

Mrs Ndunguru, Mistress of Ceremonies,

Honourable Dr Ng'wandu, Minister of Science, Technology and Higher Education and  
Chairman of the National Commission for UNESCO,

Mr Rajabu, Permanent Secretary of the Ministry of Labour, Youth Development and Sports,

Mr Nicholas Mbwangi, Chairperson of the Vocational Education and Training Board,

Distinguished Experts from the Southern African countries,  
Honourable Guests,

On behalf of the Director-General of UNESCO, I would like first and foremost to congratulate the Vocational Education and Training Authority for the initiative to host this workshop in the United Republic of Tanzania, and for the excellent preparation of this workshop.

Technical and Vocational Education and Training (TVET) has been identified by the Member States as a priority area within UNESCO's range of programme activities. This is not surprising, since TVET can play an essential role in **promoting socio-economic development** of countries, with benefits for individuals, their families, local communities and society in general. TVET for the world of work also helps promoting good **citizenship**. Education and training for the world of work help improve the incomes of poverty-stricken farmers; it provides citizens with more choices in their lives, thus **combating poverty**, and empowering individuals who would otherwise be marginalised.

Many work opportunities in the twenty-first century will be centred on new processes and services that require specialised knowledge and skills that are not yet available in general education. In least developed countries, more effective TVET skills are especially needed to cope with the demands of the **informal sector**.

At UNESCO's Second International Congress on Technical and Vocational Education in Seoul in 1999, participants did come up with new visions. They emphasised the need for a new relationship between education and training, and for a holistic approach to the preparation for life, as well as for the world of work. They also underlined the need for vocational learning throughout life.

### The Role of the UNESCO-UNEVOC International Centre

During the past ten years, a number of TVET initiatives have been developed within UNESCO's UNEVOC Project. Since 2000, in the newly established **UNESCO-UNEVOC International Centre** for Technical and Vocational Education and Training, based in Bonn, Germany, carries these initiatives further.

The UNESCO-UNEVOC International Centre provides technical backstopping to strengthen and upgrade TVET worldwide. It contributes to sustainable human development by strengthening education and training for the changing world of work. The UNESCO-UNEVOC International Centre assists UNESCO Member States to achieve high quality, relevant, lifelong and cost effective technical and vocational education and training for all. Its aim is to maximise learners' prospects in the labour market. For this purpose, the UNESCO-UNEVOC International Centre works for (and with) policy-makers, education managers, teachers, trainers and learners. The UNESCO-UNEVOC International Centre is also part of UNESCO's worldwide effort to achieve **Education for All**.

## Regional Cooperation

During recent years, Africa has been the focus of a number of activities within UNESCO-UNEVOC.

The Southern African Initiative “**Learning for Life, Work and the Future**: Stimulating Reform in Southern Africa through Subregional Co-operation” launched in Gaborone, Botswana, in December 2000, is the most prominent one. It has set an example for other world regions. With support from UNESCO-UNEVOC, the **Arab States** have launched a similar initiative in Beirut, Lebanon, in December 2002. They came up with seven projects in TVET to be developed jointly in the Arab States, on which they will elaborate further next month.

Here at the LLWF Workshop 2003 in Dar-es-Salaam, we will develop what has been generated in Gaborone, addressing three issues in particular:

- The development of a quality assurance programme.
- The objective of this project is to establish quality assurance mechanisms for TVET up to diploma level in SADC Member States.
- The development of a training programme for the unemployed and for the informal sector. This project's objective is to develop training in entrepreneurial skills and job creation and to make training accessible for the unemployed and people working in the informal sector.
- HIV/AIDS in TVET staff development.  
Due to HIV/AIDS, a still growing number of young people in the region are confronted with a declining number of available teaching staff. Therefore, all participants of society - including staff and students of TVET institutions - need to combat the further spread of the virus. The project will focus on several activities related to this.

Ladies and Gentlemen, it is my belief that, in spite of all the diversity within the region, a number of challenges remain common concerns for most of your countries. The **diversity** of environments and approaches is **not a barrier, but a rich resource** that we all should make use of.

I wish to thank all those of you who have responded to the Call for Papers, and contributed to the rich documentation.

We are grateful to the Vocational Education and Training Authority. May I also express our gratitude to the **German Federal Ministry for Economic Co-operation and Development**, which has contributed substantial resources not only to this workshop, but also to the LLWF Initiative as a whole.

I wish all of you a stimulating and productive workshop that is expected to foster co-operation in technical and vocational education and training, and that will hopefully have a positive impact on human resource development, and human development in a broader sense, in all of your countries.

Thank you, Honourable Minister.

## Project Proposals

### The Development of a Quality Assurance Programme

The anticipated results of this project will be to provide quality delivery of TVET in SADC member states through:

- The regulation, improvement, maintenance and monitoring of the reliability of TVET quality systems
- An assessment of equivalences of TVET standards in compliance with qualification frameworks
- Increased TVET quality assurance information
- Capacity building to collaboratively and maximise human resources
- Establishing congruent quality equivalencies
- Improvement of student qualifications

The workshop identified the following problems areas across most SADC member states:

- Insufficient resources including weak financial sustainability
- Lack of and/or poor implementation of policies
- Inadequate training facilities
- Inadequate human resource development
- Inadequate training system development
- National qualification frameworks not in place

Based on the anticipated results and the identified problems, the following suggestions are made:

- Significant systemic changes are needed in some member countries. These changes impact on the quality of TVET provisioning, but fall outside the scope of this workshop.
- Funding of education and training, including TVET, is being done successfully in some member states utilising funds from skills development levy (SDL) systems
- Human resource development (HRD) in member countries will form an integral part of quality TVET provisioning.
- National quality assurance systems and instrument, including a national qualifications framework (NQF), will facilitate the improvement of TVET.

The following sub-projects are deemed feasible within the next two to three years and are specifically focused on the improvement of the quality of TVET provisioning; capacity building for TVET, including funding and training facilities and developing a quality assurance system for TVET, including policy and regulations. The main objective being to develop, improve and ensure quality TVET programmes.

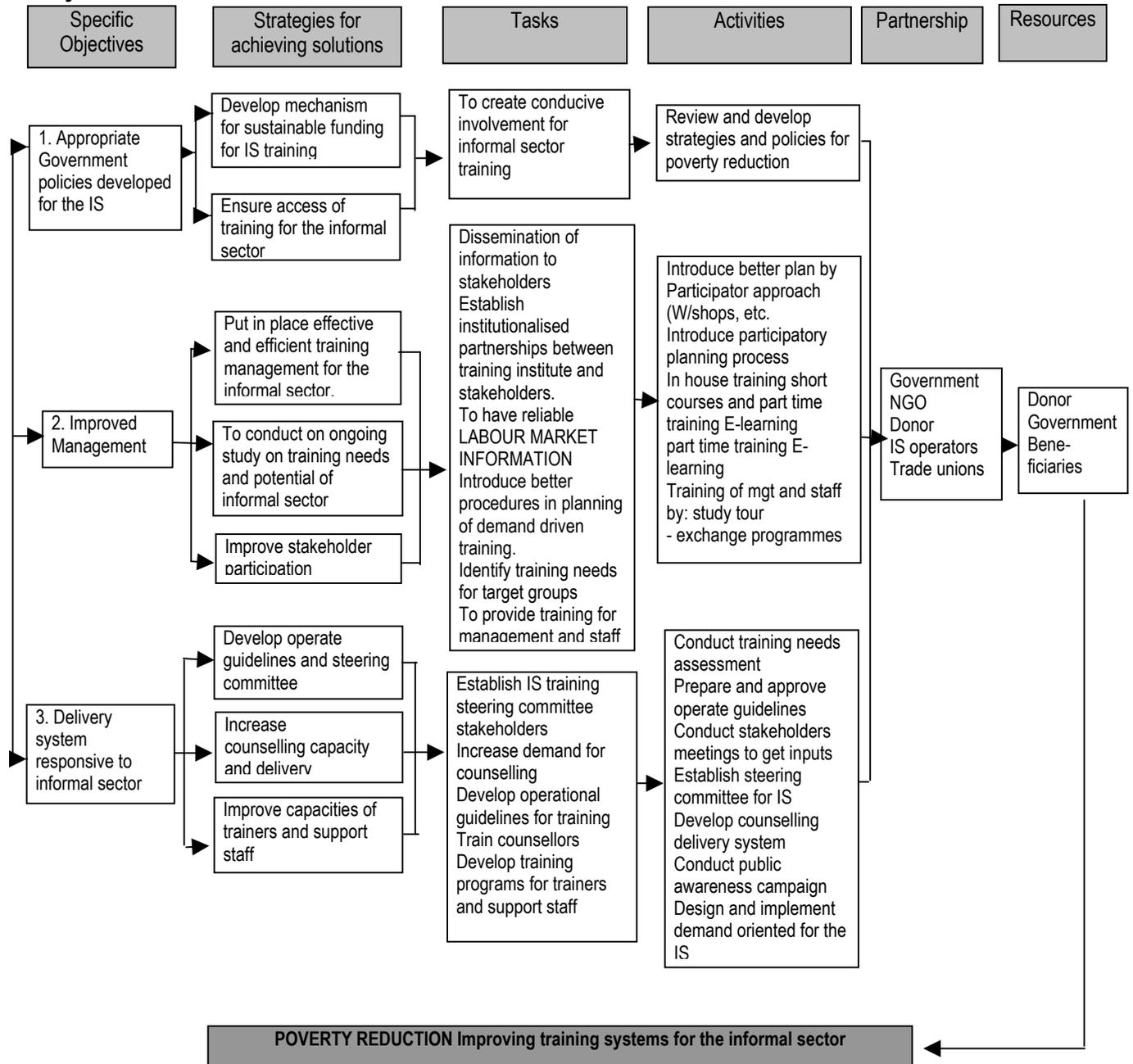
**Sub-project: Capacity building for TVET****Objective: To ensure sustainable provisioning of TVET programmes in the sub-region**

	<b>Activities</b>	<b>Who</b>	<b>Resources</b>
<b>FUNDING</b>	Introduce mechanisms for distribution of funds and incentives to contributors (levy payers)	Implementing agencies	Financial experts (local/regional capacity building)
<b>TRAINING FACILITIES</b>	Establish minimum standards for TVET training facilities for different levels	Regulatory Authority in consultation with stakeholders	Financial Industry Experts
	Rate TVET training facilities against minimum standards for different levels		
	Update TVET training facilities according to levels	Providers	
	Improve partnerships with TVET stakeholders	Regulatory Authority and Providers	
<b>POLICIES AND REGULATIONS</b>	Review and update TVET-related policies and regulations	Training Authority and stakeholders	Financial Stakeholders, Experts, Policy makers
	Submit draft to legal draftsman	Minister	
	Gazette policies and regulations	Minister	

# The Development of a Training Programme for the Unemployed and for the Informal Sector Training

The aim of this programme is poverty reduction by improving training systems for the informal sector (IS). Following is a table illustrating the strategy, task and activities.

## Project 1



## HIV/AIDS in TVET Staff Development

**Project 1:** The aim of the project is to bring about behavioural change with regard to HIV/AIDS amongst TVET trainees through life skills training. While the objective is to ensure that a life skills programme is integrated into TVET curricula.

OUTPUT	ACTIVITIES	PARTNERS	RESOURCES	OBSTACLES
Baseline study on HIV/AIDS in relation to TVET designed and conducted in SADC Countries	<p>Identify regional experts to do study.</p> <p>Design a baseline study which can be replicated and adopted in various SADC Countries.</p> <p>Conduct baseline study in interested SADC Countries.</p> <p>Disseminate the study reports amongst partners within member countries</p>	<p>Curriculum developers.</p> <p>Instructors/trainers NGOs/CBOs</p> <p>PLWA* and AIDS organisations</p> <p>TVET providers</p>	<p>Financial</p> <p>Human</p> <p>Facilities</p>	<p>Lack of funds</p> <p>Lack of plan of action</p>
Needs analysis for Life Skills curriculum completed.	<p>Conduct local needs analyses for Life Skills Curricula based on study results</p>			
Life Skills syllabus for training of TVET trainees developed.	<p>Initiate Standards Development processes on HIV/AIDS related life skills for TVET provision (wherever applicable)</p> <p>Initiate Curriculum Development processes in various countries.</p> <p>Develop Syllabus for HIV/AIDS related Life Skills.</p> <p>Disseminate Standards/Curricular/syllabus (whatever applicable)</p> <p>Monitoring and evaluation.</p>			

\* Person living with AIDS

**Project 2:** The aim of this project is to strengthen education and training of staff with regard to dealing with HIV/AIDS within TVET institutions. Its objective is to ensure that TVET staff at all levels are trained in HIV/AIDS related life skills

OUTPUT	ACTIVITIES	PARTNERS	RESOURCES	OBSTACLES
Training needs assessment in SADC countries conducted	Identify the experts for training needs assessment. Conduct training needs assessment	Instructors Donors Staff TVET Providers NGOs/CBOs	Human Funds Facilities	Lack funds Lack of action plan Inadequate experts Poor
Training according to training needs assessment report conducted.	Conduct TOT workshops at regional levels. Implement training to trainers and staff	Religious organisations, Government Experts in guidance and counselling		attitudes and negative behaviours
IEC materials developed and operationalised	Develop training guidelines, newsletters, brochures, posters, radio programmes, drama			
Monitoring and evaluation conducted.	Design monitoring and evaluation tools. Implement monitoring and evaluation. Feedback			

**Project 3:** The aim is to strengthen Technical Vocational Teachers Education and Supporting Staff Training with regard to HIV/AIDS. The objective is to ensure that life skills programmes are integrated into TVET Curricula

<b>OUTPUT</b>	<b>ACTIVITIES</b>	<b>PARTNERS</b>	<b>RESOURCES</b>	<b>OBSTACLES</b>
Baseline study on HIV/AIDS established in SADC Countries	<p>Conduct one baseline study which can be adopted in SADC countries</p> <p>Disseminate the study report to member countries</p>	<p>Experts</p> <p>Curriculum developers</p> <p>Instructors/trainers</p> <p>Stakeholders</p> <p>NGOs</p> <p>CBOs</p> <p>Religious organisations</p> <p>TVET Providers</p>	<p>Funds</p> <p>Human and facilities</p>	<p>Lack of fund</p> <p>Lack of plan of action</p>
Life Skills syllabus for TVET developed	<p>conduct workshop at all levels on life skills for TVET provision</p> <p>Develop syllabus</p> <p>Disseminate and implement syllabus</p> <p>Monitoring and evaluation</p>			

## Participants' Papers

### The Development of a Quality Assurance Programme

#### **KEEVY, James A., (South Africa): Planning the South African NQF Impact Study: Implications for a SADC RQF**

##### **Introduction**

This paper sets out to explain some of the lessons learnt in the initial stages of the planning of an impact study to investigate the extent of the contribution of the South African National Qualifications Framework (NQF) on the transformation of South African education and training, including technical and vocational education and training (TVET). It is also an attempt to assist regional role players in the important task of establishing qualifications frameworks within individual countries as well as in the Southern African region.

This paper briefly describes the background to the South African NQF Impact Study, the planning of the first stages and the lessons learnt thus far. It is by no means an attempt to put forward a comprehensive critique of the impact study, but rather invites debate on the role and value of the quality assurance of education and training in the Southern African Development Community (SADC).

##### **Background**

In December, 1999 the members of the South African Qualifications Authority (SAQA) agreed to a review of progress and development in the implementation of the South African NQF. The intention of this study was to review the impact of the NQF on the South African education and training system (SAQA 2002a:1) and resulted in the establishment of a Review Working Group. The study was however preceded by another study under the Ministry of Education which sought to review the country's progress on the establishment of the NQF.

The report of the Ministry's study team (Departments of Education and Labour 2002) was published in March 2003 and pointed out various deficiencies in the emerging education and training system and how SAQAs operations could be improved. The investigation of the extent of the contribution of the NQF to the full personal development of every South African learner, as well as the social and economic development of the nation at large, remained largely unanswered by the Study Team Report. This led to a decision to proceed with the initial impact study.

##### **Planning the NQF Impact Study**

The planning stage included, among other things the establishment of a Working Group (WG) that was tasked to manage and oversee the study, re-conceptualise the study based on the 1999 Review WG and the planning and execution of the first part of the study. An Advisory Group (AG), consisting of SAQA Board members, was also established to support and advise the WG in the planning of the Impact Study.

The purpose of the study was defined as:

*The establishment of a framework that includes indicators and baseline data for the effective measurement of the impact of the NQF now and in the future" (SAQA 2003a).*

The formulation of the purpose suggested a first step in a new direction. The methodology or framework used in the roll-out of the NQF Impact Study formed a vital part of the study as the comparative nature of an impact study required at least two sets of measurements taken at different times with the same instrument. This implied that the WG had a twofold role:

- The development of indicators<sup>1</sup> to measure the impact of the NQF on the quality of education and training in South Africa
- Performing a baseline study, using the derived indicators, to obtain baseline data that can be used as a reference for present and future impact studies

Success indicators were re-drafted to focus not only on the quantitative aspects but to include the following:

- The mindset of stakeholders and partners, including the impact of the NQF in creating an ethos of thinking about quality in education and training
- The social and economic development of South Africa
- Systemic changes, specifically in the industrial sector where the up-skilling of the workforce, foreign investment and the integration of academic and vocational training are being addressed
- The level of consciousness: South African society has become much more aware of the quality of provisioning, international comparability and credit-bearing training

The WG was at this stage planning the establishment of focus groups to enable sufficient stakeholder involvement in the development of the indicators.

### **Implications for TVET in the SADC region**

Despite having a tight reign on education and training, very few African countries have embarked on national qualification regulation processes, the exception being Uganda, Namibia and South Africa.

The Namibian qualifications framework is an example of a SADC member state that has developed a national qualifications framework. The Namibian NQF is virtually identical to the South African example and is an attempt to “provide for multiple pathways for Namibians to gain qualifications and to redress the injustices of the past by recognizing competencies of Namibians regardless of where they learnt these” (Republic of Namibia 1999:5).

South Africa has never really fitted the mould, and continues to dominate developments on the African continent, specifically south of the equator, as is evident in its role in the development of a regional qualifications framework in the SADC region. The establishment of a methodological framework for the effective measurement of the impact of the South African NQF needs to be informed by the SADC role-players, who in turn will be able to contribute more effectively to similar national and regional initiatives

### **Roles of regulatory bodies**

Even at this early stage of the Impact Study it has become apparent that the South African NQF has imposed various restrictive regulations on the South African education and training system. Mavimbela (2001:11) goes as far as stating that the NQF could turn into “a bureaucratic labyrinth, with the primary function of reinforcing controls”. She goes further by explaining that such a trans-national controlling system could end up being of little value if it attempts to be a controlling system.

Recent attempts by SAQA to coordinate and improve the effectiveness of these regulatory bodies have resulted in the establishments of Education and Training Quality Assurance bodies (ETQAs) within various sectors. The ETQAs are accountable to SAQA and must monitor the quality of training providers according to standards and qualifications on the NQF.

At this stage of the planning of the NQF Impact Study, some lessons have already been learnt that have implications for a SADC Regional Qualifications Framework (RQF):

- Although stakeholder involvement has been an integral part of all NQF-related matters it is also evident that over-involvement by stakeholders will place severe limitations on the implementation and development of a regional qualifications framework.

<sup>1</sup> An excellent discussion on the development of indicators that are appropriate, effective and accommodate the existing educational objectives within a specific country can be found in Bottani & Walberg 1994.

- Premature evaluation of the implementation of a qualification framework, be it the South African NQF or otherwise, will automatically lead to negative results. A full impact study is probably only possible after at least a ten-year period (some authors<sup>2</sup> even suggest 20 to 25 years) to allow sufficient time for implementation that results in personal and socio-economic transformation.
- The development of indicators of success that are used to measure the impact of a qualifications framework form one of the most important parts of the research design. Accurate and measurable indicators will enable the repeat of measurements at various intervals, which in turn will enable longitudinal comparative studies.
- An impact study, NQF or otherwise, is premised on specific core assumptions. In the South African example it has been necessary to assume that the NQF objectives are still broadly accepted by stakeholder groupings, that the NQF is still the best vehicle for bringing about positive change and that the integration of education and training is still important. The measuring of impact does not imply a review of the current philosophy, but rather shows a acceptance of this philosophy and an attempt to measure the effectiveness of the same.
- Measurement of the South African intention to transform and integrate vocational and educational training will enable SADC countries to reflect on their own processes and will also inform the development of the RQF.

Increased regulation and over-bureaucratization is currently accompanying the transformation of education and training needs to be addressed as a matter of urgency.

## Conclusion

The South African attempt at evaluating the impact of a relatively immature national qualifications framework sends a clear message to RQF developers to not be too hasty in evaluating their own efforts. The current difficulties experienced in the design of the South African Impact Study has alerted role-players of the time that is needed for such a large-scale transformation to be established, and then eventually to be effectively measured.

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## ACRONYMS

AG	Advisory Group
ETQA	Education and Training Quality Assurance body
NQF	National Qualifications Framework
RQF	Regional Qualifications Framework
SADC	Southern African Development Community
SAQA	South African Qualifications Authority
TVET	Technical and Vocational Education and Training
WG	Working Group

<sup>2</sup> See Cosser 2001:161

## **MAHENGE, Binilith S., and CHACHAGE, Eng, E.J. (United Republic of Tanzania): Computer Based Learning as an Instrument of Training of Providing Quality TVET**

Tanzania was late in entering the world of information technology (IT). The IT services sector is growing rapidly both in number and capacity and can offer a wide range of products and services, including training. Lack of teachers and curriculum for computer based learning (CBL) skills is, however, developing into a real bottleneck. The course curricula offered by most of the IT providers are at a high level, and some of the providers operate according to high international standards regarding the theoretical part of the training.

Awareness of the significance of the CBL training is very low on the part of training providers, trainees and employers. The consequence of this attitude of theoretically skilled trainees with a low capacity to deliver results in real job situations is that they are not able to compete in the globalisation process. This paper highlights the issue of quality that can be achieved by using CBL as an instrument in Vocational Education and Training (VET).

In the late 1990s, the Ministry of Communication and Transport observed that the shortage of IT professionals in Tanzania might turn into an obstacle in implementation of information technology and it was therefore decided that a survey should be conducted on the subject.

The objective of the survey was to determine the need of and prerequisites for the realization of a vocational IT training programme in Tanzania that would be guided by the needs of industry and administration, and to find opportunities to retrain personnel that have become redundant as the result of the ongoing process of restructure in the country.<sup>1</sup>

Tanzania has embarked on the process of developing a National Information and Communication Infrastructure Policy (NICI). A particular Secretariat for the NICI process and a technical committee to be in charge of the NICI process were appointed. The planning commission has the responsibility to coordinate the organisational framework and provide secretarial support to the National Information and Communication Infrastructure Committee. There are also ongoing projects to support the transformation of Dar-es-Salaam Institute of Technology and University of Dar es Salaam and its administrations towards IT.

Tanzania was late to meet the challenge of being a member of the global information society. In fact, computers were banned in 1974. The ban was never totally implemented, but import and use of computers were controlled and restricted by detailed Government guidelines from 1974 to 1991.<sup>2</sup>

The period has without doubt seriously delayed computerisation of Government Administration and enterprises. IT growth began about five years ago in respect of the following content and activities through IT:

- Collect, compile, store, process and analyse information
- Replace manual work with computerised routines
- Share and exchange data and information within the entire organisation
- Have electronic internal and external communication
- Develop new products and services

The CBL for the past 30-40 years in the developed world have been used as a tool in restructuring of enterprises and public sector. CBL has changed business processes, production processes, working organisations and methods. Implementations of new technology has been preceded by extensive rationalisation, restructuring of operations and investments in computerised business processes. CBL is a tool for upgrading of existing knowledge and skills from the training and implementation point of view.

In the country there is a lack of sufficient knowledge to evaluate the benefits of IT and further implications of CBL. The use of new technology becomes a question of cost rather than investment in future income. In this perspective the cost appears to be higher than it would be if the investment appraisal had included both cost and income. The Tanzanian industry has no

tradition of co-operation and linking up with training centres, one of the main reasons for not using CBL tools.

A cornerstone activity for the development of CBL in Tanzania is to make CBL tool accepted as an important part of training among training providers, trainees and employers.

In Tanzania the majority of students do not have previous experience with CBL and normally will find their first jobs with employers who cannot offer them support from more experienced staff. In these circumstances the productivity of the newcomers will be low, and the use of the new skills limited.

A good system of VET in the country must be effective at the quantitative and qualitative levels by ensuring an adequate supply and producing of well-trained young people and adults to meet the national social economic plans.<sup>3</sup>

Special needs for implementing CBL are:

- Technical training before entering the work force
- Training for new tasks
- A technologically literate and innovation-receptive population
- Concreteness
- Assessment

The essence of technology transfer in both cases is not computing itself, but educational technology attached to the use of computers. CBL environments include specific teaching-learning applications that have been designed and produced to help people learn.

There is a non-traditional approach saying that computers may also be a means of transferring control of the act of learning to the student. This may mean a shift from computer-assisted instruction (designer-controlled computing) to computer-assisted learning (student-controlled computing). The figure 1 compares the CBL categories (drill and practice, intelligent tutoring system, hypermedia, cognitive tools and simulations) according to the following factors: learner control, technical complexity and underlying learning theory. However this classification is entirely conceptual.<sup>4</sup>

**Figure 1: Comparing CBL Techniques**

	<b>Degree of Learner control</b>	<b>Technical Complexity</b>	<b>Learning Theory</b>
<b>Drill &amp; Practice</b>	Low	Low	Instructivism, Behaviorism
<b>Intelligent Tutoring System</b>	Medium	High	Instructivism Cognitivism
<b>Hypermedia</b>	High	Medium	Constructivism Cognitivism
<b>Cognitive tools</b>	High	Medium	Constructivism Cognitivism
<b>Simulation</b>	Medium	High	Constructivism Cognitivism

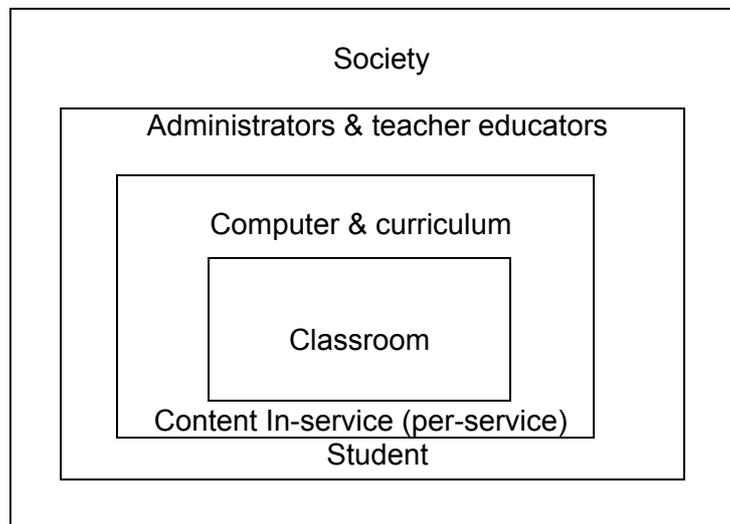
The overview of the most important underlying technologies, differentiating between local and networked scenarios and between the use of technology to deliver and present learning content (learner’s point of view) and the use of technology to develop and manage learning content (educator’s point of view) is illustrated below.<sup>3</sup>

**Figure 2: Technologies Used in CBL**

T e c h n o l o g i e s	Learning		Platform	
	Development and administration of learning content (educator's view)	Local		Network
Authoring tools		Authoring tools		
Learning Management System		Learning Management System		
Delivery and presentation of learning content (learner's view)	Plug-ins	Stand-alone Player	Internet applications	
			Plug-ins	
	Browsers		Browsers	
	Local System, CD, DVD		Internet	

The domestic industry is operating under severe competition from imports from foreign market that can offer equal products at lower price and / or higher productivity. CBL can be an efficient tool to Tanzanian industry in order to increase competitiveness and ability to survive. The challenge, however, is to incorporate the CBL successfully into the training curriculum and maximize its benefits to education. This demands that computing be accommodated in the curriculum of students as well as teachers.

The fundamental elements in an educational system are as follows: the teacher educators and administrators, emphasising their gate-keeping role while the innovation into the curriculum and the classroom are embedded in the society. Interactions must be visualized within each element and at each interface of the maze as shown in **figure 3**:



- Teacher Educator-Curriculum Interface
- The Teacher Educator–Teacher Interface
- The Teacher-Curriculum Interface
- The Computer Curriculum Interface
- Computer-Classroom Concerns
- Computer-Student Interaction
- Teacher-Student Relationships

Our purpose is an attempt to uncover the realities involved in planning for appropriate applications and outcomes in CBL tool. There are different opinions as to where planning for CBL

should begin so as to achieve quality. Of course, the planning for instructional use of microcomputers should start with an analysis of the current curriculum to identify the content, skills, and attitudes that are considered important. Some assert that planning should begin with the teachers' tasks.<sup>6</sup> All the same, the most important is to utilize CBL as an instrument of training for quality.

In general, planning, preparation, testing, and evaluation of procedures must be an ongoing task to determine the effectiveness of computing and the achievement of the goals of the CBL curriculum. Our aim is to improve productivity incomes in developing countries and this cannot be done without the needed skills which will come about only if there is an effective quality of utilising CBL as an instrument.

From the sections of identified problems, constraints and needs there are many other important shortcomings that have to be addressed. In order to enjoy the fruits of the world of IT, the developing countries should develop the CBL curriculum with the required levels. The move can help to standardise the levels and hence improve the required competences for the trainees. Another aspect which is also noted, is to incorporate the CBL curriculum into the national qualification framework. This should be necessary in all fields of VET programmes.

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## **AHMAD, Mushir (Botswana): The Development of a Quality Assurance Programme for TVET System**

It is important to know and understand the aim in having an effective TVET (Technical and Vocational Education and Training) system in a country. In fact, the social and economic development of a country depends upon the industrial development, which requires skilled human resources and material resources. It is obvious that even to exploit material resources, skilled human resources are required from the onset for the whole process of industrial development. It is therefore imperative for a country to plan and implement a TVET system which can provide such education and training that produces skilled human resources for various occupations. While the TVET system benefits the trainees, it can also yield social benefits for other members of the society. A TVET system results in increased employment and improved national productivity and income. If an abundant skilled labour force is available, then it attracts foreign investors. Likewise, a highly skilled labour force helps to boost high value products and greater expert capacity. In addition acquired knowledge and skills result in lower crime rates, better social communication, improved health and family life.

The quality management of TVET has to incorporate important policy issues for implementation. Quality management is a different way to organize the efforts of people. The objective is to harmonise their efforts in such a way that people not only approach their assigned tasks with enthusiasm, but they also participate in the improvement of how the work gets done. Quality management introduces a significant change in the relationship between those who manage and those who actually do the work i.e. the management of the TVET system and trainers/instructors and students/trainees. The system should be based on teamwork between managers and key players to assure quality. The atmosphere of teamwork induces enthusiasm and motivation among the TVET key players. TVET can be improved by enhancing the productivity of the instructors/trainers, the students/trainees are more satisfied in their work and the graduates can make more positive contributions to society.

The technical and vocational education and training system should be accessible for all persons, including those with a disability, irrespective of their age, sex, origin or educational background. The TVET system should be flexible to accommodate all persons at any level at any time of the year. The entry and exit point should be possible through the system at any level. One should be able to learn at one's own pace and should be able to progress according to ones' own ability. The TVET system should be based on transfer of skills on a quality basis. Quality should be ensured through a quality assurance system and establishing assessments for quality outcomes.

The technical and vocational education system should not be a dead-end system. It should have various routes towards higher qualifications i.e. from crafts person/Artisan Certificate to National Technician Diploma (NTD) and from NTD to Higher National Diploma (HND) and Bachelors' Degree and Higher Education. This can be achieved through a nationally accepted qualifications framework.

Everybody should have equal opportunity to access TVET irrespective of their geographical location, gender or any disability, religion or economic status: The TVET system should be equitable. The integrated TVET system should aim at increasing the number of training places for school leavers to prepare them for employment, taking into consideration the needs of the economy as a whole.

The curriculum should be developed on Competency Based Modularised Training (CBMT) approach. The modularised training will facilitate transferability and provide for technological changes and the needs of the society. It should take cognizance of lifelong learning, pre-vocational preparation, recognition of prior-learning and continuing further education from certificate to diploma level and even higher. Such a curriculum for TVET system needs involvement of the industry and all stakeholders. For this reason, it is important to support a TVET system with a well-designed CBMT curriculum which has to be accepted by all stakeholders.

The preparation of instructional materials based on the CBMT curriculum designed for module to module containing both theoretical and practical training components is required so that the real essence of a module as designed in the curriculum is not lost. The different trainers can approach

the training of a module in their own style and technique, if not provided with the instructional materials and guidance for training in each module. It is therefore pertinent to develop "Training Manuals" for supporting the implementation of the CBMT curriculum so that it does not allow variation in interpretation and implementation of training modules for each stage by any trainer.

To bring quality into the teaching/learning process in TVET the computer based training system can play an important role. The role of computer based learning is vital and the TVET system should be supported with computer based training in all vocational fields. Every trainee/student should be trained in computer operations.

The curriculum of the TVET system should be backed with the development of standards. The standards can be adapted from country to country at a regional co-operation forum. This does not mean that a country cannot have variations in a standard here and there based on the needs of the industry. If a regional forum could be created to standardise the curricula development on competence based education and training as well as to generate standard training and learning materials for the SADC region, it will help the region to develop quality TVET systems.

Competency Based Training is strongly focused on helping individuals to develop the knowledge, skills and attitudes to perform specific defined functions within the workplace. It is focused on the longer-term outcome of the training and workplace performance, rather than specific training outcomes or the training process itself. The requirements/outcomes of the training are clearly defined. Each individual studies only what he/she needs to reach for standards and there is no requirement for an individual to serve a particular length of time in formal study. Individuals may therefore develop competence using a wide variety of learning methods at their own pace. The factors combined lead to more responsive, relevant, efficient and accountable training for individuals and organisations. Competency Based Assessment is the actual process of ensuring that each individual is performing his or her work to required standards. It is a way of finding out what skills people already have and paving the way for them to develop more skills in the future. It is also a way of opening access to more relevant training and better jobs for everyone. Competent workers must consistently apply their skills and knowledge to the defined workplace standards across the full range of conditions encountered in their job position.

A standard registration and accreditation system in TVET has to be in place. This system has to be supported by regulations indicating the requirements of registration and accreditation of institutions, trainers, assessors and training programmes. This would ensure quality in TVET systems. The quality assurance system requires personnel to control, co-ordinate and implement the regulations covering various requirements, i.e. there is a need to train and employ quality assurance managers, verifiers, assessors and inspectors who are responsible for quality assurance in the TVET system.

The Training Authority responsible for implementing the quality assurance system in TVET should be financially self-sufficient. This can be achieved if a cost-sharing policy is adopted and implemented. The cost sharing means that all stakeholders in TVET should be able to share the cost in one way or the other. Government grants should not be used for the cost of training. The training authorities are provided with seed-money through an Industrial Training Fund, which has to be maintained by the Training Authorities. At the same time the trainees/students should pay fees for courses, assessment and certification. The industry/employers may pay a type of training levy. All the registration and accreditation activities should be backed by a fee. All such fees, levies, etc. should be the revenue of the Industrial Training Fund which will help the Training Authorities to become self-sufficient to some extent. The policy of cost sharing between all stakeholders who benefit from training should be supported and implemented for sustainable financing of the TVET system. Cost sharing by all stakeholders brings quality into the TVET system. All the various aspects stated should be implemented in order to have "Quality Assurance" in place for the TVET system.

In Botswana, only a trade testing system used to exist whereby the Brigades trainees and National Centre for Vocational Training students used to write trade tests for 'C', 'B' and 'A' levels. The examination had only two subjects i.e. Trade Theory and Trade Practice. This system had

been going on from 1962 to 1986. In 1986/87 Madirelo Training and Testing Centre and four vocational training centres were established to cater to new apprenticeship and industrial training and trade testing schemes. The National Craft Certificate (NCC) was introduced and the Trade Test 'A' certificate was abolished. Three more subjects i.e. Technical Mathematics, Technical Drawing and Associated Studies were introduced. Henceforth, the trade test candidates had then to write five subjects in the Trade Test 'C' 'B' and NCC levels. The trainees could go through four years apprenticeship or follow the Trade Testing System from 'C' to 'B' and then, write the National Craft Certificate (NCC) examination.

Recently the following changes have come about:

- The National Centre for Vocational Training (NCVT) was up-graded to the level of "polytechnic" offering technician diploma courses which is now in the Faculty of Engineering at the University of Botswana offering the Diploma, Higher National Diploma and Engineering Degree in Civil, Electrical and Mechanical Engineering.
- The Vocational Training Centres were upgraded to the level of Technical Colleges. Technical Colleges are participating in the Apprenticeship and Trade Testing System offering theoretical component of the each training. In addition, now some technical colleges have introduced 'B-Tep' (Botswana Technical Education Programme) partially in some vocational fields. The B-TEP is a full-time college based programme. It lacks the practical on-the-job training component. The possibility is that the certificate holders of 'B-TEP' may be enrolled as apprentices. An apprenticeship provides both theoretical training at colleges and practical on-the-job training in companies which are operating successfully.

The new Vocational Education and Training Policy and new Vocational Training Act has now been in place since 1998/99. The Botswana Training Authority was established in 2000. The Botswana Training Authority (BOTA) is now working towards implementation of the new policy and the Act. Steps are being taken to implement "Registration and Accreditation" as well as to develop "Quality Assurance Programmes in TVET System". In 2001 the standards generation process began. The Competency Based Modularised Training (CBMT) Curriculum development process shall begin in April, 2003. Henceforth, all the training programmes and courses at certificate level shall follow a CBMT curriculum. The revision of training standards for apprenticeship and action for developing a CBMT system has already begun. The apprenticeship system is going through reforms and efforts are being made to modernize apprenticeships to make it flexible, accessible and industry-driven. It shall help to reform TVET System in Botswana to allow vertical and horizontal mobility of credits and certificates. The Botswana National Qualification Framework has 3three levels - Foundation, Intermediate and National Certificate - in place.

In the past ODA and GTZ have been the main donors. Most of the donors have now pulled out but donor support is still possible at SADC regional level. It is therefore very important to enhance co-operation and collaboration at regional level in the SADC region. There were some initiatives at SADC regional levels which seem to be inactive. Hence, there is a need to revitalise the regional TVET forums and committees for various objectives.

There are potential areas of collaboration in the SADC Region. There is a need to match the National Qualifications Framework in SADC Region to identify equivalencies so that there may be a possibility of mobility of credits from one country to another. For this exercise there is a need to establish a standing UNEVOC SADC Regional Qualifications Committee to work out a system of credit mobility in TVET System from artisan/craft level to technician level (Diploma level) and also acceptance to enter higher educational qualifications Institutions for degree programmes in the region.

With UNEVOC support it should be possible to establish transparent TVET system in the region to co-ordinate and implement above stated regional collaboration by creating various committees in the region. Some examples are RQF Committee, Standards Committee, Curriculum learning materials standardisation Committee and Assessment and Certification Committee.

## **MNDEBELE, Comfort B.S. and MKHONTA, Solomon (Swaziland): Ensuring Relevance and Quality in the Delivery of High School Vocational Education: The Case of Swaziland**

Subsequent to vocationalising the practical arts curriculum in Agriculture, Commerce, Home Economics and Technical studies in Grades 11 and 12, this paper considers the new roles/functions of school inspectors in ensuring delivery of quality vocational education. However, with the introduction of a vocational curriculum aimed at rendering high school graduates self-employed/self-employable and entrepreneurial skills, new roles and functions of the inspectors are determined in the study. This is a self-appraisal study consisting of the four groups of inspectors drawn from the four vocational subject specialisations. For a quality vocational education programme, the role of school inspectors is critical. Recommendations and implications for narrowing the gap between current and expected new roles and functions are made.

The importance of inspection or supervision in influencing the quality of vocational classroom practices remains unequivocal. Quality of vocational instruction delivery through improved inspection is at the core of the Ministry of Education Inspectorate's philosophy. It is clear from the research evidence that the classroom level is a major contributor to school improvement of instruction (Chapman, 2001). Derived from Chapman (2001), inspection entails two major opportunities that generate change in the classroom and therefore impact on school improvement of quality instruction. The first is to indicate teaching and learning issues as key issues, which hopefully results in an action plan by the school for the improvement of teaching and learning. Secondly, lesson observations during inspection should be an important means of influencing classroom practice.

The delivery of practical arts subjects, namely, agriculture, commerce, home economics and technical studies, is facing challenges in developing economies. At the turn of the century, developing nations are using the curricula taught in schools as their vehicle to envision new ways of addressing the current and emerging needs of students and society. In the light of this situation, the Government of the Swaziland (through the Ministry of Education) has realised the need for a vocational approach to the teaching of all practical arts subjects in high schools (Mndebele, 2000; Mndebele and Hlophe, 2001).

The vocational in-service education for inspectors may aim at providing opportunities for them to participate in and develop new inspection approaches and competencies to enhance delivery of quality vocational instruction. Vocational in-service education would offer an opportunity to enhance the professional qualifications and qualities of vocational inspectors by preparing them for a supportive experiential learning environment and thus provide instructional leadership.

In the context of Swaziland, the generic current roles and functions or responsibilities of the inspectorate are the following:

- (1). Monitor professional standards in the secondary/high schools
- (2). Advise schools on the procurement of teaching materials
- (3). Liaise with the National Curriculum Centre (NCC) in the specific subject area
- (4). Organise and conduct seminars and in-service courses for teachers
- (5). Liaise with the private sector to ensure the relevance of subject matter
- (6). Appoint examiners/moderators in the subject area
- (7). Liaise with teacher education institutions and Regional Education Officers (REOs)
- (8). Prepare annual reports on the teaching subject.

Subsequent to the introduction of a vocational curriculum in 16 selected pilot high schools, the role and functions of the inspectorate have been expanded, but the new expected roles and functions of inspectors had never been redefined in the context of a vocationalised curriculum. There is a need to redefine and situate the role/functions of inspectors of the practical arts subjects and the methods of evaluating vocational education outcomes from accomplished tasks. There is also a need for inspectors to be re-trained or re-skilled in instructional leadership to incorporate a vocational orientation. Celikten (2001) identified lacking role description for the position to be one important factor inhibiting instructional leadership roles.

The **purpose of the study** was to situate the role and functions of inspectors in the wake of a vocationalised high school curriculum of agriculture, commerce, home economics, and technical studies. There is bound to be an added/new set of expected roles/functions over and above the current ones for the vocational inspectorate. The specific objectives of the study were to:

- Delineate current roles/functions from expected/new roles/functions of school inspectors with the introduction of a vocationalised high school curriculum in agriculture, commerce, home economics, and technical studies.
- Rank in order the top five highest rated current and expected/new roles of vocational inspectors in the four vocational specialisation subjects.

The study was a self-appraisal descriptive survey whose participants were a census of all 16 high school inspectors of agriculture, commerce, home economics and technical studies. Of the 16 respondents who were sent the questionnaire, 14 (87%) replied and their responses were used for purposes of analysis. An instrument developed and used by Barrick (1986) was adopted and modified for use in this study. A Likert rating scale ranging from *strongly agree* = 6 to *strongly disagree* = 1 was utilised. The instrument had a dual response format rating the current role/functions and expected role/functions on the same scale statements to all 35.

A jury of experts in each of the specialties, namely, agriculture, commerce, home economics, and technical, reviewed the statements of the participants. Finally, the instrument was field tested with personnel who were not included in the population of the study. The reliability tests using Cronbach Alpha on the two scales of current and expected roles/functions were .81 and .67, respectively.

### **Objective 1: Delineate current from expected new roles/functions of vocational inspectors.**

Data in appendix 1 present mean values of current role/functions and expected role/functions as rated by the respondents, the four groups of inspectors. On both scales of current and expected, to determine the level of agreement, mean values of 3.50 and above denoted agreement while values of 3.49 and below denoted disagreement with either current or expected role/functions statements. Generally, the four groups of inspectors (agriculture, commerce, home economics, and technical studies) indicated that they were in agreement with both current and expected inspectors role/function statements.

#### **Current Role/Functions**

Inspector current role/functions rated below the mean of 3.50 (mid point scale) thus indicating disagreement with current role/function were:

- identify business-industry placement for work experience of students;
- coordinate the instructional activities between the school and cooperating business, industrial or health agencies
- coordinate activities of students placement and follow up in internship/apprenticeship.

With the remaining 32 inspector role/functions statements, respondents were in agreement that they indeed constituted current roles/functions of vocational inspectors in the four vocational specialisations.

#### **Expected New Roles/Functions**

On the expected new roles/functions inspector respondents in the four vocational specialization areas were in agreement that all 35 inspector role/function statements indeed constituted the expected new roles/functions of inspectors with the introduction of a vocationalised high school curriculum of agriculture, commerce, home economics and technical subjects in the 16 vocational pilot schools. All the new/expected roles/functions statements were rated 3.50 (mid point scale) and above. Table 1 presents the data.

Rank order top five highest rated current and expected/new roles/functions of vocational inspectors in the four vocational specialisation subjects. The five highest rated current and expected/new roles were the following:

- Prepare inspection reports of vocational visits (5.50)
- Prepare reports on vocational teaching performance (5.43)

- Provide feedback to vocational teachers on their teaching (5.43)
- Conduct vocational in-service training for teachers (5.36)
- Develop a schedule of supervising vocational subjects (5.29)

Expected/new roles:

- Provide leadership to vocational teachers in teaching the vocational curriculum (5.93)
- Determine relevance of vocational curriculum content to community needs (5.92)
- Provide feedback to vocational teachers on their teaching (5.86)
- Prepare inspection reports of vocational school visits (5.86)
- Conduct staff departmental meetings for guidance on vocational policy and procedures (5.79)

The findings of the current study in Swaziland have indeed revealed current and expected roles/functions and duties of inspector in a vocationalised versus non-vocationalised curriculum of the practical arts. These roles align themselves with the vocational education outcomes reported in the literature (Wentling & Barnard, 1986(a); Wentling & Barnard, 1986(b) and Lotto, 1986).

Findings of this study have implications for, and relate to outcomes of vocational education preparation programmes, to the value added to the individual student, teacher or inspector, as a result of vocational education. Further, the findings support the implication that teacher and inspector vocational preparation programmes provide outcomes extending well beyond the development of academic/general education skills.

In the light of this revelation, it would be recommended that a vocational inspector in-service education programme be mounted for incumbent inspectors of all practical arts subjects, (agriculture, commerce, home economics and technical studies). The in-service education programme should focus on the following aspects of inspection of a vocational education high school curriculum: (1) Identification of business-industry internship placement for work experience of students (Work based learning; Experiential learning), (2) Coordination of instructional activities between the school and cooperating business and industry agencies, (3) Coordination of activities of students placement and follow up visits in internship/apprenticeship, (4) Coordination of subject matter content activities between the school and the community, (5) Determining relevance of vocational curriculum content to community needs, (6) Promoting the teaching of a vocational curriculum in the community, (7) Ensuring supervision of students home-based enterprise projects by vocational teachers.

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### Appendix 1: Current and Expected New Roles/Functions of High School Vocation Inspectors

S/N	STATEMENT	CURRENT		EXPECTED	
		MEAN	SD	MEAN	SD
1.	Report to chief inspector on the performance of the vocational department	5	1.8	5.5	1.34
2.	Conduct staff departmental meetings for guidance on vocational policy and procedures	5.07	1.33	5.79	0.43
3.	Visit laboratories and classroom to evaluate both vocational students and instructor performance	5.07	1.64	5.57	1.09
4.	Observe onsite vocational student teaching practice teaching	5.14	1.79	5.29	1.38
5.	Participate in annual inspectors workshops	5.28	1.38	5.64	0.74
6.	Establish and maintain good relations with community organisations	4.64	1.65	5.43	1.16
7.	Prepare inspection reports of vocational school visits	5.5	1.34	5.86	0.36
8.	Conduct in-service training of vocational	5.36	1.39	5.79	0.58
9.	Promote organised youth activities supporting the vocational subject	4.21	1.72	5.43	0.94
10.	Provide leadership to teachers in teaching the vocational curriculum	5.21	0.98	5.93	0.27
11.	Participate in the recruitment of vocational teachers	4.07	1.64	5.29	1.33
12.	Provide a link between the vocational school and the Ministry of Education headquarters on Policy	5.29	0.91	5.65	0.5
13.	Prepare reports on teaching performance	5.43	1.34	5.71	0.47
14.	Develop a programme of activities for the year	4.5	1.87	5	1.24
15.	Prepare a list of supplies and equipment for purchasing by the vocational departments	3.85	1.7	4.36	1.65
16.	Provide feedback to vocational teachers on their teaching	5.43	1.34	5.86	0.36
17.	Develop a schedule of supervising the vocational subject	5.29	1.38	5.64	0.63
18.	Collaborate with vocational teacher education in the training institutions	4.79	1.63	5.57	0.65
19.	Coordinate subject matter activities between the vocational schools and the community	3.93	1.77	5.14	1.23
20.	Determine relevance of vocational curriculum in content to community needs	4.71	1.54	5.92	0.27
21.	Promote the teaching of vocational curriculum in the community	4.36	1.74	5.5	1.09
22.	Collaborate with vocational curriculum designers in the inspection at schools	4.64	1.74	5.5	1.09
23.	Keep an inventory of vocational equipment	4.21	2.15	4.85	1.92
24.	Prepare plans for the replacement of laboratory equipment	4.21	1.85	4.64	1.7
25.	Identify business industry placement for work experience of vocational students	3.21	1.63	4.5	1.51
26.	Coordinate the instructional activities between the vocational school and cooperating business/industry agencies	2.86	1.66	4.71	1.77
27.	Organize/set up vocational subject panel/advisory committee	4.14	1.66	5.42	1.4
28.	Develop vocational students learning objectives	3.93	1.94	4.71	1.82
29.	Coordinate activities of vocational students placement and follow up	2.86	1.79	4.35	1.91
30.	Ensure achievement of learning outcomes by vocational students	4.29	1.77	5	1.61

31.	Coordinate development of new programmes between vocational school and local job training partnerships	3.71	1.77	5.21	1.31
32.	Conduct research and share findings with vocational teachers	4.5	1.45	5.5	0.76
33.	Ensure supervision of vocational students projects (home based) is undertaken	4	1.96	5.42	1.39
34.	Provide vocational leadership in the teaching of the curriculum	5.07	1.33	5.85	0.36
35.	Organise contests/competitions of vocational student projects	3.93	1.49	5.07	1.39

Rating Scale: 1= Strongly Disagree, 2= Disagree, 3= Slightly disagree, 4= Slightly Agree, 5= Agree, 6= Strongly Agree

## **PHOOLCHUND, Robin Krishraduth (Mauritius): Quality Assurance Procedures for TVET in Mauritius**

As per the Mauritius Qualifications Authority Act 2001, all training institutions must be duly registered before being authorised to operate. Regulations have been developed under the Act in order to govern the operation of those institutions.

Prior to the start of operation, the owner/manager must submit an application for registration. Criteria pertaining to same have been developed and these are based upon the:

- Building infrastructure
- Training facilities
- Courseware/ teach-ware
- Location
- Clearance
- Management/Staffing

Any application is subject to close scrutiny whereby three main aspects are verified: training venue, staffing and training programmes.

### **Training Venue**

A site visit is affected by competent personnel to assess the training venue and related facilities including laboratories/workshops/classrooms as well as related training equipment.

Prospective teaching personnel are required to register on an individual basis as trainers. Their credentials (Academic and Professional/Technical) must be submitted together with the application form supported by relevant documents. The prospective trainers are conveyed for interview before being registered. In many cases an assessment has to be carried out in a live training situation (arranged) in order to ascertain training skills and communication. The criteria for registration as a trainer also allows for someone without basic qualifications but with relevant working experience to be registered in certain specific trades. An assessment can be conducted to ascertain attainment of standards.

For training programmes approval is required for each one before implementation. Training centres must submit the relevant application for scrutiny. Course contents and methodology of delivery are examined before approval is given.

Once the three main aspects mentioned above have been examined, the proposed Programme Officer of the centre i.e. the person appointed to look into all academic matters of the centre is conveyed for interview whereby he/she will have to defend the case of registration in front of a registration panel comprising of personnel of the Authority and resource persons from Industry. This same panel will thereafter make recommendations to the Board of the Authority for registration.

Upon registration, the training centre is issued with a certificate of registration which is valid for a period of two years. The certificate with annexes indicates the exact address of the centre, the list of courses, duration, award status, part-time or full-time, names of trainers as well as the course fees for each course.

Conditions governing the registration are also issued to the training centre. The Manager of the centre is required to affix the certificate of registration together with the annexes at the entrance of the institution for guidance to prospective trainees and members of the public. If at all any trainee finds any discrepancy in relation to what is offered at the centre and what has been authorised, he/she may report the case to the Authority.

As per the quality assurance procedures, regular monitoring visits are conducted at the centres by qualified personnel at least once every three months or more. Visits can be spot checks or announced as required. During these visits the monitoring officers will verify if the criteria are still being maintained.

Feedback from trainees is obtained through direct consultation and on the spot filling out of a feedback form. Moreover, the Programme Officer is asked to produce evaluation reports on the implementation of courses. In some cases actual training sessions are attended by the monitoring team to ensure that everything is in order. Any discrepancy noted is reported to the manager of the centre and necessary corrective action is requested within a period of fifteen days.

In the course of the two year's registration period, the centre is expected to be visited eight times. Moreover, the centre must produce at the end of each calendar year an account of the number of trainees enrolled, their profile and success rate at examinations. Prior to the end of the registration period, i.e., at least three months before, an application for renewal of registration should be made. The renewal of registration will be considered based upon a comprehensive evaluation of the performance of the training centre during the previous registration period.

In order to assist the training centres to upgrade its capabilities, three schemes are available.

- Duty free facilities on certain training equipment: The list of equipment available on a duty-free basis include inter-alia: overhead projector, photocopier, multimedia facilities.
- Bank loans from the Development Bank at concessionary rates: The Bank loans are meant mainly for infrastructural improvement.
- A train the trainer course is available to all trainers to upgrade pedagogical skills.

It is to be noted that a few centres operate illegally i.e. without being registered. Such cases are referred to the Policy for necessary legal action. With a view to guide the public, notices are published in the press regarding illegal operation. Moreover, a directory of all registered institutions is published on an annual basis. It contains information on all centres as indicated on the certificates of registration. The directory is circulated free of charge to all Municipal libraries, District/Village halls, Citizens Advice Bureau, Youth Centres, Women Centres.

Further refinement to the process is now envisaged whereby award courses will be accredited and recognised against the National Qualifications Framework. Moreover the process of recognition of Prior Learning is also under consideration for implementation as well as registration of on-line courses and e-learning.

With rapidly changing technologies, the evaluation of the regulatory framework is called upon to evolve proactively.

## **KAZONGA, E. (Zambia): Strategies for Providing Quality Technical and Vocational Education and Training (TVET): The Zambian Approach**

The concept of quality is related to the excellence of a service and in the case TVET, it relates to:

- Curriculum relevance
- Efficiency and effectiveness of course delivery
- Student management
- Provision of resources and equipment
- Quality of lecturers and trainers
- Training environment

Training quality assurance, therefore, plays a key role in promoting quality of trainees produced in the TVET system. The role of regulatory bodies such as the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is to ensure quality in TVET.

The TEVETA is an institution created under the 1998 TEVET Act. It came into being in 2000 and does not own training institutions. Training providers vary in terms of ownership. The roles of TEVETA are to regulate, monitor, and coordinate TEVET in consultation with stakeholders

In order to improve the quality of TVET the following strategies are being used:

### **Creation of a Development Programme**

The Zambian Government has launched a TEVET Development Programme focusing on reforms to make training system more responsive to market demands. The main principles of the reform are to:

- Enhance capacity of the training system to provide skills demanded by the labour market.
- Integrate business/entrepreneurship skills to technical training
- Provide skills needed by small scale enterprises to enhance productivity and employment
- Enhance opportunities for skills development

### **Sector Skills Development Strategy (SSDS)**

A sector skills development strategy has been developed and has two (2) parts:

- A demand driven training system for the formal sector through the establishment of Sector Training Focal Points in each sector, the responsibility of which is to articulate skills requirements in the sector
- A demand driven training system for entrepreneurship and informal sector training

TEVETA coordinates the collaboration between the Training Sector Focal Point and Training Providers.

### **Sector Training Focal Points (STFP)**

The STFP concept is intended to put employers in the driver seat for determining skills in demand and the training response to those demands. The STFP articulates skills demands for the sector and in collaboration with TEVETA, effective responses to the demands are promoted through the training system.

Success of the SSDS depends on the participation and consensus of all players and the following are the key factors:

- Companies within the sector have to agree on the formation of STFP.
- Strong linkage between STFPs and TEVETA in curriculum development and certification.
- Involvement of training providers in determining the training system and facilities.
- Funding arrangements for the strategy.

Piloting of the strategy may be necessary in order to gain experience. Likewise, employers and employer organisations are requested to invite companies in their sectors to participate.

In accordance with the 1998 Act, TEVETA carries out inspection of training providers. This is crucial in driving training standards up. Sixty percent of providers were re-inspected after performing poorly in the previous year and found to be satisfactory at re-inspection.

### Objectives

The objective is to measure the quality of training provision in an institution and advise on the required quality improvements. TEVETA introduced a grading system for training providers in order to encourage quality provision and ease of monitoring. There are three grades:

- Grade one = very good
- Grade two = good
- Grade three = satisfactory

Those falling below grade three (3) are not registered until they have improved.

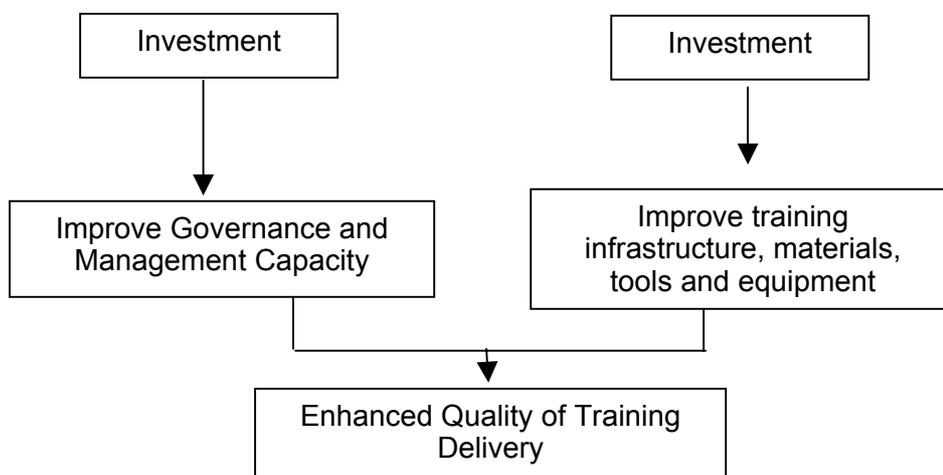
Major stakeholders must have a say in the design of curriculum and assessment process. For this purpose linkage promotion workshops are being conducted.

### Investment/Financing

The Down-Up Approach assumes that investments in training infrastructure and facilities as a first step will lead to improved delivery of training because of poor training infrastructure.

The Top-Down Approach assumes that in order to improve training delivery, the governance and management of training institutions must first be improved before addressing the infrastructure.

Combination of the two approaches assumes that better results will be obtained by a combination of the two.



From Zambia's past three years experience the combined approach yields better results.

### Labour Market Information

- Current and future skill needs for individual companies and the economy are identified.
- TVET trainees leave with the required type and level of skills required in the labour market.
- Training schemes for the updating and upgrading of skills those already working are available
- Information is available to assist individual to identify changing skill needs.

- Zambia approaches the issue of labour market information through the sectors as well as the regions so as to meet local market needs.

The proposed strategy is intended to translate Government Policy on TEVET and 1998 TEVET Act. The strategies may be applicable also to the SADC region as a whole.

## **KAZONGA, E. (Zambia): The Development of a Quality Assurance Programme, Issues and Challenges in the Provision of Quality Technical and Vocational Education and Training (TVET): A Case Study of Zambia**

It is believed that high quality inputs such as trainers, students training facilities, and adequate financial resources will produce excellent graduates. The quality of output is guaranteed and consistent because of rigour of checks in the system. Quality sometimes is defined as fitness for purpose (Lee Harvey, 1997). In order to obtain acceptable levels of skills and knowledge for the skilled workforce in Zambia, and the SADC region in general, assurance of quality is an inevitable process. Quality assurance is not and should not be something which is done once and then put aside, but it should involve the establishment of continuous processes of checking, receiving and documenting. It also requires self-reflection, self-criticism and corrective action. Quality assurance mechanisms are those means by which a training institution assures itself that its systems of quality control operate satisfactorily (Alison Girdwood, 1997). This paper highlights some of the issues and challenges that technical and vocational education and training (TVET) system faces in Zambia in the quality of delivery. Some of the issues and challenges are common throughout the SADC region.

The Government of the Republic of Zambia has in the recent past embarked on major reforms to review the technical education, vocational and entrepreneurship training (TEVET) system in order to make it more responsive to the current training demands in the economy. The legal framework for the development of the sector is provided under the Technical Education, Vocational and Entrepreneurship Training Act No. 13 of 1998. The TEVET system is structured as follows:

### **The Ministry of Science, Technology and Vocational Training (MSTVT)**

The role of MSTVT has been re-defined from direct provision of technical and vocational training to the creation of an appropriate environment for the provision of such training by quasi-government and/or private sector organisations.

### **TEVETA**

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is an institution created under the Technical Education, Vocational and Entrepreneurship Training Act (No. 13 of 1998). The functions of TEVETA are to regulate, monitor and coordinate technical education, vocational and entrepreneurship training in consultation with industry, employers, workers and other stakeholders.

### **Training Provision**

There are approximately 250-300 technical and commercial training institutions in Zambia, with an average annual enrolment of about 20,000 trainees. These are operated by Government, industry, church groups, NGOs and private providers.

Private training provisions is slowly increasing especially in view of the declining public support for training and they rank highest of all categories of providers. **Table 1** below shows the Zambian situation.

**Table 1: Number of Registered Training Providers by Ownership 2000-2002**

OWNERSHIP	NUMBER OF TRAINING INSTITUTIONS		
	2000	2001	2002
<b>Church</b>	20 [13%]	27 [15%]	39 [17%]
<b>Community/NGO</b>	29 [19%]	29 [16%]	36 [16%]
<b>In-Company</b>	6 [4%]	8 [4.5%]	10 [4%]
<b>Private-for-Profit</b>	69 [46%]	78 [44%]	98 [42%]
<b>Trust</b>	6 [4%]	8 [4.5%]	9 [4%]
<b>TOTAL</b>	<b>151 [100%]</b>	<b>178 [100%]</b>	<b>231 [100%]</b>

Source: TEVETA Annual Report (2002)

The issue of quality TVET provision is very critical to Zambia. Both public and private provisions do not adequately respond to the current needs of the labour market. The relevance of training is questionable. A number of issues need to be addressed; they include labour market information and curriculum, instructors skills upgrading and updating, financing, infrastructure, and a National Qualification Framework.

Serious problems are expressed in terms of curriculum development for TVET. It is felt that curriculum development is not fast enough to keep up with the fast changes in technology. This is due to inadequate or lack of labour market information. There is insufficient information available to both employees and employers about changing skill needs. The purpose of such information is to match the provision of training with the needs of the labour market.

The issue is how to make curricula relevant to the industrial and individual needs i.e. to be demand-driven rather than supply-driven. Under such a situation the provision of training tends to be weak, irrelevant and inefficient. Moreover out-dated, centrally driven examinations reinforce the isolation from the labour market requirements.

Availability of labour market information is one thing but it is another to translate it into training system, curriculum development, assessment and qualifications. For example, the TVET system receives information from the labour market about significant changes, which require a response. These changes can be categorised as changes in technology, regulations, markets and customer requirements, work organisation and organisational culture. There is a need to enhance the linkages with the industry and other partners such as professional/trade associations, local community, employers and employees so as to develop efficient and effective mechanisms to respond to the labour market needs in terms of developing demand driven curricula.

Zambia, and the SADC region in general, has over the years lost a large number of qualified professionals who have left the country/region to seek opportunities in Europe or America. The TVET system has also suffered from the exodus of trained people. Good trainers and managers have left the TVET system. Many trainers in the public institutions are ill equipped to deliver high quality training because they are out of touch with the realities of the labour market. Private providers mainly lack pedagogical skills. It is one thing to be technically qualified and experienced but it is another to impart the knowledge and skills to others. Any efforts to update curricula should on the other hand consider ways of updating instructors in terms of skills, knowledge and attitude.

The financial base of public institutions have been government grants, through the responsible ministry, in addition to fees paid by trainees, and internal generation from short courses and other income generating activities. In almost all cases, the financial resource base has not been adequate to meet the capital and recurrent needs of these institutions. Further, many public institutions are in financial distress due to accumulated obligations to suppliers of goods and services. The financing of TVET is still an issue in Zambia because there is no training fund. Lack of adequate financing is one of the most important constraints faced by both private and public training provision. Budget reductions have led to decapitalisation in public training systems, which have had disastrous consequences on the quality of training.

As a result of decreasing capital and recurrent investments in the training system, the physical infrastructure in most of the training institutions has deteriorated significantly. Training facilities,

such as classrooms, workshops, and equipment have broken down and not been repaired. In general, the physical environment for the delivery of training, at acceptable levels of quality, has deteriorated.

There is generally a lack of National Qualifications Framework (NQF) in most SADC countries. A good number of countries are still developing their NQFs. An NQF is believed to provide a fair assessment system, which measures achievements against agreed national standards and a quality assurance system. In the absence of an NQF, the quality of assessment and certification may be questionable.

In conclusion, TVET in Zambia and the SADC region in general should not be regarded as a panacea for unemployment. It should rather be carefully placed and introduced to the world of work and equipped with the basic knowledge and skills to advance someone towards a chosen career, should an opportunity arise. Another important consideration is that for TVET to be effective it must be a shared responsibility between a training institution and the workplace. Linkages with enterprises, business and industry are critical. In brief, all stakeholders (students, parents, trainers, employers and planners) must work as a team. The TVET system needs to develop a programme to ensure improvement in the delivery of training at acceptable levels of quality, as well as improved responsiveness to the demands of the labour market. When and if these issues and challenges are addressed, it may be possible to improve the quality of TVET provision.

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## **RAZA, Stephen T. (Zimbabwe): The Development Of A Quality Assurance Programme For TVET: Harare Polytechnic**

The concept of quality assurance was developed as a result of shortcomings of the era of inspection. Inspection is a mechanistic approach used mainly in determining if products in the manufacturing sector meet the standards laid out. It is an approach which lacks worker participation in improving quality. The concept of total quality management (TQM) began to emerge as a new approach in quality assurance. It is a human behaviouralist approach to supervision, using worker participation in product improvement in industry. The approach was subsequently adapted to the service industry under which the education sector falls. The purpose of this paper is to discuss and prescribe a quality assurance system for one such educational institution, Harare Polytechnic. At Harare Polytechnic, total quality management is the organisational culture of absolute commitment to meeting customer needs.

Products tend to be easier to control because their defects may be a result of faulty materials, components or machines where as service quality involves such attributes as behaviour and attitudes that are not measurable due to absence of appropriate tools.

The only measure of service quality is determined by customer satisfaction which builds an organisation's reputation. The quality level that an organisation reaches is defined by the degree of fit between the stated and delivered customer requirements i.e. what the customer wants and what the customer gets. Institutions such as Harare Polytechnic can survive and prosper if they are responsive to the dynamic requirements of their surroundings.

The Harare Polytechnic is an institution under the Ministry of Higher Education and Tertiary. Students who attend the college follow the curriculum and examination organised by the Higher Education Examination Council (HEXCO). This Board also certifies the students.

### **TQM Structure at Harare Polytechnic:**

<b>S/N</b>	<b>Structure</b>	<b>Functions</b>
1.	College Advisory Council	The Supreme Authority in Quality Assurance and Control.
2.	Academic Board of Studies	Quality Assurance and Control Board
3.	Management Committee	Central Quality Assurance and Control Committee.
4.	Deans Meetings	Administrative Quality assurance and Control Committee.
5.	Departmental Meetings	Faculty Quality Assurance and Control Committee.
6.	Sectoral Meetings	Sectoral Quality Assurance and Control Meetings.

The above TQM Structure enables the following quality assurance policy to be implemented:

- To control and assure quality of the total academic and non-academic cycle.
- To assure the quality of students hands on work experience.
- To ensure quality of output through internal and external assessment.
- To take students' views into account.
- To ensure quality of output through students/lecturer ratio of 12:1 (Engineering) and 20:1 (soft skills).

Quality control instruments at Harare are the following:

- Enrolment Procedures
- Audit lists of enrolled students
- Attendance Register
- Class monitoring form
- Guidelines for Internal Assessments
- Higher Education Council (HEXCO) guidelines on External Assessment.
- Course work Assessment Forms

- Subject Course work mark sheets
- Composite mark schedule
- Criteria for selection of external assessors
- Contract Form between student and College on attendance and course work marks
- Information sheet on tests, assignments and projects indicating date due
- Course outline
- Industrial attachment Assessment Logbook
- HEXCO Regulations

Once TQM has been introduced a monitoring and evaluation system needs to be put in place. Monitoring of quality will be done by the various committees. Harare Polytechnic has an institutional goal to achieve a quality level of greater than 4.0 for all academic programmes and non academic activities. Quality should happen at five (5) levels:

Level	Characteristic
I	React to customer complains as fast and efficient as possible.
II	Correct system problems through quality improvement plans for closing out non-conformances and evaluation findings
III	Ensure functional capability by ensuring processes are fit for the purpose.
IV	Bench marking to ensure that the processes are comparable to “best-in-class” as internationally observed.
V	Strive to be superlative and unique centre of excellence in everything being done.

Each activity at Harare Polytechnic could fluctuate within the following quality levels on a daily basis. The intention is to ensure efficiency at levels 1,2, and 3. Implementation and follow up of policies and procedures at level 4 and strategic leadership towards level 5.

Level	Performance Level	Guidance
1.	No formal approach	No systematic approach evident, no results, poor results or unpredictable results
2.	Reactive approach	Problem corrective-based approach; minimum date on improvement results available.
3.	Stable formal system approach	Systematic process-based approach, early stage of systematic improvements; data available on conformance to objectives and existence of improvement trends.
4.	Continual improvement emphasized	Improvement process in use; good results and sustained improvement trends; evidence of the use of benchmarking.
5.	Best-in-class performance	Strongly integrated improvement process; best-in-class benchmarked results demonstrated.

TQM can be implemented successfully if both the Ministry and the college staff play their parts. Machinery, consumables and lecturers have to be supplied in the correct quality and amounts. The Polytechnic can be viewed as an industrial setting as well as an educational institution because of the training workshops attached to it. TQM can therefore be implemented for both the products from the production workshops and the educational programmes.

## **RALERU, B. P. (Botswana): Strategies for Providing Quality Technical and Vocational Education and Training (TVET): The Case of Botswana**

The business of TVET is changing fast to meet the expectations of the customer. The Botswana Training Authority (BOTA) has developed an integrated Quality Assurance System in response to demands. The system is based on a 1998 Vocational Training Act and is described as "Exceeding the Expectations of the Customer" or giving the customer more value at the same price. The paper gives a brief background of the transformation of VET system, a brief account of the current legislation in relation to quality VET and the aims of providing quality TVET in Botswana.

The biggest challenge facing VET is to have strategies that will improve the quality of provision. The authorities have developed an integrated quality assurance system which requires: reliable and comprehensive structures, substantial network and partnership and strategic linkages. The authorities have established better lines of communication to its stakeholders so as to enhance the culture of accountability.

Botswana Training Authority (BOTA) is a regulatory body established under the 1998 Vocational Training Act. The main objectives of BOTA are:

- To coordinate VET provision
- To monitor and evaluate the performance of VET
- To advise the Government on VET issues.

The *1998 Vocational Training Act* provides the following in relation to quality:

- accreditation, registration and monitoring of training institutions (public and private).
- accreditation and registration of vocational teachers
- development of Natural Vocational Qualification Framework
- development and review of training standards

Likewise there are four (4) regulations related to quality:

- registration of training institutions and assessment centres
- accreditation of training institutions and assessment centres
- registration and accreditation of VET trainers and assessors
- registration of vocational qualifications.

The regulations are intended to give guidance to training institutions and training personnel as to the quality standards expected of them. They are also intended to enhance the international reputation of VET in Botswana.

The outcome based training approach makes learning achievements much more visible. Within the VET system the learners are the ultimate customers with internal and external stakeholders that support the process. It is therefore important that the services are rendered as per standards and accepted by all stakeholders. **Botswana National Vocational Qualification Framework (BNNQF)** is a guiding frame for the award of credentials. It aims at transparency, interpretability and credibility through quality assurance. Employers know what they are getting and training institutions would make accurate placements. The Authority implements quality assurance requirements to support BNNQF. The requirements apply to assessment centres, trainers, assessors, moderators and assessment practice and decision-making.

All training institutions and assessment centres must be registered and accredited by the Authority. Registration confirms that a training institution is well organised, managed and serves the interest of Botswana. It looks at organisational structures, premises, resources and systems for managing quality. Accreditation confirms that the actual services offered are sound i.e. programmes, delivery methods and resources meet the needs of learners and industry. Registration and accreditation are granted for a fixed time period (not more than three years). Close monitoring and scheduled quality audits ensures compliance.

Trainers, assessors and moderators are required to undertake the process of registration and accreditation. Registration (renewable every three years) verifies that the person is of good character and fit to be a trainer or assessor. They must be trained in training delivery or assessment. Standards have been developed which show what a trainer or assessor must do

and is able to do. Accreditation is a recognition of trainers and assessors as being able to teach or assess specific subject areas and levels of difficulty. Renewal of registration and accreditation require people to demonstrate that they are still good trainers or assessors.

The moderation process is a tool to ensure that the awards of unit standards and certificates are credible in the eyes of employees. It verifies that the tasks used in examinations are aligned with the requirements of set standards and measure what they set out to measure. The authority as an awarding body employs external moderators/verifiers to visit institutions to comment on comparability of standards. They also ensure that the assessment process is fair. Accredited institutions and centres are required to have their own internal moderation system.

As for curriculum development the authority offers guidance to training institutions on how to align programmes and materials to the new unit standards and qualifications. Training institutions are expected to have good system for developing own curriculum and training materials. The systems are verified during registration and accreditation process.

Apprenticeship training continues to be a significant pathway for the attainment of vocational qualifications in Botswana. The Authority has been given the extra mandate to modernize apprenticeship and the developments of the BNNQF will provide an opportunity to enhance apprenticeship. Regulations for apprenticeship and industrial training are being revised.

The Authority has established a quality management system based on international standards to control its activities with regards to quality. The role of the Internal Audit function is to monitor and evaluate the quality of the products and services delivered by all departments. The Authority is developing a database management system in order to streamline its functions and operations. The core modules are: training institutions, assessment centres, trainers, assessors, qualifications and learners. The database will capture data on:

- Registration and accreditation
- Approved programmes
- Learner records
- Qualifications
- Classification of trainers
- Awards as per field
- Curriculum development guidelines
- Information related to unit standards

Beneficiaries of the VET system are the following:

- *Learners*: Gives them greater access to having their skills and knowledge certified and receive internationally credible qualifications
- *Employers and Industry*: Gives employers greater assurance that people with qualifications are “work ready” to expected standards leading to improvements in productivity.

The key element in providing quality VET system is through quality management i.e. strategic planning, resource allocation, coordinating delivery of service, monitoring and audit (internally and externally).

## **The Development of a Training Programme for the Unemployed and for the Informal Sector**

### **ZUEDI N'SAFU, Marie Claire (Democratic Republic of Congo): Development of a Training Programme for the Unemployed and for the Informal Sector**

The statistics for Democratic Republic of the Congo (DRC) economic development indicates that 90% of holders of a diploma are unemployed while 89% are in the informal sector and only 29% can get a job at the end of their training. This high rate of unemployment is a result of modernisation of companies through automation which has led to downsizing of the workforce and also an economic environment which does not stimulate the creation of new jobs. In addition, the State's unjustified resort to foreign experts prevent the nationals from getting the available jobs, for example in the fields of construction, education, health, industry are dominated by foreign experts.

The development of training programmes for the unemployed and for the informal sector operators is designed to address the issues which will enable individuals to opt for self-employment.

The objectives of the training programme are two fold. At the end of the training, the applicant must be able to impart skills which will enable the target groups (unemployed and informal sector operators) create and manage business undertakings. Likewise there should be an improvement in the programme for better results. Considering the range of training areas, the programme has a flexibility of allowing trainers to determine the training content according to the needs of a given target group.

The programme focuses on two targets, the unemployed and the informal sector operators from rural and urban settings. The mentioned targets lack personal initiatives in going into self-employment. Through the programme the target groups will be imparted with skills to enable them to opt for self-employment. Through self-employment the target groups will create and manage business undertakings. Skills such as bookkeeping, data processing and business management form part of the programme.

For the informal sector operators training, the programme will focus on apprentices deprived of formal training such as unmarried mothers as well as unemployed graduates of any age and sex. Re-training sessions, colloquiums, seminars etc. could be organized in favour of the latter category.

In order to deliver demand training to its targets, the programme must take in consideration the local environment for training, therefore aspects such as forest wood work, Savannah, clay and stubble work, big river banks fishing mining areas (small-scale exploitation of gold or diamond) and so on will be taken into account.

Moreover, the developed areas/fields of training should be conducted in harmony with the existing fields and close to the study subject in DRC which are Electricity, Tailoring, Building, Fine Arts, Automobile Mechanics, Electron Mechanics, Fitting, Civil Engineering, Woodwork, Farming and Quantitative Techniques of Management.

As to their roles in the training, all the protagonists can supply the materials; back the training up through colloquiums, documentation, seminars, exchange of experiences and eventually provide them with financial assistance. For a sound integration of the diploma holder into work force, it could be covenant to consider a three to six months probation period – as the case may be – in order that the person concerned get into touch with the technical and technological facts of their professional life. As far as the recognition of the training is concerned, it is desirable to proceed to exchange of trainers between the countries of the sub-region; standardisation of the curricula; and the designing of a UNEVOC diploma at the end of the training

The UNEVOC-ISAM Centre hopes that this programme be run on a five-year basis with modular and specific training for every field and be marked by the award of standardised diplomas in the

SADC Sub-region. The said training would take from 3 to 6 months for the unemployed with no prerequisites while a week or a month period could be sufficient for the apprentices and others. Courses could be organised within school institutions, in vocational training centres in workshops etc.

## **MNDEBELE, Comfort B.S., (Swaziland): School-to-Work Transition Strategies in Swaziland: Home Based/Enterprise Projects as Conduits**

School-to-Work transition is in its infancy in Swaziland. Not much research has been done in this area. The increasing number of school leavers or completers who can neither find places for training in post secondary institutions, nor secure jobs, has put pressure on the governments to look for or establish structures that would smooth transitioning of high school graduates to gainful employment or self-employment.

School-to-Work transition (STW) programmes are initiated on the assumption that vocational education and training contributes to the economic development of a country. The major goal of school-to-work transition programmes or systems is to provide students a seamless transition from high school education to the workplace, wage employment or self-employment as an entrepreneur. One key aspect of making vocational education and training an effective contributor to economic growth is assumed to be school-to-work transition. This is a process of preparing students for working life before they complete their training so they can be successful at getting paid employment or be self-employed (Mulder and Finch, 1997). This thinking links educational programmes to the labour market, and attempts to rationalise societal returns on an investment in vocational education and training.

In the context of this paper, school-to-work transition refers to the period of one's life between completion of general education school and gainful employment or self-employment. For our purposes it is also the vocational technical education and training programmes/approaches that prepare in-school persons for gainful employment or self-employment after exiting the school system. Dominating this definition of school-to-work transition is the need to find a solution to both school-leaver and youth unemployment. On the part of governments there is the desire to tailor content and structure of qualifications such that they match changes in the labour market and the country's economic structure (Streuner, 1997).

While there has been a common understanding, or if you wish, a convergence in the socio-economic and technological factors influencing conditions for school-to-work transition; national traditions, politics and cultures have led to very different developments in both the process and experience of transition in different countries (Attwell, 1997). For example, the German VET system and the STW transition practices are characterised by a high formalisation level. The STW transition practice in Germany is connected to the Dual System (Mulder, 1997). In England and Wales there exists a low formalisation level of STW transition. Much emphasis is put on national vocational qualifications and modular training schemes for sub groups of adolescents. In the United States the VET system is characterised by its low formalisation level, and the same holds for the STW transition configuration (Mulder, 1997).

School-to-Work transition programmes/systems point to the disconnection between the VET market on the one hand, and the labour market on the other hand (Mulder, 1997). There are tensions between the VET market and the labour markets, and this leads to the overarching philosophy that the VET system as a whole and the STW transition contribute to the economic performance of a nation (Mulder, 1997).

### **School-to-Work Transition Initiatives in Swaziland**

Driven by socio-economic conditions with increasing youth and school-leaver unemployment, the Ministry of Education decided to vocationalise the high school curriculum of agricultural, commercial (business), home economics and technical studies. There has been pressure on the government to provide VET opportunities to tens of thousands of school-leavers who cannot have gainful employment upon exiting the school system. There is a belief that vocational education will provide them with skills called for in the labour market for gainful or self-employment. "Only one in four Swazis find employment in the formal (wage) sector, thus students at all educational levels must be provided with the vocational and knowledge to start their own businesses (Mndebele, 1997)."

The purpose to vocationalise the practical arts curriculum of agriculture, commerce, home economics and technical studies was articulated as follows: (1) to make the high school

curriculum more relevant to the daily life tasks and future employment prospects of Swazi students; (2) to foster entrepreneurial skills of Swazi students so that the majority, who find themselves having to enter the informal wage sector, have the knowledge and vocational skills needed to undertake self-supporting commercial enterprises, and (3) to increase female participation in the vocational education sector at both the secondary/high school and tertiary levels (Mndebele, 1997). From henceforth a need arose for the school-to-work transition initiative.

The Swaziland School-to-Work Vocational Curriculum consists of four vocational subjects specializations namely: Agriculture, Commerce (business), Home Economics, and Technical Studies. Vocational students may choose any of the four vocational specialisations offered in grades 11 and 12. In addition to a chosen vocational specialisation in any of the four vocational subjects, students take two compulsory vocational core subjects, namely: Entrepreneurship (Enterprise Project) and Information Technology. Finally, the general core subjects for vocational students consists of Science (science-based subjects), Mathematics, English Language and one other language subject.

The centrepiece or the pillar subject in this high school vocational curriculum is "Entrepreneurship," a compulsory vocational core subject. The content in the entrepreneurship strand is designed to help sharpen the existing potential in each vocational student by providing a flexible, experiential learning environment that will challenge and focus individual ingenuity and creativity. The individual's latent potential will be enhanced and nurtured through active engagement in a variety of enterprise experiential learning environments. It is increasingly recognised that the quality of entrepreneurship in a society plays a critical role in contributing to economic development. Vocational enterprise projects provide an interesting and challenging vehicle as a school-to-work transition strategy. They link classroom vocational instruction and the working world (Mndebele, 2000). As an integral component of the vocationalised curriculum, enterprise projects can be a transition from school to work, or working life for vocational students.

The recently vocationalised high school (Grades 11 and 12) curriculum of the four practical arts subjects (Agriculture, Commerce, Home economics and Technical studies) is in a mode of transition. The major driving force behind government intervention in school-to-work transition has been the increase in youth and school-leaver unemployment. For students to benefit from the school-to-work transition strategy in place, they must select or choose vocational education subjects in addition to the general education subjects/curriculum. The question is: What factors influence students to select or choose vocational education subjects?

The purpose of this paper is to report findings on the factors that influence students to choose/select vocational subjects. In conducting the study to determine factors that influenced the first group of students to choose vocational subjects, the following research questions guided the investigations:

1. What are the perceived reasons for students' selection of vocational education?
2. What significant others (persons) that influenced students to select vocational education?
3. What economic/business activities in the area/community that may complement students' selection of vocational education?
4. What potential business enterprises/home-based projects that vocational students may start and thus influence their selection of vocational education?
5. What perceived constraints to the success of chosen enterprises may be encountered by students?

## **Methodology**

The procedure employed in data collection and analysis was the Nominal Group Technique (NGT). The NGT was developed by Andre L. Delbert and Andre H. Van de Ven in 1968 (Scott & Deadrick, 1982 and Pashiardis, 1993). The NGT is a diagnostic strategy for training needs analysis designed to help generate maximum input from group members while limiting dysfunctional personal conflict within groups. One of its major features is the way it regulates group inputs and decision selections (Gepson, Martinko & Belina, 1981).

The NGT is a structured group meeting of 5 to 12 persons that follows a precise format with the facilitator as a neutral receiver of group ideas thus controlling the group process. In this way, the facilitator attempts to distance an idea from the person generating it. The leader does not contribute to the master list items (O'Neil & Jackson, 1983).

A formal description of the mechanics and sequence in the NGT is as follows:

- Step #1* Outlining of the NGT rationale, assumptions and method;
- Step #2* Presentation of the task nominal (research) question or issue;
- Step #3* Silent, individual generation of ideas;
- Step #4* Master list construction (round-robin listing);
- Step #5* Item clarification;
- Step #6* Merger of overlapping or congruent items;
- Step #7* Evaluation and/or rank ordering of items.

The Nominal Group Technique (NGT) workshop was conducted with vocational instructors from the 16 vocational pilot schools. The vocational instructors represented the four vocational subjects of agriculture, commerce, home economics and technical studies. There were eight (8) of the vocational instructors that participated.

The data analysis procedure used to answer research questions one to five was the computation of frequencies, mean and standard deviation values. The scale used was a Likert-type: 6 = *most important* to 1 = *least important*.

## Findings

The NGT workshop findings constituted a profile of items/statements with each a mean and standard deviation value.

Research Question 1: Table 1 presents 20 reasons vocational instructors perceived for students' selection of vocational education. The two highest rated of the 20 reasons were: "income generation whilst still in school" (6.00), and "hope to be employable" (5.88).

Research Question 2: Table 2 is a presentation of 11 significant others (activities) that were reported by vocational instructors as having influenced students' selection of vocational education. Top on the list were: (1) "vocational instructors" (5.75) followed by (2) "head teachers" (5.50) and then (3) "Parents" (5.25).

Research Question 3: Business/economic activities in the area/community that might have influenced the selection of vocational education were reported in Table 3. Top on the list were: (1) "vegetable production" (6.00), (2) "animal projects (poultry, piggery)" (5.88) and (3) "Women projects (sewing)".

Research Question 4: Home-based projects or business enterprises that were perceived by vocational instructors as having influenced students selection of vocational education were reported in Table 4. These enterprises or home-based projects were also considered by the vocational instructors as being "viable" and indeed prospective enterprises. Top on the list were: (1) "Bee keeping" (6.00), (2) "School Uniform [Sewing] project" (5.88) and (3) "vegetable production" (5.88).

Research Question 5: In Table 5 possible constraints to the success of a chosen business enterprise/home-based project were reported by vocational instructors. Top on the list were: (1) "Money to run the project" (6.00), (2) "transport for project supervision [by vocational instructor]" (6.00) and (3) "Lack of facilities [electricity, water]" (6.00).

**Table 1: Reasons for student's selection of vocational education**

Item	Frequencies						N	Importance	
	6	5	4	3	2	1		Mean	SD
<b>Rank</b>									
1. Income generating whilst still at school	8	0	0	0	0	0	8	6.00	0.00
2. Home to be employable	7	1	0	0	0	0	8	5.88	0.35
3. Become job initiators and not seekers	6	2	0	0	0	0	8	5.75	0.46
4. Self-sustainability	4	3	1	0	0	0	8	5.38	0.74
5. More personal gain e.g. sewing own clothes	3	3	2	0	0	0	8	5.13	0.83
6. Job insecurity	5	1	1	0	1	0	8	5.13	1.46
7. Computer education	6	0	1	0	1	0	8	5.25	1.49
8. Practical orientation of the subjects	5	2	1	0	0	0	8	5.00	0.76
9. Wanting to learn the skills in vocational education	2	3	2	1	0	0	8	4.75	1.04
10. Cannot fail vocational education	3	3	0	0	1	1	8	4.50	1.93
11. Increase chances of employment in industry	3	0	2	1	2	0	8	4.13	1.73
12. Limited entry into higher institutions	2	1	2	2	1	0	8	4.13	1.73
13. Influenced by parents	2	2	2	0	0	2	8	4.00	2.00
14. It is a way out of reading as it is practical	1	3	1	1	1	1	8	3.88	1.73
15. Explore the new subject	0	2	3	2	1	0	8	3.75	1.04
16. Channelled by school administration	0	4	0	1	2	1	8	3.50	1.69
17. Programme funded by Ministry of Education	1	2	2	0	0	3	8	3.38	2.07
18. The attractive equipment	1	2	0	2	0	3	8	3.13	2.03
19. Want to be with friends	0	1	1	3	1	2	8	2.75	1.39
20. There is more food to eat in vocational education	1	0	0	0	3	4	8	2.00	1.69

**Table 2: Significant others that may have influenced students to select vocational education**

Item	Frequencies						N	Importance	
	6	5	4	3	2	1		Mean	SD
<b>Rank</b>									
Vocational instructors	6	2	0	0	0	0	8	5.75	0.46
Head teachers	6	0	2	0	0	0	8	5.50	0.93
Parents	4	2	2	0	0	0	8	5.25	0.89
Motivational speakers e.g. during speech days	4	3	0	1	0	0	8	5.25	1.04
Role models e.g. Successful business people	4	1	3	0	0	0	8	5.13	0.99
Career guidance teachers	3	2	3	0	0	0	8	5.00	0.93
Ministry of Education (PIU and NCC)	2	3	3	0	0	0	8	4.88	0.84
Teachers who know students to be weak in arts and sciences	4	2	1	0	0	1	8	4.88	1.73
Peers	3	2	0	3	0	0	8	4.63	1.41
Minister of Enterprise and Employment	2	2	3	1	0	0	8	4.63	1.06
Advertisements in media	2	2	3	1	0	0	8	4.63	1.06

**Table 3: Economic/business activities in the area/community that complement the students' selection of vocational education**

Item	Frequencies						N	Importance	
	6	5	4	3	2	1		Mean	SD
<b>Rank</b>									
Vegetable production	8	0	0	0	0	0	8	6.00	0.00
Animal projects e.g. Poultry, Piggery	7	1	0	0	0	0	8	5.88	0.35
Women projects e.g. sewing	4	4	0	0	0	0	8	5.50	0.54
Restaurants and fast food outlets	5	1	0	2	0	0	8	5.13	1.36
Sugarcane production	5	1	1	0	1	0	8	5.13	1.46
Timber products	4	3	0	0	0	0	8	5.00	1.69
Garments factory	3	2	2	1	0	0	8	4.88	1.13
Crop production, citrus fruits	5	1	0	1	0	1	8	4.88	1.89
Forestry	3	2	2	0	1	0	8	4.75	1.39
Dairy and banana farming	2	1	3	1	0	1	8	4.13	1.64
Sun International Hotels (hope to be chef)									
Vendors	3	1	1	1	0	2	8	4.00	2.14
Crafts markets	3	0	1	1	2	1	8	3.75	2.05
Garage automobile	2	0	1	3	1	1	8	3.50	1.77
	1	0	3	1	2	1	8	3.25	1.58

**Table 4: Home-based projects or small business enterprises that may have influence students to select vocational education**

Rank										
	Bee keeping	8	0	0	0	0	0	8	6.00	0.00
	School uniform projects	7	1	0	0	0	0	8	5.88	0.35
	Vegetable production	7	1	0	0	0	0	8	5.88	0.35
	Field crops production	7	1	0	0	0	0	8	5.88	0.35
	Reclamation workshop	7	1	0	0	0	0	8	5.88	0.35
	Sewing machine repair centre	7	1	0	0	0	0	8	5.88	0.35
	Catering	7	0	1	0	0	0	8	5.75	0.71
	Broiler/egg production	6	2	0	0	0	0	8	5.75	0.46
	Welding workshop	6	2	0	0	0	0	8	5.75	0.46
	Bakery	6	2	0	0	0	0	8	5.75	0.46
	Curtaining and bedding	5	3	0	0	0	0	8	5.63	0.52
	Mobile phone spaza	5	3	0	0	0	0	8	5.63	0.52
	Transport e.g. for pre-school	4	4	0	0	0	0	8	5.50	0.54
	Beef-calf rearing	5	2	1	0	0	0	8	5.50	0.76
	Photo studio	5	2	1	0	0	0	8	5.50	0.76
	Piggery	6	0	2	0	0	0	8	5.50	0.93
	Aquaculture	6	0	2	0	0	0	8	5.50	0.93
	A day-care centre and pre-school	4	3	1	0	0	0	8	5.38	0.35
	Handicraft e.g. bead working	4	3	1	0	0	0	8	5.38	0.74
	Typing	5	1	2	0	0	0	8	5.38	0.92
	Cleaning service	5	2	0	1	0	0	8	5.38	1.06
	Construction drawing	5	2	0	1	0	0	8	5.38	1.06
	Laundry	6	0	1	1	0	0	8	5.38	1.19
	Agricultural service and supply shop	4	3	0	0	1	0	8	5.13	1.36
	Video taking	3	2	3	0	0	0	8	5.00	0.93
	Electrical repairs and installation	4	0	3	1	0	0	8	4.88	1.25
	Rabbit production	3	4	0	0	0	1	8	4.88	1.64
	Pattern designing	4	2	1	0	0	1	8	4.88	1.73
	Landscaping	4	1	1	1	1	0	8	4.75	1.58
	Restaurant	4	1	1	1	1	0	8	4.75	1.58
	Workshop for toys and furniture	3	3	1	0	0	0	8	4.75	1.67

**Table 5: Constraints to the success of the chosen home-based project/business enterprise**

Item	Frequencies						N	Importance	
	6	5	4	3	2	1		Mean	SD
<b>Rank</b>									
1. Money to run the project	8	0	0	0	0	0	8	6.00	0.00
2. Transport for project supervision	8	0	0	0	0	0	8	6.00	0.00
3. Lack of facilities e.g. electricity & water	8	0	0	0	0	0	8	6.00	0.00
4. Time constraints for both students and instructors	7	1	0	0	0	0	8	5.88	0.35
5. Land availability	7	0	1	0	0	0	8	5.75	0.71
6. Equipment procurement	5	3	0	0	0	0	8	5.63	0.52
7. Clients i.e. market availability	5	2	1	0	0	0	8	5.50	0.76
8. Security (against theft)	5	1	2	0	0	0	8	5.38	0.92
9. Commitment by students	5	1	2	0	0	0	8	5.38	0.92
10. Change of technology from school to home situation	5	2	0	1	0	0	8	5.38	1.06
11. Big numbers of students, which affect supervision by supervisors	3	4	1	0	0	0	8	5.25	0.71
12. Land tenure system	4	3	0	1	0	0	8	5.25	1.04
13. Administration interference on instructor's home visits	5	1	1	1	0	0	8	5.25	1.17
14. Parents interference	4	2	1	1	0	0	8	5.13	1.13
15. Accessibility of homes	3	2	3	0	0	0	8	5.00	0.93
16. Well written business plan	3	3	1	1	0	0	8	5.00	1.07
17. Negative attitudes from parents and relatives	2	2	4	0	0	0	8	4.75	0.89

**Level of importance**

- 1<sup>st</sup> in importance
- 2<sup>nd</sup> in importance
- 3<sup>rd</sup> in importance
- 4<sup>th</sup> in importance
- 5<sup>th</sup> in importance
- 6<sup>th</sup> in importance

**Rating Scale**

- 6
- 5
- 4
- 3
- 2
- 1

## **Discussion and Conclusion**

The issue of school-to-work transition is receiving growing attention in vocational technical education. Developing enterprising skills in vocational students can smooth the transition from school-to-work. The major responsibility of vocational education will increasingly be to teach students transferable knowledge skills and attitudes that will enable them to situate themselves in the working life. This is reinforced by the different yet innovative ways the different countries engage in their approaches in the transition from school-to-work. For the most important cause of school-to-work problems is the lack of linkage between the vocational education market and the labour market.

Work-based learning is yet another approach to school-to-work transition. Work-based learning can be defined as job training and work experiences aimed at developing pre-employment and employment skills, attitudes and knowledge (Harnish & Wilke-Schnauffer, 1998). In the words of Harnish learning in context at workplace environments is understood as a means of making education relevant to working life and enhancing the transition from school-to-work.

From the Swaziland experience of, or approach to, school-to-work transition, a few conclusions can be drawn:

- The driving force among students to sign-up for vocational education is money and employment.
- Individuals with great influence on student selection of career paths are their own instructors and the school administration.
- Business activities/enterprises undertaken by community members shape the selection of subjects/programmes by students.
- Vocational choice is influenced by, or linked to economic development.
- Occupational choice or career choice is linked to personal economic needs.
- Vocational education and training can be a vehicle or conduit for school-to-work transition.
- Enterprise projects are income-generating activities which can be constrained by lack of capital outlay and recurrent costs like any business venture.

The findings of this study make a contribution to the literature in school-to-work transition in the context of vocational education and training. School-to-work intervention strategies are relatively new in sub-Saharan Africa. Youth and school-leaver unemployment have posed challenges to Southern African countries to consider ways and means of reducing tensions between the educational enterprise on one hand and the working life/labour market on the other hand. The disconnectedness of the two sectors has had to be tackled to smooth the transition from school to work. In the transition, student enterprise projects appear to serve as better work based learning experiences or conduit.

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## UNESCO Office Maputo (Mozambique): Integrated Training for Disadvantaged Youth

In 1996, acting upon a request of the Ministry of Culture, Youth and Sports, UNESCO started a pilot project, known as Youth Enterprise (*Empresa Jovem*). It aimed to support and help the Government of Mozambique in order to find and work out feasible solutions for poverty reduction through a self-employment opportunities' approach, aiming at benefiting disadvantaged young people.

Youth Enterprise (*Empresa Jovem* - EJ) was a project based on a participative model and ruled by a holistic and integrated strategy. More than building a premise for an Art and Craft Centre, equipped with all items considered necessary – now known as The Mozarte Youth Centre (*Centro de Artesanato Juvenil Mozarte*) - the project aimed at implementing a basic and vocational Programme, developing a design component to identify alternative forms of handicrafts and developing strategies and marketing for its production.

At the end of 1997, the diffusion of the EJ Project by UNESCO offices helped Mozambique to become one of the countries selected to benefit of UNESCO's programme "Special Youth Projects". Thus was born the Youth Initiative Project (*Iniciativa Jovem* – IJ).

The IJ, considered a pilot project, aimed to contribute to the general improvement of the social environment of the local communities, providing educational, social and cultural opportunities for young people outside school in order to empower them to play a positive and active role in the development of their communities.

Concretely, the project aimed to establish youth centres in rural and sub-urban areas, where they were able to access basic and vocational training for their income generation activities. These centres also offered a variety of social, cultural and informative range of opportunities, which provided a motivating environment for young people's prosperity. Developing models for policy formulation and strategies are one of the core objectives of this project concerned with the huge strata of young people in the country, which are excluded from the formal education system, through a non-formal education one.

The Project EJ pointed to the creation of self-employment for disadvantaged youth in the handicraft area. The concept of supporting disadvantaged youth should be seen from a wider perspective, because it has educational, social and economic dimensions. The target group meant to be the educationally disadvantaged youth, e.g. those with a reduced or even a lack of schooling training.

Social and economic disadvantaged meant that young people from the lowest strata would have to be selected, namely those with less opportunities to improve their standards of living, such as single mothers, ex-street young people and orphans.

Although it had some project's constrains, this was implemented with relative success. At the end circa 50 young people had benefited from vocational training in areas such as: basketry, weaving, batik and stamping usage of natural dies, ceramics, woodworking, paper-recycling, stained glass and glass-recycling, design and graphics, and metalworking.

The basic training enabled the transfer of management skills, organization, secretariat work, English language, public relations and sales. With the end of the project, government, donors and UNESCO considered that the model should be expanded to reach a larger number of youth and this decision led to the creation of the "non-formal education" component, at this centre, in Maputo.

The Youth Initiative Project aimed at establishing youth centres, one in Beira, in the Borough of Manga, a suburban area of the city and one in the capital of Morrumbala district, in the Province of Zambezia. The project had distinct phases. The first activities had the objective of assisting creating local youth organizations in locations that had none before. Groups of youngsters were mobilised through the organization of social and cultural activities and the project was capable of gradually training some young people that would later be responsible for the centres

management. During the second phase, after the setting up of the local premises, the formal training component was implemented.

At the end of the project, it was concluded that the model had limitations, namely the fact that the project provided training only. The target group had difficulties in coping with the costs associated with their training. Thus it was thought to be necessary to integrate concepts developed in EJ's promotion of self-employment and those of Youth Initiative concerned with the training of youngsters. Following the implementation of both projects, the present model emerged and for practical reasons and characteristics was called *Integração Jovem* (IJ).

The integrated model - that resulted from the experience of both projects - has the following components:

### **Basic Training Component**

The basic training component was the result of the evidence that, although the majority of the beneficiaries of the *Empresa Jovem* Project had already concluded their primary education, they still demonstrated difficulties in transferring their knowledge on literacy and numeracy to activities they were developing. Because the project was located in the country's capital, where access to education is broader and of better quality, it is supposed that literacy and numeracy skills of young people from other parts of the country could only be worse.

As such, a post-literacy and post-numeracy programme was developed, which aside from having been developed with the active participation of young people in the preparation of learning material, had a very functional character aimed at vocational and social target groups. In essence, the programme would consolidate and develop the subjects learned at school.

The post-literacy programme intended that youth would be able to practice their capability to analyse, to do messages interpretation, critique and relationship of facts. With the post-numeracy programme, it was intended that the youth would be able to carry out with greater ease simple numeric operations, calculation of volumes, surface, percentages, as well as basic notions of monetary values, banking systems procedures, expenses, incomes, profits, recurrent costs, etc.

These components were developed based on themes relevant and of interest the trainees, such as:

- Civic Education;
- Family and Health Hygiene Education;
- Reproductive and Sexual Education;
- Environmental Education, etc.

The methodological principles used were suitable to the needs of both the young and adult public. The most frequently used techniques were those of taught-learning, which were centred on answering real competences and needs of the trainees, concerning their knowledge and experience, as individuals and professionals.

The following techniques should be referred to, amongst those used: small and large group discussions, study tours, case studies, simulations, learning based on text approach, usage of texts prepared by the trainees themselves, etc.

Considerations for the implementation of the basic training programme:

- Training contents should correspond to the needs and priorities of the target group, e.g. they have to be functional;
- The process should be dynamic and flexible;
- The process should develop experimental classes for usage of different methodologies at literacy and post-literacy level, in order to establish more accurate concepts and adapting them not only to the reality of the target group (diversity), but also to the country reality (generality).

## Vocational Training Component

It could be stated that a major contribution by the projects was the development of an alternative model for vocational training. In a country like Mozambique, characterised by a limited formal work market, the purchase power of its population limits the purchase of basic needs, thus it is important to determine what type of vocational training is viable for sustaining income generation activities.

With the development of the concepts of maximising and rentabilising local resources – in short, the study of local resources – the IJ project contributed significantly to the solution of one of the major problems facing those who promote vocational training, in a country with market limitations and where self-employment seems to be the only possibility for promoting employment, for the majority of the population. Basically this means: Which technical abilities should be transferred?

The objectives of technical and vocational training are to enable the individual to acquire technical competences and to perform a given productive activity, in the context of the local realities. The objectives of the study on local resources are:

- To identify existing natural resources, at local and district level;
- To know how these resources are being used and transformed, thus also determining the “data bank” of local existing knowledge;
- To assess what other ways are viable for better resources’ profitability;
- Hence, to assess proposed alternatives by carrying out market feasibility studies at local, provincial, national and even international level;
- To determine the type of technology needed in order to transform these resources into alternative products, with market value.

The results of this assessment should enable the transfer of professional and technological knowledge. This procedure would evolve through the following phases:

- Identification of the local, national or international experts;
- Preparation of the training materials;
- Pilot training, through the knowledge transfer, of a pre-selected group from the members of the target group;
- Selection of future technical and vocational monitors;
- Testing and adapting training materials;
- Consolidation of the knowledge acquired by the selected monitors;
- Pedagogic training of monitors;
- Implementation of the pilot training by monitors (members of the target group) and final adaptation of training materials;
- Implementation of the training of the target group.

The following technical and professional training areas were identified and developed within the context of the projects:

- Textile weaving
- Paper- recycling
- Batik and Stamping
- Extraction and application of natural dyes
- Leather working
- Woodworking
- Metalworking
- Stained glass and glass recycling
- Traditional furniture
- Horticulture, indigenous and ornamental plants
- Honey making
- Fruits and vegetables processing and conservation

Considerations for the application of local resources profitability model:

- To avoid that the application of alternative transformations of resources compete with the traditional usage of natural resources by the population, e.g. there should be an excess of natural resource or create ways for broader usage of natural resource;
- The processing technology should be applicable to labour intensive methods;
- The instruments/equipments for processing resources should be cheap and locally sold or, at least, available in the national market. This means that the instruments used should be locally produced instead of depending exclusively on imports.
- The identification of the training subjects should take into consideration the possibility of market saturation and the need for demand of new items.

### **Component of Entrepreneurial Basic Training**

The entrepreneurial basic training component, usually known as training for management of small businesses is a result of the concern for self-employment. More than transferring vocational and technical skills, it is essential that training on basic notions enables trainees to access improved income generation activities.

Objectives of the basic business training are to provide suitable competences and skills to future business persons, enabling them to acquire basic notions of good performance in productive activities within the context of small businesses and micro enterprises.

The content of the training curricula for management of small businesses comprises the following:

- Entrepreneurial attitude;
- Calculation of costs and prices;
- Simplified accounting;
- Stock management;
- Credit management;
- Sales promotion;
- Preparation of annual business plans.

Phases of the process are the following:

- Identification of specialised institutions in the above mentioned themes and preparation of training material;
- Transfer of skills through pilot training of members of pre selected subgroups, from within the target group. This exercise will lead to the selection of future monitors, as well as the testing and adaptation of the training material;
- Consolidation of the monitors' knowledge and their pedagogical training;
- Pilot training implementation by members of the target group, with daily supervision of the institution and final adaptation of training material;
- Implementation of the target group training

Trainees will be subject to a diagnosis test to determine their level of competences. An average knowledge of literacy and numeracy will be required of all selected monitors. A regular assistance by the specialized institution will be necessary during the first phase of the monitors' training. The second phase will include a follow-up of the training by the specialised institutions.

*The Post Production Support Component* emerged from the need to provide youth with access to financial support for starting their economic activities. Furthermore, bank credit is virtually inexistent for this stratum of the country's poor population.

This component has the following modules: micro-credit, equipment, raw material, in-service practice of the acquired knowledge and marketing and trade.

### **Considerations for the usage of the post production support model are:**

- Identification of institutions that may provide micro-credit and trade support for the development of this component;
- The micro credit system should be based, whenever possible, on local saving and credit systems, e.g. the "Xitique" to insure sustainability of the financial support;
- Knowledge consolidation of in-service management activity, in the first phase, of its implementation.

### **The model implementation process**

A better knowledge of the context and the target group is the main objective of this phase, aimed at the design of a training plan and suitable curricula. This phase consists of:

- Target groups' educational, social and economic profile, as perceived in the geographic context where they (target group's members) will be operating;
- Diagnosis of technical, natural and human resources, within the geographical context where they (target group's members) will be operating;
- Mapping of the existing institutions for the creation of partnerships and synergies, where they (target group's members) will be operating.

### **Preparation of the course curricula**

Professional skills required for the specific technical and professional area will define the course curricula. The course is structured in three different training levels: basic, professional and small business management. Professional and management training are compulsory.

The need for attending basic training will depend on the trainee's level of knowledge. The curricula are composed of modules, each module comprising several themes, and each theme has a set of contents.

### **Preparation of training materials**

Preparation of training materials is done under Expert's supervision, in collaboration with future monitors (target group members). Once materials are prepared, these will be tested with a selected number of trainees from the target group. Training material will be produced for: basic training, professional training and small business management.

The manuals for the basic and professional training should be flexible, to enable being improved as monitors acquire better training, benefit from recycling courses, thus being able to review and update the manuals.

### **Training of the facilitators and monitors**

The training of the monitors shall comprise not only technical training, but also training in methods and pedagogical techniques suited for each target group. This will require the following steps:

- Definition of the monitor profile in terms of skills (what they know and what they need to know);
- Selection of the potential candidates;
- Preparation of the training contents concerning their profile;
- Planning and implementation of the technical and pedagogical training;
- Selection of the specific target group (trainees).

Definition for the selection criteria of the target groups are:

- Training dissemination and mobilisation of the target group;
- Preparation of the prerequisites of the trainees (skills and preferences)

## **Training Evaluation**

The evaluation of this model should be an integrated and continuous one. It should be done before, during and after the training process. The initial evaluation must be carried out when assessing the trainees and defining their needs. Mid-term evaluation must address the problems and constraints that might have arisen during the training. Final evaluation is intended to determine the results of the training and should work as an instrument for updating and improving future training.

Evaluation must consider trainees, monitors, responsible for the training or pedagogic responsible, responsible for the materials and the training process itself. Evaluation will resort to several instruments, according to the objectives established for the learning process: daily record forms where daily students progress may be registered; study cases; qualitative tests; observation and analyses of the profile and behaviour of the trainee; study visits; oral and written presentations; working group; simulations, etc. Involvement of the training' stakeholders is of paramount importance.

## **Final considerations for the usage of the model**

There is a need to adapt and assess this model in Maputo, and later extrapolate it to other provinces or realities. There is an urgent need for the formal establishment of this model at the level of the Ministries of Education and Labour, and/or others depending on the specific technical and professional training needs. There is a need for the formal establishment of the model within Non Formal Education area: preparation and approval of a ministerial diploma, institutional certification of the courses, equivalence of the courses of the National Educational System, etc. As a dynamic model, it needs to be adjusting to local realities concerning the needs of the target groups. There is a need to built partnerships with specialised institutions in the various areas of the process, as none has complete knowledge of all the components. The institution leading the process shall coordinate with others, whenever this is needed. There is a need to involve the community in the planning and implementation of the training. There is a need for credit support and trade, through specialised institutions, an assistance that transcends the local level and competences of the leading agency.

## **GONDWE, Chiphafu Clement (Malawi): Informal Sector Outreach Programmes TVET**

At the advent of democratisation in 1994, the training sector in Malawi was characterised by fragmentation of providers and training schemes, diversity of assessment/certification systems, focus on the formal sector, supply orientation and very limited access. The formal vocational training system offered around 600 places to the estimated 200,000 young people who enter the labour market every year. Until recently, there was no national policy on vocational training.

Systematic intervention into the vocational training sector commenced in 1996 and in 1999, Technical Entrepreneurial Vocational Education and Training (TEVETA) was established by an act of parliament to facilitate technical and vocational training in Malawi, with a mandate to adopt an integration approach which targets both the formal and informal economy.

TEVET uses the qualification framework (TQF) with the Competency Based Modular training approach, and the TEVET Fund. Recognition of prior learning as well as promotion of life skills as a preparatory access to TEVET Qualification are part of the new approach.

The Integration of formal and informal sector is aimed at enabling skills and qualifications acquired through training in the informal sector to bear credit in the national training system; adding value to informal sector training programmes through the change of attitude that has classified the programmes as inferior; increasing the capacity of skilled labour working in the informal sector and increasing the accessibility of recognised training programmes of appropriate standards for marginalised groups in society. The following are the programmes currently being implemented.

The Skills Development Initiative commenced in 1999. According to the study conducted in 1998 approximately 200,000 people enter the labour market each year but only 35,000 get absorbed by the formal sector. The rest enter the informal sector where they look for means of livelihood. The increase in the number of secondary school graduates most of them from the private schools, due to the liberalisation of secondary education and lack of capacity in institutions of higher learning to accommodate this group despite acquiring the necessary qualification are some of the causes of higher rates of unemployment.

The intervention was planned so that TEVETA had to fulfil its mandate of promoting provisions of technical vocational and entrepreneurial skills in the informal sector for self-employment through the introduction of a Skills Development Initiative (SDI). The programme aims are creating training opportunities for micro-entrepreneurs, apprentices and unemployed youths operating in the informal sector. Emanating from this goal, the short and long term objectives are to:

- Create awareness on the importance of apprenticeship and add value to traditional apprenticeship system through additional training,
- Establish a pool of resource persons and service providers capable of delivering competent services,
- Integrate the informal vocational training into the formal through the introduction of national qualification standards.

Skills Development Initiative is based upon a TEVETA demand driven approach of skill transfer and the occupations being run are greatly dependent on what is demanded by the target group. The overall idea is to generate a more competent labour force in the country which will be able to cope with changing times in terms of technology and socio-economics. The result is high productivity levels resulting in reduction of poverty among the communities in the country. The target group for the programme who include micro-entrepreneurs, apprentices and unemployed youth are required to show interest and willingness to contribute to training.

The SDI commenced as a pilot programme in three catchment areas of Malawi. The success of the pilot led to institutionalisation of the initiative in four competent technical institutions scattered across the country.

The strategy uses the existing system of traditional apprenticeship, which involves the impartation of skills among relatives or peers. The strategy involves adding value to the traditional apprenticeship system by:

- Facilitating the upgrading of skills among the micro entrepreneurs and apprentices in the demanded trades,
- Training participants in business management,
- Creating market linkages,
- Creating loan linkages for the graduates.

The process of the programme involves conducting a socio-economic profile to determine political, economical, social, technological and institutional set up of the area with aim of determining collaborators and establishing a directory for participants, needs assessment and listing of resource persons and training institutions. The implementation of the programme is the demand expressed by the target group.

TEVETA is a decentralised structure comprising the secretariat and three service centres, which are set up in each region. Each centre has a manager as a head and an Informal Sector Specialist in the informal sector division.

2000 people from different trades i.e. Carpentry and Joinery, Welding and Fabrication, Knitting, Tailoring, Painting and decoration, Bricklaying, Motor Vehicle Repair, Electrical Installation, Bakery and Tinsmith have benefited since the inception of the approach.

It has been noted that women took no initiative to join male related trades for fear of being alienated from friends and husbands alike, instead most of the women were opting for soft skills which extend their typical female roles as women in their cultural environment.

It was therefore agreed to develop a programme that would specifically target women with an objective of integrating them into male related occupations.

The mandate of TEVETA in SDI programme is to facilitate training and avenues where graduates can access loans and in so doing prevent the actual involvement of credit management. This has created a set back to graduates to utilise the acquired skills as they are not able to access credit from financial institutions due to a lot of conditions. In order to address this the project is proposing the following:

- A concrete network of financial Institutions to SDI graduates
- The creation of a the intensification of business management training programmes to SDI.

The culture of getting free services from different organisations has led to resistance on the part of participants to pay for training costs for organised training programmes which has led to delaying programmes. The community is being sensitised to the benefits of training in their future undertakings.

Most youth give special values to the formal technical education versus traditional apprenticeship, these frictions have resulted in a great challenge being faced by SDI because they have a task to convince people that traditional apprenticeship could be another good career path.

Setting up an SDI programme has assured a sustainable system intended to assist the marginalised groups of the country. This is innovative involvement of TEVETA has promoted non-formal skills training for the unemployed people as an example to reduce poverty in urban areas. The programme brings together different partners who have a common interest to promote training activities focusing on bricklaying among the youth aged 15 to 30 years.

One such programme is a TEVETA / Secondary Centres Development Programme (SCDP) partnership programme, which has been piloted in the districts of Salima and Liwonde with aim of supporting construction activities of income generating infrastructure such as markets, craft centres, bus stations, commercial areas and industrial estates. The programme has been in operation since 1985.

The partners for cooperation in case are TEVETA, SCDP, the Town Assembly and the Contractor. The TEVETA had a role of imparting skills to the workers of the programme and ensure quality assurance leading to a countrywide recognition of the certificate obtained. The partners signed a Memorandum of Understanding covered roles and responsibilities for each party.

In the year 2001 approximately 40 youths from the two programmes conducted in Salima and Liwonde. Plumbing and Carpentry to run parallel with the current bricklaying training have been included as a result of evaluation of the programme focusing on the skills upgrading semi-skilled youth, to start by May 2003

On the job training was recorded as the best mode of acquiring training as trainees are actually engaged in exactly what they will be doing on their own. It was also noted that interest had a big contribution to the success of trainees. Graduates are issued with tools at the end of training hence making it easier for them to join different jobs or pursue the occupation on their own.

TEVETA and the Malawi Social Action Fund (MASAF) have signed a Memorandum of Understanding in which both parties have agreed to include a training component in the MASAF programmes focusing on bricklaying. MASAF considered investing more capital in human resources development in order to strengthen the community to solve and manage their own community work and reduce dependency on external contractors.

The Small Enterprise Development Project (SED) is one of the TEVETA pilot projects addressing the needs of the informal sector and is currently being implemented within the catchment area of Blantyre Service Centre which is Malawi's hub of commercial activities. The overall goal is to identify and respond to needs of business starts ups or business operators employing 5 to 20 people in production of furniture. The strategy includes analysis and mapping of ten small enterprises operating in furniture production, selected enterprise are linked with service providers, development of sustainable mechanism and documentation of best practices.

TEVETA is also collaborating with AFRICARE, an organisation which is engaged in sustainable livelihood projects in Mzimba, whereby TEVETA is assisting in the development of training programmes and the identification of resource persons who will work with the selected group for a specific assigned period. Likewise, TEVETA is working with World Vision, an organisation that is working with marginalised groups especially vulnerable children. The two parties have planned to embark on developing a Village Polytechnic, and TEVETA will spearhead the provision of training expert advice.

The programmes developed for informal sector hold the potential to assist the vulnerable masses of the community considering that 85% of Malawi population are based in the rural sector. It is envisaged that in near future the informal sector outreach programmes will become a great outlet for nationally recognised credits when the TEVET Qualification Framework is fully operational.

## **MUNBODH, Suresh (Mauritius): Mobile Unit for the Informal Sector**

This paper gives a working definition of the informal sector, highlights its size, its characteristics, observations from past experience and puts forward a few innovative proposals. It is not the purpose of the paper to make an in-depth survey of all past experiences. However, it highlights the lessons learnt and proposes the way into the future.

The informal sector has been given a number of interpretations by different authors. The following definition prepared by ILO and UNDP, 1972 refers "to the non-structured sector that has emerged in the urban centres as a result of the incapacity of the modern sector to absorb new entrants". The same type of extension has occurred in rural areas as well and a broader approach is used in this paper.

The so-called modern sector has not had the capacity to absorb all the new entrants to the labour market, especially in the developing countries. Thus, many new entrants find themselves engaged in the informal sector as a means of survival. These activities, during the 1970s and even now, provide an alternative to high unemployment. It is estimated that more than 50% of the non-agricultural employment in Africa is found in the informal sector.

McLaughlin (1990) claims that the informal sector is characterised by:

- The use of family and unpaid labour (apprentices) and reliance on manual labour rather than on sophisticated machinery and equipment;
- Flexibility, allowing people to enter and exit economic activities in response to market demand;
- Simple and sometimes precarious facilities;
- The ability to improvise products from scrap materials;
- A willingness to operate businesses at times and locations convenient to customers; and
- A tendency to locate smaller markets, out of the reach of the larger firms.

McLaughlin also finds that mini and micro enterprises only provide a means of subsistence through the production of goods and services on a small scale with lower quality and prices, and small and medium enterprises are associated with higher levels of education of the entrepreneurs, higher levels of income and a longer time in business. It is also noted that the type of activities carried out in the sector varies between the urban and rural areas. The entrepreneurs in the urban areas are involved in activities which are more geared towards the needs of the modern sector such as:

- Vehicle repair
- Radio repair
- Watch repair
- Refrigerator repair
- Manufacture of bricks and aggregates for building construction
- Money changing

The most common activities identified in the rural areas relate to:

- Blacksmithing
- Leathercrafts
- Water pump manufacture
- Herbal medicines

In the rural areas the earnings are much less than in the urban areas. This situation gives rise to a net migration of the youth to the urban areas, creating a number of social problems in the towns. At the same time these young persons are exploited by the others in the urban areas, earn less and add to the already existing pressure on social services. Such a situation finally leads to delinquency and the growth of shanty suburban areas.

A number of schemes have been put forward to address the problem of the informal sector. They involve the provision of incentives, training in entrepreneurship, and the addition of units relevant

to the informal sector in the formal training programmes. These piecemeal solutions have had some slight effect on the sector. However, it has been observed that all the efforts have little impact on the development of the sector itself and very few start-ups survive. The needs of the sector are varied and different from those of the modern sector of the economy. These experiences clearly show that a new approach to this sector is required.

### **The Present Situation**

It is assumed that the training centres or the facilities available for training will attract youth and then there will be an opportunity to train them for the informal sector. Schemes are set up with incentives for the learners to attend the different programmes. However, at the end of the programme very few of the participants manage to enter the sector. Very often the equipment is not the appropriate one, the curriculum does not meet the needs of the learners or the centres are far from those who need the training.

It is also noted that many employers are not happy with the outputs from the training system even for the modern sector. This is always going to be the case as it is difficult for the centres, specially government owned ones, to keep up with change and to up-date the curriculum and the equipment on which the training takes place. Hence providing "more of the same" is not going to improve the situation as far employment creation for the informal sector is concerned. New approaches to solving the problem are required and the solutions should not suffer from "lack of purpose".

The strategy proposed by The International Labour Conference (ILO, 1991) for the development of a 'more and better protected' informal sector consists of:

- Improving the productive potential, and, therefore, of the employment and income generating capacity, of the informal sector;
- Improving the welfare of the poorest groups;
- Establishing an appropriate regulatory framework, including appropriate forms of social protection and regulation; and
- Organizing informal sector producers and workers.

These strategies have been broken down by C. Leonardos (1999) into four piecemeal strategies as follows:

- market expansion through the enhancement of the demand for informal sector products; which, in turn, can only be achieved through the qualitative improvement of goods and services;
- facilitating producers within the informal sector to obtain credit on the same terms as modern enterprises;
- access to training for improvement of skills and upgrading of technologies used in the informal sector, and, finally,
- improvement in the basic facilities and amenities of informal sector premises.

These sub-strategies relate to marketing of the products or creating the demand, quality, proper incentives, facilities and improvement in the quality of human resources.

### **The DACUM/SCID**

A modified DACUM (Developing A Curriculum) facilitation workshop can be used to identify the different factors contributing to the development of the sector. Once a DACUM chart is obtained it can be verified and validated by those working in the sector. The different tasks that have the most effect on the development of a particular sector can be identified and prioritised. The chart can then be used to work out an action programme for the sector and enable the most appropriate action to be taken to have the greatest impact on the sector.

Training does not create jobs by itself but it can improve productivity if it is directed to the needs of the learner. One way to ensure that the training is not wasted and is directed to the actual needs of the workers is to produce a DACUM chart for the job being performed by the workers.

Once a DACUM chart is obtained it can be used to develop a curriculum and proper learning materials (Systematic Instructional Material Development - SCID) for the training programme.

Today we are in a global village where services and goods are moving faster than ever. Hence, we can no longer think in terms of our 'locality' or our 'environment'. We need to look at the world as a market and find out how best we can derive some benefits from it. We have to find our strength and identify the 'niches' for the growth of our business. Once we establish such a mechanism we can set up structures to produce for those 'niches'. At the same time we shall be assisting our local entrepreneurs to produce better quality goods and services.

The above is along term perspective and in the mean time the following actions may be initiated to improve productivity and the quality of the products.

- Carry out a DACUM workshop to determine the profile of each job in the informal sector.
- Prepare a DACUM chart.
- Validate the DACUM chart.
- Identify the needs of the different groups of persons in need of training.
- Prioritise the tasks according to their relative importance.
- Produce a curriculum for each task.
- Develop/source the learning materials.
- Conduct training.
- Evaluate the outcome.

Such an approach will make it possible to avoid doing training for the sake of training and at the same time provide for the actual needs of those employed in the sector.

### **Mobile Project**

As pointed out earlier, most of the businesses in this sector are family businesses or very small units where it is very difficult to release anybody for long periods for training. In such a case, the release of workers for training is much easier if the training is conducted in 'unit' form close to the place of work. Mobile instructors have been used to assist the small entrepreneurs. However, the impact may not be that great as it is very difficult for the instructors to transport the support materials to conduct such an exercise.

It is proposed that a "special coach", a training unit on wheels, equipped with the latest technology for learning and up-to-date multimedia be put at the disposal of a performing training centre to conduct the training for the informal sector. The 'coach' will move from place to place and conduct the training near to the place of operation of the businesses. The trainers working on the 'coach' will be provided with the skills to use all the support materials to convey to the learners the best practices. A programme prepared in advance will be circulated and all the stakeholders will be encouraged to participate.

Multimedia materials will be used to inform the entrepreneurs of the best practices and development in their sector of activity. In cases, where shortages of skills are identified, the trainers will arrange for the training to be provided either at the workplace of one of the entrepreneurs or at the nearest training centre.

The use of print materials with as many illustrations as possible will be encouraged as the target groups may not be all literate. A set of the materials may be given to the entrepreneurs who can use them to continue their learning or to train others.

Such an approach will require an initial investment which may not be within the means of the training centres which will be in charge of the coach project. At the same time, if implemented, it will provide an opportunity to reach the unreachable and to improve the performance of hundreds of small units. The conducting of the training in the coach and near the place of work will act as an incentive to attract the entrepreneurs to learn. Very often, these small entrepreneurs do not feel comfortable going to a training centre. Ultimately, the quality of the products of this varied heterogeneous informal sector will be improved. With the improvement in the quality new markets

will become available and the businesses will grow. More jobs will be created and the quality of life of the people will be improved. A good management team will definitely implement the project at minimum cost and maximum benefits.

The informal sector is a very varied and heterogeneous sector operating in a number of fields providing services at low cost and within the reach of the consumers. Many of the persons working in that sector have low levels of education and have learnt some elementary skills on the job. They are not attracted to the training centres to go to improve their knowledge or skills. However, these small enterprises are providing more than 50% of the employment in the non-agricultural sector and thus contributing in minimising the unemployment problem. Hence, the proposal to use a 'specially equipped coach' to reach a maximum of these entrepreneurs will go a long way in improving the productivity and the quality of the products in this sector. The investment will in the long run pay back dividends which will make the project worthwhile and sustainable. The informed and trained workers will in the end form associations and gain the critical mass to exert pressure on the different stakeholders to obtain the incentives and other support needed for their growth and development.

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## National Commission for UNESCO (Mauritius): Training for the Unemployed - The Programme of the IVTB (Mauritius)

The Mauritian Economy has been undergoing radical transformation in all spheres. After the fluctuating years of full employment in the late 80's and 90's, the turn of the present century has brought in certain structural imbalances which accompanied by the world recession has started generating unemployment. As of now there are around 30,000 persons who are registered as unemployed and government is laying emphasis on vocational and technical training so that people can be trained for new jobs or existing jobs.

The Industrial and Vocational Training Board (IVTB) has, by taking into account the profile of the unemployed, prepared a massive training programme which is modular and mostly of a short duration ranging from 40 to 200 hours. The programme covers skills in 14 different sectors and 65 different courses which will help to make the unemployed acquire the relevant skills which can make them more employable. These short courses are aimed at making them employable at a quicker pace. The same training programme will equally help to allow retrenched workers from firms which are closing down to become multi-skilled and thus more employable. This paper describes the training programme prepared by the IVTB.

In the Budget Speech 2002/2003, the Government of Mauritius underlined the importance of training and stated that "The IVTB will be required to develop and implement programmes that will improve employability of the young, reduce mismatches and raise overall productivity."

With the transformation of the Mauritian economy from manufacturing to service-based and rapid advances in new technology, the government and the private sector have a shared vision of the future development of Mauritius, in which investment, through a public-private sector mechanism, in human capital assumes fundamental importance.

On the other hand, the labour market trend has been characterised by an increasing unemployment rate, partly due to mismatches between the demand and supply of labour. Total employment, including expatriates stood around 490 000 in the year 2001 and the total number of expatriates was 16 500. As of April 2002, the number of persons registered as unemployed was 26 826. The table below gives the unemployment by level of education:

Level of education	Number of unemployed
Education Nil	161
Std I to VI ( Failed )	7357
Std I to VI ( Passed )	3271
Form I to V	4252
SC/GCE (OL) Failed	4531
SC/GCE (OL) Passed	3881
SC/GCE (OL) 5 credits (Including English, French and Maths )	287
HSC (F)/GCE (AL) in 1 or 2 subjects	1279
HSC (P)/GCE (AL) in 3 or more subjects	1807
<b>Total</b>	<b>26826</b>

Apart from the unemployed who need to be trained to acquire employable skills, considerable efforts should be deployed to ensure that those in employment have access to opportunities for re-skilling and upgrading of their skills in line with the changing technologies and work organisations. Lifelong training will be instrumental in raising the level of competence of the workforce.

It is generally recognised that in the future more reliance will need to be placed on small and medium-sized enterprises (SMEs) for the creation of jobs. The need for developing a new breed of entrepreneurs who can set up their own enterprises will grow in importance. And it is also a fact that young people who possess and have a fairly good level of education and possess technical skills are most likely to transform themselves into successful entrepreneurs.

The IVTB was given the responsibility of enhancing the skills of the existing workforce and to provide the unemployed necessary knowledge and skills so that both, those in employment and those who are unemployed, can become more employable. The IVTB will have to provide short modular courses for the multi-skilling and re-skilling of employees as well as those who are unemployed.

In this context, the IVTB has developed several training programmes in various sectors of the Mauritian economy that will be used for this project. The training programmes are as follows:

### Sector: Construction

Courses in	Duration (hours)
<b>Masonry</b>	
Plastering	80
Tiling	100
Block-laying	80
<b>Plumbing</b>	
Domestic Sanitary Appliances Installation	75
Domestic Pipework Installation	75
Domestic Hot Water Installation	120
<b>Painting</b>	
Peinture sur bois, metal et maçonnerie	120
Travaux de peintre sur bois	75
Peinture sur béton crépis	40
Travaux de peinture sur métal	75

### Sector: Wood Trades

Courses in	Duration (hours)
Construction of chair & tables	150
Upholstery	150
Construction of panelled partitions	150
Furniture spraying	200
Construction of flush doors	100
Construction of kitchen cabinets	100
Construction of picture & mirror frames	100
Basic wood finishing	70
Construction of solid doors and flush doors with frames and architraves	100

### Sector: Welding

Courses in	Duration (hours)
Basic metal fabrication of galvanised door & windows	90
Basic Arc Welding	100

### Sector: Electronics

Courses in	Duration (hours)
PC Repairs	150

**Sector: Precision engineering**

<b>Courses in</b>	<b>Duration (hours)</b>
Mechanical Turning & Fitting	150

**Sector: Industrial Machine Maintenance**

<b>Courses in</b>	<b>Duration (hours)</b>
Maintenance of Pumps	100
Maintenance of Reciprocating Compressors	100
Maintenance of Mechanical Transmission Systems	120
Mechanical Engineering Drawing with CAD Applications	60

**Sector: ICT**

<b>Courses in</b>	<b>Duration (hours)</b>
Basic Information Technology and Internet	100

**Sector: Textile and clothing**

<b>Courses in</b>	<b>Duration (hours)</b>
Sewing: Ladies' Wear	150
Sewing Men's Wear	150
Introduction to Industrial Sewing	60
Pattern Grading and Marker Making Using CAD System (Gerber Garment Technology)	100
Pattern Drafting Ladies' Wear	100
Pattern Drafting Children's Wear	100
Pattern Drafting Men's Shirt	80
Pattern Drafting for Men's and Ladies Trousers	80
Sewing Machine Mechanics	100

**Sector: Electricity**

<b>Courses in</b>	<b>Duration (hours)</b>
Domestic Electrical Installation	200

**Sector: Automotive**

<b>Courses in</b>	<b>Duration (hours)</b>
Repair of outboard/motorcycle motors	120
Servicing of petrol engines	130
Servicing of diesel engines	130
Repair of Automobile alternators and starters	85
Basic automotive electricity	100
Wheel balancing & wheel alignment	60
Car servicing	100
Automotive starting, charging lighting & ignition systems	120
Spray painting	60
Panel beating & vehicle body welding	150
Exhaust system manufacture	120

**Sector: Driving (holder of prerequisite licence)**

<b>COURSES IN</b>	<b>Duration (hours)</b>
Learner driver course for goods vehicle	56
Learner driver course for bus drivers	56

**Sector: Hotel**

<b>COURSES IN</b>	<b>Duration (hours)</b>
Basic bar service	180
Basic food production	180
Basic pastry course	180
Basic housekeeping	180
Basic food service	200
Basic front office	180

**Sector: Air Conditioning and Refrigeration**

<b>COURSES IN</b>	<b>Duration (hours)</b>
Servicing and repairs of commercial refrigeration units	80
Servicing and repairs of domestic refrigeration units	60
Servicing and repairs of air conditioners	60
Maintenance of Automotive air conditioning system	60

- Course in Electricity Compulsory

**Sector: Printing**

<b>Courses in</b>	<b>Duration (hours)</b>
Graphic Reproduction	160
Lithographic Plate-making & Machine-printing	160
Print-Finishing & Book-Binding	100
Desktop publishing	120

**Sector: Retail**

<b>Courses in</b>	<b>Duration (hours)</b>
Course for Salesperson	100

**Sector: Entrepreneurship**

<b>Courses in</b>	<b>Duration (hours)</b>
Entrepreneurship and small enterprise development	40

**Sector: Hairdressing**

<b>Courses in</b>	<b>Duration (hours)</b>
Basic Course in Hairdressing	200

**Sector: Textile and Clothing- Retail**

<b>Courses in</b>	<b>Duration (hours)</b>
Production Control	50
Quality Control	50
Time Management and Organisation of Work	50

**Sector: Agriculture**

<b>Courses in</b>	<b>Duration (hours)</b>
Basic Vegetable Production	45
Basic Fruit Production	45
Basic Livestock Production	80
Basic Poultry Rearing	80

The IVTB has also in the recent past been conducting training programmes for retrenched workers so as to make them more employable. The training of some 300 retrenched workers from one of the major textile firm in Mauritius has proved very effective as it has allowed most of the workers to shift to other jobs and many of them have started their own business.

With a view to making the secondary school leavers more employable, the IVTB, in collaboration with the Ministry of Training, Skills Development, Employment and Productivity conducted a large-scale training programme in IT through private training institutions for 1,400 unemployed Higher School Certificate (HSC) holders. The course which was of a six month duration allowed many of the trainees to get jobs in the different sectors of the economy. The IVTB is presently proposing to run two similar courses, namely:

- A 5-month part time course in Call Centre operation for unemployed School Certificate (SC) holders.
- A 5-month part time course in E-Commerce for unemployed HSC holders.

It is expected that the above courses will help make these people more employable and provide the necessary skilled manpower to the sectors concerned.

The implementation of such a training programme for the unemployed raises various issues which need discussion and consideration. For instance, amongst others:

- Who will finance such training?
- Should the private sector participate as a partner in such training attempts?
- Should the unemployed be paid a stipend while they follow such training programmes?
- What are the incentives which can be provided to the unemployed so as to encourage them to go for self development and to increase their employability?

These could be the focal points of discussion whereby the experience of different countries can be looked into.

## **United Nations Volunteers (United Republic of Tanzania): Support to Informal Construction Workers in Dar-Es-Salaam**

This project supports workers in the informal sector by using Participatory Action Research (PAR). Due to its demonstrative character the project concentrates on one area of the (informal) sector: the construction industry; which is significant in terms of impact on the economy, numbers of informal labourers, as well as problems faced by the labourers.

The importance of informal construction workers in fostering construction development in the country, especially in Dar es Salaam, has been widely recognized. While the informal construction in Dar Es Salaam is a source of opportunities for the poor and a major supplier of labour in the construction industry; vast majority of informal construction workers still face serious problems which harm both their personal and professional lives. At the same time, informal construction workers by and large lack the tradition of participatory techniques to discuss solutions and ways to solve their problems, because; employers or agents do not facilitate the organization of the workers; many participatory techniques are adequate for rural settings but not for the urban setting; or/ and there is simply a lack of tradition of participation.

Informal Construction Worker (ICW) refers to individual or group who are not officially recognized by the government nor registered by respective institutions. ICW have no formal contracts, work on oral contracts or agreements and payment is done mostly on a daily basis. Included in the definition are skilled and semi-skilled artisans (fundis), unskilled labourers, apprentices, gang leaders, foremen and labour subcontractors. Producers of building materials are also included.

There are a number of ways of addressing the problems facing informal workers, using indigenous resources and/or some technical assistance. But to plan and implement appropriate interventions one needs knowledge of the problems and their causes.

Such data does not exist for construction sector. Of great interest/concern to the project is the research development process, which must be carried out in a participatory manner, to ensure sustainability in the future. This requires working very closely with all the stakeholders, partners and donor community who are involved in the construction industry. In this scenario PAR serves the dual purpose of building a database of knowledge about problems as well as contributing to their solution. It was against this background that UN Volunteers under the umbrella of the United Nations Development Programme (UNDP), International Labour Organization (ILO) and the Bureau for Industrial Cooperation (BICO) of the University of Dar es Salaam, as a technical backstop, developed the current project of "Support to Informal Construction Workers in Dar Es Salaam" (STICW Dar).

The project entails a process through which construction workers in the informal sector collectively try to understand their problems and address them through a process of social dialogue with stakeholders. The project therefore works both with the direct beneficiaries as well as various identified stakeholders. The project aims at facilitating the participatory process among construction workers, building the capacity of the local actors to carry the process forward after termination of the project, document the experiences at different locations, and disseminate the results in order to facilitate scaling-up/ replication of the project. The diagram on the next page is a summary of this project. Below are contact details.

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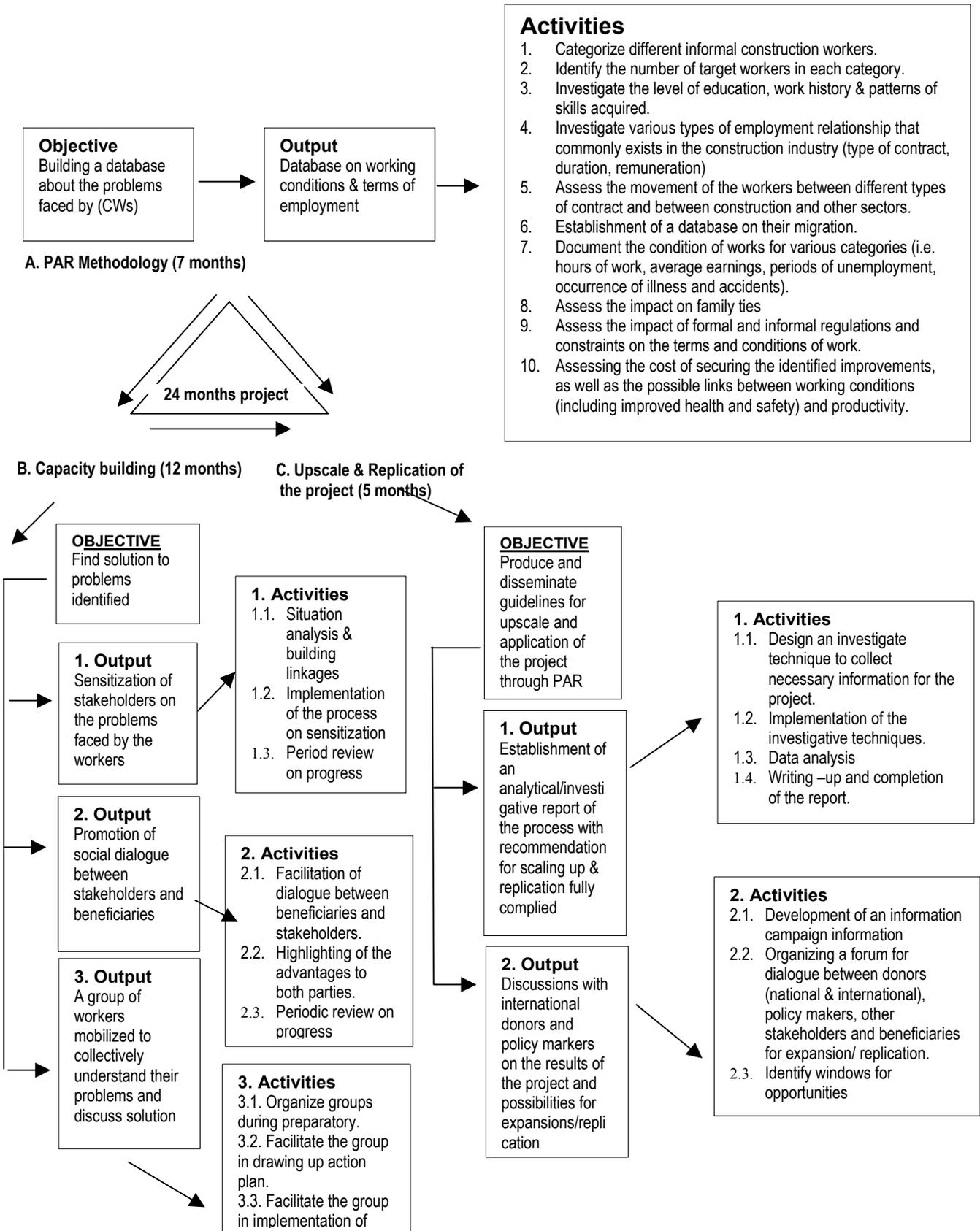
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**Project on Support to Informal Construction Workers in Dar-es-Salaam**



## **RAZA, Stephen T. (Zimbabwe): The Development of a Training Program for the Unemployed and for the Informal Sector**

Before Independence of Zimbabwe (1980), only a limited number of indigenous people could access both primary and secondary education. As a result only few indigenous Zimbabweans managed to receive technical training due to lack of entry qualifications. This situation, which was considered discriminatory, perpetuated poverty whose consequence was to give more educational attention to boys than girls. The situation was redressed after independence through various means such as promotion of equality and equity, deliberate favour in enrolment of women at Zimbabwe University, formulation of policies that aimed at empowering previously disadvantaged, etc. More over, the 1987 revised Education Act triggered an increased number of primary and secondary school graduates, the outcome of which was unprecedented demand for tertiary education and training.

As a result of the aforementioned situation, the Ministry of Higher and Tertiary Education (MoH & TE) of Zimbabwe through its Human Resources Development (HRD) plan (1996-2000) identified issues that needed to be addressed as follows:

- Increase access to tertiary Education.
- Improve quality of Tertiary Education and delivery system.
- Reduce the mismatch of training and manpower needs.
- Improvement of Management of Tertiary Institutions
- Increase financial base for Training Fund.

### **Establishment of Vocational Training Centres (VTCs) nationwide**

In order to overcome the challenges mentioned above, the MoH & TE decided to establish VTCs nationwide as an intervention approach. The aim was to train 300,000 school leavers annually. The strategies put forward for this intervention were:

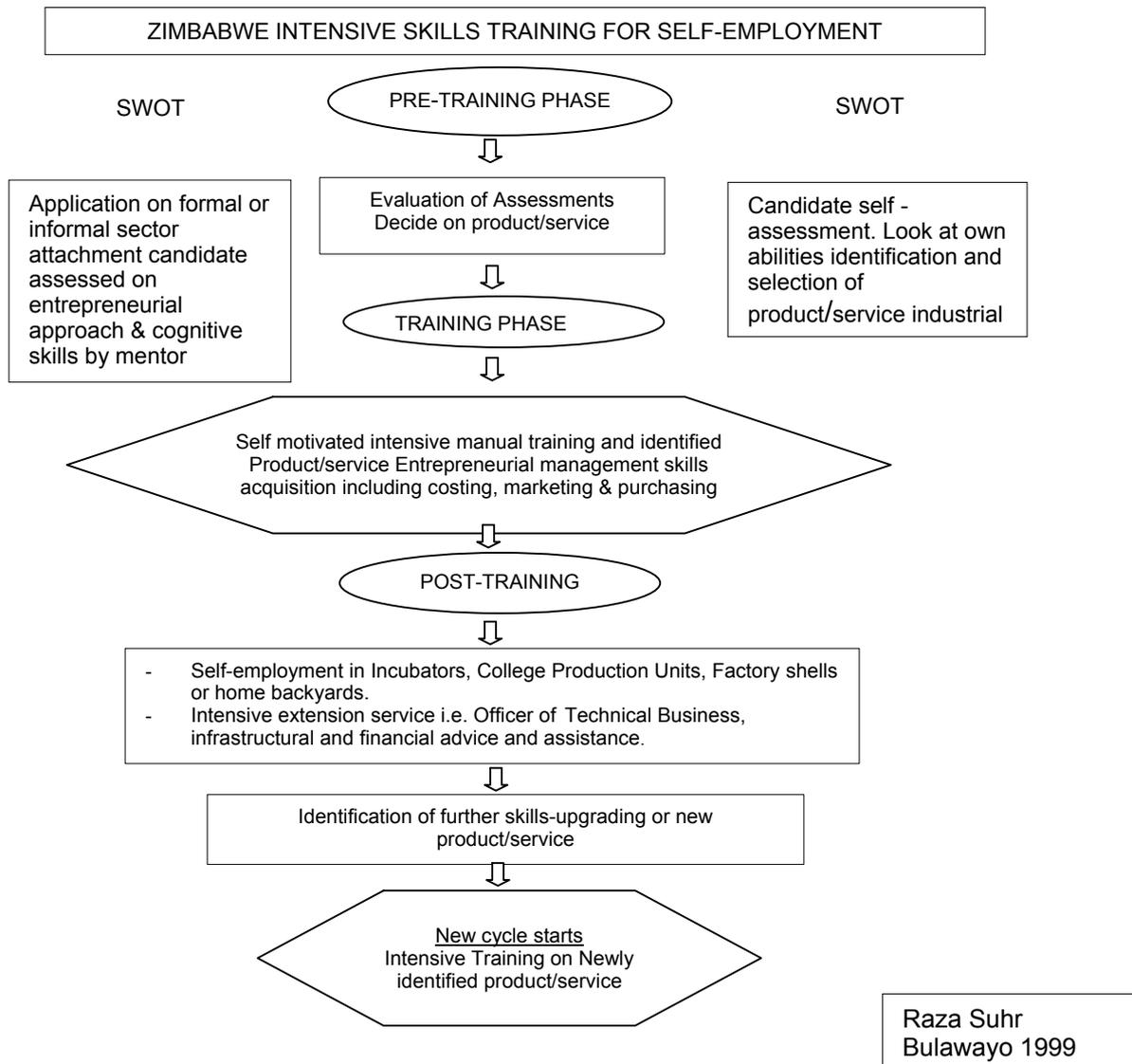
- Partnership with local authorities,
- Use of existing infrastructure,
- Seeking other partners, donors and non-governmental organisations,
- Assess centres for viability in terms of suitability of structures, availability of water, electricity and sanitary facilities,
- Non residential training to reduce cost of training,
- No Vocational Training Loans (VTL),
- Community oriented curriculum - demand driven courses (short and long term),
- Maximum utilization of facilities after hours and during holidays,
- Entrepreneurial skills will be compulsory in addition to technical skills,
- Open entry with only numeracy and literacy the requirement,
- VTCs to run as satellites of existing colleges at first,
- VTCs to develop into technical colleges or polytechnics or universities,
- Monitoring and coordination to be done by Ministry of Higher Education.

### Proposed Self-Employment Skills Training Model

Training methodology for the VTCs proposed by the author is designed to ensure graduates self-employment. This methodology entails three phases as outlined below:

No.	Phase	Activities
1.	Pre-Training	<ul style="list-style-type: none"> <li>• Product/service identification and selection</li> <li>• Business opportunity guidance</li> <li>• Market survey</li> <li>• Industrial attachment</li> </ul>
2.	Training	<ul style="list-style-type: none"> <li>• Technical skills acquisition based on the identified opportunity.</li> <li>• Entrepreneurial skills acquisition (in entrepreneurship awareness, achievement motivation, etc.)</li> </ul>
3.	Post-Training support services	<ul style="list-style-type: none"> <li>• Attachment of graduates to production units of the college (imitating real self-employment life) for raising start-up capital and create confidence and experience while under guidance of lectures.</li> <li>• Establish backyard business.</li> <li>• Self-employment in factory shells.</li> <li>• Creation of Graduate Self-employment Support Systems (GSSS) to be supervised by committees such as:               <ul style="list-style-type: none"> <li>• Technical support and follow-up by lectures and industrial experts.</li> <li>• Managerial support and follow-up by lectures and industrial experts.</li> <li>• Infrastructural support basically through Local Authorities to provide factory shells, land and building support.</li> <li>• Financial support from NGOs, MFIs, etc.</li> </ul> </li> </ul>

## Proposed Programme for Intensive Skills Training for Self-employment



## Apprenticeship and Skills-Upgrading

This kind of training approach focuses on students who are already employed before joining any training institution. Students in this case are assured of jobs during training at college; they have to sign apprenticeship contracts with the company. The constraint however is that when the industry is not doing well, very few can be employed as apprentices.

Some of the advantages of this approach are:

- Apprentices are only trained according to the demand for their services by the industry,
- Skill upgrading also takes place when the demand arises,
- Jobs are guaranteed to the student by the employer,
- Promotes cooperation between the industry and training institutions in both training delivery and training cost sharing.

The approach also has some disadvantages such as: strict entry qualifications; massive unemployment in case of economic down-turn; it neglects preparation for self-employment; it is expensive in the sense that there is a loss of production time whilst the students are at college and at the same time when they receive a salary.

## **Vocationalisation of Secondary Education**

This approach was first introduced in Zimbabwe in 1981 with the aim of providing education, rehabilitate and resettling ex-combatants and refugees of the liberation struggle period. Its concept is based on combining theory and practice in the schools, which were to be built on farms for self-reliance in food provision.

Some of the advantages of this approach were: to increase access to vocational training through involvement of secondary students; to resettle and rehabilitate former fighters and previously displaced refugees; to attain to some extent self-reliance of students; and to introduce students to various career pathways including cooperatives.

Some of the shortfalls of the approach were: the teaching of technical subjects was basically examination oriented; entrepreneurial skills were neglected; there was very minimal exposure to the real world of work; poor funding of technical subjects, and negative perception by students of the technical subjects being considered inferior.

## **Conclusion**

The Institutional training (through VTCs) approach seems to be appropriate where the existing industries have failed and where there is possibility to create new industries. The concept allows students to find out the market requirements first before proceeding to the vocational training institutions to select the course of their preference. The approach has proved to be positive in Zimbabwe as results have been evident in a short period. This approach provides opportunity for fast, focused and flexible training based on demands of the community.

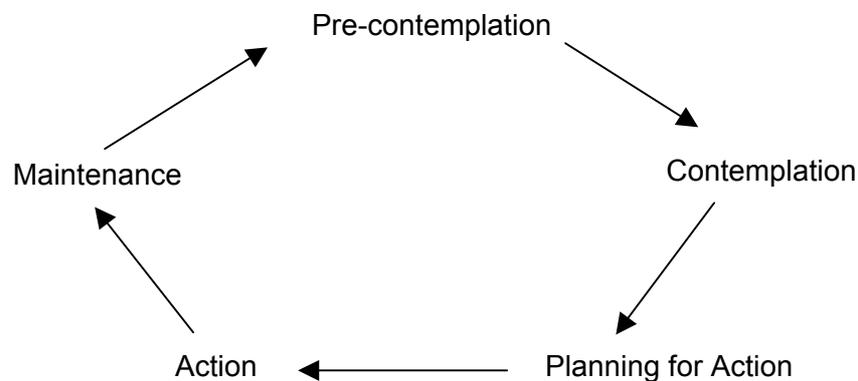
The author proposes the approach which can be applied in VTCs for the benefit of the unemployed. The approach can be discussed by SADC member states and perhaps be adopted as the tool for addressing unemployment, which will be possible if training for self-employment will go hand in hand with entrepreneurial skills for enterprise development.

## HIV/AIDS in TVET Staff Development

### TSVERE, Maria (Zimbabwe): Behavioural Change Models and Teaching Methods for Promoting Behavioural Change in TVET Institutions with a Focus on HIV/AIDS and Life Skills Education

This paper discusses the importance of behavioural change in preventing HIV/AIDS. It declares that behaviour modification through life skills education is the only option to preventing HIV/AIDS. Changing behaviour is complex and involves controversial ethical and value-laden issues and problems. This paper focuses on behavioural change models, adult learning theories and gives recommendations.

#### Models of behaviour change in practice: Stages of Change Model



*Structural and environmental factors need to be checked in this model.*

#### AIDS Risk Reduction Model (ARRM)

This model provides a framework for explaining and predicting behavioural change of individuals' sexual relationships. The challenge in this model is how to incorporate socio-cultural practices, issues individual learners may not have control over, into the process of behavioural change when learners are ready to modify their behaviour.

#### The Health Belief Model (HBM)

Health behaviour is a function of individual's socio-demographic characteristics, knowledge and attitudes. A person has to have certain beliefs in order to change his/her behaviour.

#### The Theory of Reasoned Action Model (TRA)

This model provides constructs that link individual beliefs, attitudes, intentions and behaviour. Healthy living and risk taking behaviours can be explored using this model.

#### Social Cognitive Theory (SCT)

This theory purports that new behaviours are learnt through modelling of other people's behaviours because human behaviour results from continuous interaction between cognitive behavioural and environmental determinants.

#### Implication to educators of changing behaviour

Andragogical methodologies for influencing behavioural change take into consideration cognizance of learning processes. TVET institutions deal with young adults whose learning styles are influenced by their age, gender, past experience, social upbringing and purpose of learning.

### Learning Theories

- Cognitive Theory – emphasises insights, thinking, meaningfulness and organisation of information.
- Social/emotional theory – psychological learning depends on the facilitator's capabilities and characters as role models.
- The Humanist theories – stresses the active nature of a learner.

### Recommended Methods

Learning activities should cater for imaginative, analytical, dynamic and common sense learners.

### Life skills approach

This is an interactive educational methodology that enhances learners' ability to take responsibility for making healthier choices and avoiding risk behaviours.

### Examples

- Brainstorming – loosely structured form of discussion.
- Value clarification – leading learners to understand their own values.
- Discussion – learners express their opinions and listen to opinion of others on a given topic.
- The narrative method – learners practice real life situations through role play.
- Future's Wheel and the Spider's Web – making learners explore effects of past and present behaviour in future situations and critically identify key issues and aspects of a topic.
- Inquiry – research or project work.

### Poetry and Songs

They are used to allow learners to express their own thoughts and feelings on HIV/AIDS related issues, provoke discussion, spread ideas and messages about HIV/AIDS.

### Areas Needing Improvement

Teacher trainers need to improve on enabling teachers to:

- Prepare stimuli and ask questions that stimulate learning
- Develop activities that best generate learning and develop skills
- Provide skills such as workshop coordination
- Effectively coordinate peer education and wellness activities.

### Donors/partners that support life skills development in the Zimbabwe

UNESCO, USAID, UNICEF, UNAIDS, DFID, the Royal Embassy of the Netherlands, Volens (South Africa, Zimbabwe), the Flemish Association for Development Co-operation and Technical Assistance VVOB (Zimbabwe), UNFPA, Southern Africa HIV and AIDS Information Dissemination Service (SAFAIDS)

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## **TSVERE, Maria (Zimbabwe): Designing and implementing a Life skills Curriculum Focusing on Combating HIV/AIDS in TVET: The Role of TVET Instructors**

This paper focuses on the role of instructors/teachers in designing and implementing life skills HIV/AIDS based preventive educational programmes for TVET institutions. It highlights potential areas of collaboration and areas that need further improvement for effective implementation of a life skills curriculum.

TVET institutions should contribute to combat against HIV by equipping young and adult TVET learners with psychological competencies for adaptive and positive responsible behaviour that enables them to deal effectively with the demands and challenges of learning and everyday living.

### **Designing a Life Skills Curriculum: What should be considered?**

Who is going to design the curriculum, be involved and how will they help to ensure ownership and relevance of the course? TVET instructors provide valuable practical experiences from TVET classrooms. Sub regional countries have experts in curriculum planning and development who can input into the designing of life skills curriculum.

Can TVET adapt and learn from existing curricular in other sectors? Rigid curricular is difficult to modify when local contexts, needs and new information crop up. What content should be included? Content should be valid, realistic, learnable, useful and in context of existing curricular.

Important questions to be addressed when implementing a life skills preventive curriculum:

Who are the instructors? What are their roles? What is their selection criterion? What are their training needs? How are they to be trained and how do TVET systems ensure support and maintain their motivation? Should they be full-time? How do we involve external facilitators? The programmes need committed, skilled instructors, materials, sufficient funds and effective leadership that recognise the urgency of the situation.

### **Role of instructors**

Instructors are facilitators, counsellors and caregivers.

A TVET life skills instructor is a designer, developer and implementer of a life skills preventive curriculum.

How to implement such a curriculum?

- Develop an implementation policy and strategy.
- Should it be an examinable subject? What are the merits and demerits?
- What methodologies should be adopted? Interactive participatory learner centred teaching techniques are recommended.
- Monitoring and Evaluation should have both process evaluations and regional and institutional solid baseline data.
- Implementation models/suggestions – To enable TVET instructors to reflect critically on their own application of life skills to their everyday lives requires professional development in a range of areas as it affects the whole TVET fabric. Check and guard against barriers to effective implementation of life skills programmes.

### **Coping with the issues of HIV/AIDS in the delivery process**

Effective coordination – select and train the coordinator, select a life skills education committee, train trainers and improve expanded training, ensure continuity and sequence over time, create an enabling environment, monitor, evaluate progress and make necessary corrections

To initiate institutional impact:

- Ensure access to staff and students' wellness programmes to assist the already infected and affected students.
- Provide supportive environments such as income-generating projects.
- Strengthen life skills facilitation capacity and capabilities of trainers. Ensure and protect the delivery process.
- Sensitise TVET staff and establish peer counselling.
- Integrate HIV/AIDS into existing curricular to equip staff members and trainees with relevant life skills.

TVET managers can:

- Create direct dialogue to invoke innovative programmes.
- Develop flexible content-skill based health education programme.
- Maximise role of principals, trainers and peer educators in training programmes.
- Ensure sustainability of initiated programmes.
- Improve information base and methodology of imparting and responses to the epidemic.
- Intensify training of trainers programmes, increase delivery rate and access to public health, establish networks and collaboration activities with member countries.

Possible areas of collaboration in SADC are:

- Establishment of a material production and information dissemination centre.
- Develop a critical mass of trainers of trainers who will help staff that develop other instructors in the region.
- Promote research networks and increase the capacity of countries to research, monitor, and evaluate progress.
- Mobilise resources for life skills education.
- Create a website to promote life skills development.
- Networking within member countries.
- Producing, supporting and encouraging materials.

## LUTCHMUN, Vijay (Mauritius): HIV/AIDS In TVET Staff Development

The global pandemic of HIV/AIDS is becoming a devastating human tragedy. The magnitude of the epidemic is huge. It is projected that 100 million will be infected by 2005. Forty million have AIDS, with 45%-60% women and children caught in this modern time scourge. 95% of incidences occur in developing countries already lagging heavily behind in their socio-economic development. It is not just a health issue, but impacting negatively on productivity, trade, investment and security.

Africa, especially the Sub-Saharan region, pays the highest toll where HIV/AIDS is the leading cause of death (15 million), among young and productive population. The incurable and progressive AIDS disease is causing the decline in life expectancy in Southern Africa leading to reverse developmental progress achieved through struggle so far. The depletion of productive population for economic development has contributed to social dislocation when 40 million children are orphaned with no living relatives or significant others to take over the burden of care.

Mauritius is a small island state situated in the South West Indian Ocean with a population of 1.2 million. The prevalence and incidence of HIV/AIDS is not alarming. Between 1987, when the first case was notified, about 250 cumulative cases (prevalence) have been reported, which represents .08% of the population. The concept of "iceberg of the disease" can be applied here as the influx of tourists visiting Mauritius and the craze for Mauritians travelling to high-risk countries is constantly increasing. The erosion of tradition values regarding sexuality, the liberation of sex, and the influence of western culture will surely increase the prevalence of HIV/AIDS on the "safe" island. Conscious of the impact of HIV/AIDS which can affect its socio-economic development, the government has set up a National Aids Committee chaired by the Deputy Prime Minister and Minister of Finance supported by a Multi-Sectoral Technical Advisory Committee and an AIDS Secretariat under the Ministry of Health.

The Education sector has a crucial role in adopting policies on HIV prevention, treatment, social care and integration of victims of AIDS both for students and staff. Although the Mauritian education system is mainly focused on a formal academic and qualifications framework, Technical and Vocational Education Training (TVET) is increasingly being formalised and recognised over the last 25 years, especially with the setting up of the Industrial and Vocational Training Board (IVTB). Some 200 private training institutions, operating alone or as local agents of overseas institutions, co-exist with eleven public technical and vocational schools run under the aegis of IVTB. In addition, Vocational State Secondary Schools for primary school dropouts, private firms and industries, ministries, agencies and non-governmental associations carry out TVET for their pupils, students and staff respectively. Some 35,000 to 50,000 trainees have had technical and vocational training supported by about 2,200 trainers under the current system.

Since HIV transmission is progressing at an alarming rate through intravenous drug use and sexual behaviour and has no vaccine nor any reliable cure are available up to now, it is essential that African states, especially SADC members, develop and adopt policies and strategies to slow the progress of HIV/AIDS in the region.

In close partnership with other SADC member/s a module on HIV/AIDS could be developed for TVET staff and students both in Mauritius and for Africa. The module will cover specific chapters as follows:

- Definition of HIV/AIDS - cause & transmission, progression
- History & trajectory of the pandemic in the world
- The magnitude of the scourge in World Africa
- The development of vaccine and anti-viral drugs
- The health, social and economic cost to Africa
- Models of prevention strategies and sex education by health and other related professionals
- Professional counselling by social health workers for TVET teachers and other staff
- Principle of health behaviours change for reducing risky sexual behaviour- "safer sex"
- Treatment, social care and integration of AIDS cases
- Human rights to treatments, cheap access to antiretroviral drugs

- Different sexual habits and cultural differences enhancing disease progress
- The HIV/AIDS national, regional network policy development in TVET sector
- Identify and compile prevention initiatives
- Develop a HIV/AIDS preventive module designed specifically to target Africa women and girls or other high risk groups
- Develop a comprehensive multi-level programme of skills training
- Create a computer-based information exchange format for collaboration, training and education between TVET African Sector or internet-based website
- Involve civil societies in prevention and social care and create partnerships among NGOs.

Various teaching methods and teaching aids will be used in dispensing the courses through a certain approach. A continuous assessment tool will be used to ascertain the transmission of knowledge and skills to trainers and participants.

## **KAFERE, Godfrey (Malawi): HIV/AIDS in TVET System**

One of the emerging challenges of TVET in Malawi is to prepare a vibrant and productive workforce that is prepared to contribute towards the socio-economic development of the country. A workforce prepared to acquire additional skills, knowledge and competencies to understand and deal with the cross-cutting issues of the HIV/AIDS pandemic.

The Ministry of Labour and Vocational Training in partnership with Project HOPE initiated a curriculum development process for HIV/AIDS / Sexual and Reproductive Health (SRH) /Sexually Transmitted Infections (STI) /Tuberculosis (TB) (HAST). The HAST curriculum aims at developing positive attitudes and behavioural change through participatory methodologies. HAST will also equip the learner with essential skills such as decision-making, assertiveness and interpersonal relationship skills.

The Malawi Government has produced a National Strategic Framework (NSF) for HIV/AIDS with the following priorities:

- Dissemination of the NSF for HIV/AIDS through development of district-specific implementation plans.
- Institutional capacity building.
- Intervention for youth and management of sexually transmitted diseases, condom promotion, prevention of mother-to-child transmission, blood safety, treatment of opportunistic infections, and exploring modalities for increased access to antiretroviral drugs and treatment.

Three bodies have been created at National Level to oversee and facilitate the implementation of the National AIDS Commission Programme (NACP):

- The Cabinet Committee on HIV/AIDS Prevention and Care chaired by the Vice President,
- The National AIDS Commission (NAC),
- The National AIDS Secretariat.

An HIV/AIDS Workplace and Education Programme was launched in 2000/01 by the Ministry of Labour and Vocational Training with funding from the US Department of Labour and in collaboration with Project HOPE. The programme is designed to contain the spread of the virus and development of an HIV/AIDS Policy and Code of Conduct along with a legal framework aimed at checking discrimination against those already infected.

The Technical, Entrepreneurial and Vocational Education and Training (TEVET) secretariat has produced five cross-cutting modules; one of them is on Occupational Safety and Health. Competency Standard on Prevention of HIV/AIDS and is included in this module.

Opportunities for the success of this project are evident in that there is a high level of motivation to do something about the epidemic in the public and within the TEVET system. The existing capacity within the NGO environment to implement activities is being strengthened through coordination and integration with district AIDS plans. Efficient pedagogical approaches can be applied. Easy, anonymous and youth-friendly access to services could be made free of charge. While lastly, adult pedagogical courses are designed for vocational trainers which should include cross-cutting issues such as HIV/AIDS.

Barriers to the success of the project could be the following:

- The constant drain of human resources due to epidemic,
- The challenge of adequately manning the TEVET system with instructors is daunting, there is no institution for training of technical instructors in the required numbers,
- The training instructors on HIV/AIDS must recognise that they are themselves potential sources of infection to others,
- Many users of TEVET services are already infected with HIV when they enter the training,
- There are many external factors over which the TEVET system has no influence,
- The dogmas of some denominations which run many technical schools and craft centres are not conducive to the reduction of the spread of HIV/AIDS,
- Slow response from the Government.

A need for collaboration within the SADC in order to establish an HIV/AIDS Secretariat for the region, encourage networking of peer educators in training institutions around the region, and develop an HIV/AIDS Policy for the region. Support can be provided by UNAIDS, UNDP, UNICEF, Canadian International Development Agency (CIDA), UK Department for International Development (DFID), Norwegian Agency for Development Cooperation (NORAD), US Agency for International Development (USAID).

NGOs have spearheaded anti-AIDS activities in the community and now greater coordination is needed between Government and NGOs. An important step to an efficient up-scaling to national coverage would be made through a higher degree of integration and coordination of NGO work into the district AIDS plans. A team approach with representatives of a few countries can oversee the development of the module until it reaches a final version. The module could be tested on a pilot phase before being replicated and implemented in the region.

## **OVEREEM, Maria (Botswana): HIV/AIDS in TVET Staff Development in Botswana**

HIV and AIDS have a significant impact on demand, supply and quality of education. The HIV/AIDS pandemic is affecting the provision of education. This paper describes the background, strategic context and possible and actual interventions with respect to HIV/AIDS and staff development in the TVET sector in Botswana.

Botswana is among the countries with the highest HIV/AIDS rates in the world. In 2002, 35.4% of adults (15 to 49 years old) were infected with HIV. About 85 Botswana are being infected with HIV every day. One in eight infants is infected at birth while life expectancy has dropped from 67 to 56 years (2003).

The Government has established structures and instruments to reduce the impact and effects of the pandemic such as the following:

- National HIV/AIDS Council chaired by the President.
- National AIDS Coordinating Agency (NACA).
- District Multi-Sectoral AIDS Committees and Sectoral HIV/AIDS Committees.
- National HIV/AIDS Strategic Plans (1998-2002) and (2003-2008).
- Political commitment to partnerships.

Botswana has an extensive low-threshold of testing and counselling while there are also few centres and networks of *coping centres for people living with AIDS* (COCEPWA). Home based care however is well established.

The Technical and Vocational Education and Training Sector in Botswana consists of:

- Institutionalised formal government owned training institutions.
- Community-owned Brigade Centres.
- Privately owned commercial vocational training centres.
- In-house training centres operated by the private industry.
- Work-based training.

Staff in TVET institutions play a key role in taking various HIV/AIDS strategies and interventions to the trainees, but at the same time they are themselves vulnerable. Staff being affected by HIV/AIDS compromise quality in TVET provision.

The Ministry of Education has started the mainstreaming process of HIV and AIDS into its departments with the development of assessments. There are two problems: mainstreaming activities do not involve the VET sector; the Ministry of Education's responsibility for VET is restricted to six technical colleges and to a minimal extent to support the brigades while the large group of private VET institutions is not covered.

Botswana Training Authority (BOTA) was established by an Act of Parliament in 2000. The strategy of BOTA to deal with HIV/AIDS in the VET sector has various components. It forms part of the national AIDS strategy and will be part of and be linked to all regional and relevant sectoral initiatives and structures. The HIV/AIDS component within BOTA, in partnership with other organisations such as health care providers, NGOs and the private sector is likely to influence all aspects of VET that BOTA deals with. BOTA's role in mainstreaming HIV/AIDS in the TVET sector does not only reach out to trainees, but to staff as well.

BOTA has developed unit standards on HIV/AIDS. They are assessment standards and form part of generic skills required as outcomes of TVET. Fact finding exercise by BOTA has revealed that trainers lack knowledge and information on HIV/AIDS and skills to teach about it. The Government of Botswana has adopted the Teacher Capacity Building programme to address HIV and AIDS within education staff. There are various other curricula and approaches to the teaching of HIV/AIDS current in Botswana – the Education for Life approach, the Ambassadors for Life Tool Kits, Life Planning Skills, the Life Saving Skill Curriculum programme, and the Games for Life programme.

The Teacher Capacity Building Programme needs adaptation for the specific TVET context on the following aspects:

- TVET trainees have adult learning styles,
- Trainees generally fall in the category of being sexually active, many have one or more children,
- Trainers in TVET perceive themselves not necessarily as teachers do, they have a completely different professional background as general teachers and often a different career history,
- Availability of resources in TVET institutions varies enormously,
- There is a strong presence of trainers from other African countries in TVET, with a different cultural and professional background,
- Timetables and other practical arrangements in TVET differ from those in general schools,
- The majority of TVET provision in Botswana is not government owned, but non-government, community or privately owned,
- TVET provides for transition from school to work and for lifelong learning.

A consistent approach to staff development has not been developed yet. The Teacher Capacity Building programme seems to offer a good opportunity to fill this gap. However, this programme will only be able to address the actual training needs of trainers in TVET if it takes the specific context of TVET into consideration and is adapted accordingly. It will be a major challenge for the Botswana Training Authority, through its HIV/AIDS component, to take up the issue of TVET staff development for HIV/AIDS. It is however crucial to do so, for behaviour change to be effected and to reverse the adverse effects of HIV/AIDS on the quality of TVET.

## **WATERMAN, Nick (Lesotho): Commercial Sex Workers And TVET: An Urgent Sub-Regional Challenge**

Sub-Saharan Africa is the epicentre of the global HIV/AIDS pandemic. Commercial sex workers are deemed to be a high-risk group. Comparatively few resources are dedicated to helping commercial sex workers develop alternative income generating activities. All commercial sex workers interviewed in this study stated that they would prefer other types of employment. All but one identified education and training as the most important form of assistance that they required. TVET has the potential to play a key role in assisting commercial sex workers to develop alternative income-generating activities. TVET could specifically assist commercial sex workers in utilising their comparatively high levels of disposable income for establishing Small, medium and micro enterprises (SMME), as a pathway out of commercial sex work.

This paper attempts to explore the role of TVET in addressing the challenges of commercial sex work, particularly the prevalence of HIV/AIDS in the SADC sub-region. It is based on research of female commercial sex work in Lesotho. Commercial sex workers (CSW), are defined as those who provide sexual services for payment in cash or in kind.

Most of the world's 50 million people infected with HIV/AIDS are in Africa (World Bank, 2000:1). Sub-Saharan Africa (SSA) has the world's highest regional prevalence of infection, with almost 30 million of the adult population infected. The prevalence of HIV/AIDS in Lesotho is 35% (CARE, 2002: 52). In other SADC countries the rates range between 20% and 38%.

The impact of the HIV/AIDS pandemic is devastating to individual livelihoods, households, communities, the nation-state and the sub-region. Already, there have been reversals in Millennium Development Goals, such as infant mortality. Increase in orphans and vulnerable children, downward trends in life expectancy, demands on health-care resources and economic decline due to morbidity and mortality of the workforce, impact upon governance, the viability of nation-states and sub-regional peace and security (Waal, 2003: 1).

In SSA, over 70% of HIV infection is spread through heterosexual sex (Jackson, 2002:7). CSWs are perceived as a high risk group (Jackson, 2002:52) and have been regarded as a reservoir of infection (Varga, 1997:76). Nairne and Kenny (2002:12) and Mzaideme et al., (2000:11) found that in their respective studies in South Africa, over 50% and over 70% of CSWs were HIV positive.

There is a strong link between migrancy and the geographical spread of HIV/AIDS (Williams et al., 200:129). The country has a long history of migrant labour. Despite mineworker retrenchments from South Africa in the last decade, Lesotho remains characterised by a mobile population. The country is bordered by the Eastern Cape, Free State and KwaZuluNatal, which have some of the highest rates of HIV/AIDS amongst the provinces of South Africa. Maseru is Lesotho's major border crossing, with transport corridors to and from South Africa and other destinations in SSA, involving large and regular cross-border movements of people. There is increasing internal rural migration to the city, particularly by women unsuccessfully searching for work (CARE, 2001: 58).

Maseru has the highest rate of HIV/AIDS in Lesotho, estimated at over 42% (GOL, 2002: 13). Maseru also has the highest rate of tuberculosis (TB) in the country, with 55% of cases attributable to HIV/AIDS (GOL, 2002: 68). The most severe poverty in Lesotho is increasingly found in Maseru. Indications are that child prostitution is at an all-time high in and around the city, caused by increasing acute poverty and food shortages in parts of the country (UNICEF, 2002:1). Consequently, Lesotho is a high priority for regional programming. Maseru is one of the most pivotal border sites for HIV transmission and constitutes a priority for HIV prevention in SSA (USAID, 2003:4).

**The nature of commercial sex workers and street sex work**

Due to the illegal and stigmatised nature of their work (Robinson and Rusinow, 2002:1). CSW are often referred to as low class, they are harassed, estranged from families, and suffer due to lack of safety nets.

The CSWs that were interviewed ranged in age from 15 to 29. Most were in their early 20s. Virtually all solicit solely on the streets in the central area of Maseru. All have received a full primary education. Virtually all interviewees have received some secondary education and a few have completed the final year of high school. None except two have undertaken any form of education or training since leaving school, citing lack of money as the reason.

As well as providing sexual services for Basotho, virtually all interviewees reported that they have foreign customers who either live in Lesotho or visit the country. The latter include those visiting Lesotho for the specific purpose of receiving sexual services. Interviewees also reported that most sex tourists come from South Africa. Interviewees further reported a high frequency of inter-generational sex, with customers most commonly in their 30s and 40s. Virtually all interviewees stated that on many occasions their customers requested unprotected sex, which they often provided for additional money. Some CSWs reported the use of physical abuse by customers. A few CSWs also stated that they had been raped by customers.

All interviewees stated that they were engaged in sex work in order to earn money, in the absence of alternative employment opportunities. The unemployment rate in Lesotho is 45% (GOL, 2002:14). Only a few interviewees ever had any formal employment. Two interviewees have undertaken voluntary work in the past.

None of the interviewees said that they used illicit drugs or used alcohol excessively. Many interviewees said that they regularly suffer from stress and anxiety because of the lifestyle that they lead. Some use alcohol as a form of escapism. Virtually all interviewees said that they conceal their work from their families and also from boyfriends because of the anticipated disapproval.

The CSW thus live estranged from family networks and with the constant threat of disease and violence. They also endure competition and rivalry from their peers for customers. Although psychoneuroimmunological (PNI) research remains inconclusive, it may be likely that stress, anxiety and lack of support may weaken the immune system, thus increasing the risk of HIV and the development of full-blown AIDS.

Reported earnings vary considerably amongst the interviewees, from 300 Maloti to 1,000 Maloti per week with an average of 400 Maloti per week. Earnings depend on, for example, the number and nature of customers, sexual services provided, hours and nights worked, and also depends on the value of tips, plus occasional payments in kind.

The mean average weekly income amongst interviewees is thus higher to that of a machinist in a textile factory, or of a cashier in a supermarket which is about 600 Maloti per month. The highest weekly spending consists of food, rent and clothes. The level of residual disposable income amongst the interviewees ranges from 50 to 500 Maloti per week, depending on the amounts spent on the aforementioned items and other expenditure, such as transport and toiletries. A few have children or relatives who they financially support.

None of the interviewees had a clear idea of how long they will be involved in commercial sex work. Only two have any form of exit strategy, one is job-hunting in textile factories and another aims to complete her private education in order to secure alternative employment. All but one interviewee stated education and training as a priority for any help and support that may be provided for them and they viewed TVET as a pathway out of commercial sex work. Virtually all stated that they would prefer any form of alternative employment.

Although most of the interviewees have comparatively high levels of disposable income after

essential spending, overheads and expenses, virtually all revealed an incapacity to undertake comparatively simple financial calculations. They also lacked a future-oriented approach to planning. Many seem to be in a perpetual state of financial poverty. None of the interviewees suggested financial advice as a priority for them. Spending comparatively large amounts of money on non-essentials may be a form of comfort-spending and escapism, a non-threatening form of instant gratification (Leggett, 2001: 125; 57).

Escape from sex work by CSWs is being significantly undermined by their lack of skills, knowledge and motivation to manage money effectively and the recognition that capital is a resource which can be productively harnessed. TVET could facilitate alternative employment opportunities for CSWs, particularly self-employment.

### **Responses to street sex workers and street sex work in Maseru**

The Lesotho AIDS Program Co-ordinating Authority (LAPCA) is the national co-ordinating body for all actors in combating HIV/AIDS. Although inadequate human and financial resources have stymied the implementation of the Plan, the Global Fund to fight AIDS, Tuberculosis and Malaria (GFATM) has recently awarded approximately US \$35 million in response to the proposal to scale-up and mainstream interventions for prevention, care and mitigation of HIV/AIDS (GOL, 2002).

The National AIDS Strategic Plan intends to reduce HIV/AIDS prevalence in Lesotho through biomedical, psychosocial and behavioural strategies. These include life skills training, peer education, voluntary counselling and testing (VCT), improved syndromic management of sexually transmitted infections (STIs) and more effective behaviour change communication (BCC) strategies. However, CSWs are not recognised as a target group in the National AIDS Strategic Plan. Nor are CSWs specified as stakeholders. Exit strategies for CSWs are not identified in the Plan.

A few interviewees stated that they had received free condoms and advice on sexual health from CARE Lesotho and Carewell in Maseru. The former is engaged in peer education of CSWs and other activities in border towns, including Maseru and Maputsoe in Lesotho and Ladybrand and Ficksburg in South Africa. All of the interviewees stated that they had not received any help, guidance or support from any other organisations, including government agencies. Partly because of failure to agree on workable programmes, allegations of corruption (CARE, 2001:42) and lack of capacity within the public service to implement strategic policy decisions (Sechaba Consultants, 2000: 62), it may be unfair and unrealistic to expect the policy-making environment and implementation mechanisms to be shaped predominantly by the state, despite financial support from GFATM.

Programmatic designs in response to sex work and the needs of CSWs should include biomedical, psychosocial, behavioural and rights-based approaches. However, donor-funded and other programmes have provided too few resources to assist CSWs in leaving sex work. Instead, they have tended to focus on making sex work less risky, vis-à-vis HIV infection. Programmatic design should also include pathways out of sex work for those seeking them. These ought to entail preparation and support for alternative income-generating activities. TVET should, in particular, provide skills and knowledge for self-employment, capitalising upon CSWs comparatively high levels of disposable income. Design and implementation features of a TVET response should include:

- Smart partnerships between CSWs groups, ASOs, other civil society organisations (CSOs) and government
- Participative planning and implementation of programmes, involving CSWs
- Modularised and skills-based content, focused on the development of enterprise skills and entrepreneurship
- A practical focus on establishing, supporting and sustaining CSWs SMMEs
- Flexible and adaptable modalities of delivery
- Empathetic and supportive TVET staff and management
- Sub-regional collaboration to share experiences and best practice

Lesotho has one of highest rates of HIV/AIDS in the world and has a disproportionate impact on

HIV/AIDS prevalence in South Africa and SSA. Pathways out of commercial sex work are required. Current responses have focused on scaling-up and mainstreaming HIV/AIDS programmes involving biomedical, psychosocial and behavioural strategies. Exit strategies for CSWs should be given much greater prominence.

This paper calls for an immediate TVET response to provide pathways out of commercial sex work. Many CSWs already possess attributes for successful entrepreneurship. They often identify themselves as "business-women". They have comparatively high levels of disposable income that could provide investment capital for SMME development. They operate in a high-risk environment and in a fiercely competitive market. They are independent, comparatively well-educated, resilient in adversity and determined.

Assisting CSWs in developing alternative income-generating activities, particularly sustainable SMMEs, is an urgent sub-regional challenge for TVET.

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## **TRiest, Michael (Zimbabwe): Peer Educator's Pamphlet**

A ghost indeed is wandering through Zimbabwe, not only the phantom of HIV and AIDS, but also that of confusion about many aspects of HIV and AIDS and being a Peer Educator. Peer Educator, it's time to think straight and feel right. The sources of our information, attitudes and actions should be crystal clear, but often they appear a fountain of dung and mud - moist indeed, fertile if spread on good ground, but confusing for most of us. Truth, science, goodwill are mixed with myths, misconceptions and intellectual dishonesty. Peer Educator, let's clear up this mess.

We do this in dialogue with churches, opinions, research and friends. As we do in the CUT HIV/AIDS Awareness Draft Proposal 2002; wherever there is a clash between the ideas of the national HIV/AIDS Policy (1999) or those of other organisations, we follow the National HIV/AIDS policy. We value especially the input from churches, as partly Peer Educators and churches are fighting for the same cause. But the togetherness is only partly, as the main focus of churches is on religious and moral behaviour, and that of Peer Education on health, wise safer behaviour and saving or prolonging lives.

A Peer Educator will disseminate any information that helps to diminish the spread of HIV and to mitigate the impact of the disease. Of course, every Peer Educator will have his/her own convictions and doesn't need to put in practice herself/himself what is possibly a good or effective way to combat the pandemic. But he/she has (by the mere fact of being a Peer Educator) the duty to distinguish between what is gossip and what is true and real. She/he has to speak out and to present to others all life saving possible choices, without withholding information and without condemning peers.

### **"Abstinence Only" Messages Don't Work**

Messages about abstinence only and safer sex including condoms are becoming increasingly confusing. Let's put an end to this.

Any programme that preaches abstinence only is doomed to fail. The fact is that many youngsters will experiment with sex, whether you like it or not. They thus desperately need correct information and any help, so that experimenting can be guided by insight and end the least possibly in disaster.

Is it bad to abstain? No, not at all. Here we get lots of help from churches. Research shows that people who get support from their denomination can abstain longer and feel better about it. That's good; support helps, and that's where churches have a positive impact on HIV prevention. Abstinence is OK, if you choose to abstain that's great. But as a Peer Educator you cannot preach that this is the only option.

### **Condoms Are Quite Safe**

Condoms are safe. They don't have pores, they don't let the virus through, they protect against many (not all) sexually transmitted infections (STIs) and, yes, they protect against HIV. They don't contain nor spread diseases; all condoms are checked electronically and samples are checked mechanically - if faulty condoms are found the whole batch will be destroyed.

Are condoms 100% safe? No. They seem to break in about 1% of the cases, which is a lot. There is a tendency to consider male condoms 99% safe and female condoms 97%. They seem to break more with inexperienced users and with violent use, but not only then of course. In any case, if used correctly and consistently, they are very safe and help to constrain the disease.

Why then are they criticised by some, especially from some churches? For ideological reasons mostly, and they can do it because if you look at reality, how condoms are actually used, the failure rate is much higher. Some even include in the failure rate the moments condoms are not used, to indicate how dangerous it is to rely on condoms.

The ideology comes out of the philosophical intuitions of the church in the Middle Ages (13th century) in Europe. Theologians such as Thomas Aquinas thought they could derive the intentions of God out of nature, say the animals. They concluded out of what they saw as a "natural law" that sexuality was aimed at procreation and therefore should be accepted and tolerated as a means for procreation only. Condoms intend to prohibit conception, therefore they are unacceptable. Modern intuition that sexuality has more to do with human relationship and intimacy, and a major pandemic of HIV transmitted through sexual intercourse put this centuries old way of thinking under pressure, but not for all churches it seems.

Everyone is entitled to his/her own opinions, although it becomes questionable when opinions don't shake or tremble in the face of issues of life and death for so many people. Used in an intellectual discussion, the argument that condoms are not 100% safe and therefore not defensible cannot hold. First, if you choose to use condoms correctly and consistently it is quite safe. Secondly, if you prefer to look at reality how it is used in practice by people in real life, then we have to do that for ALL measures that help to prevent HIV transmission, including trusting your partner and abstinence.

### **Safer Sex: Between 0% and 100%**

Even if used properly, almost nothing is perfectly safe or perfectly unsafe. Look at traffic, to go to Harare the only really safe way is not to go. On the other hand, if you drive as fast as possible, even then maybe you won't have an accident. Reality is, we do move on the roads, although accidents happen, and we try to make it as safe as possible for ourselves and others. Driving slowly and at the conventional side of the road, looking right and left, safety belts, not crossing the street when in doubt, you name it - nothing can guarantee that no accident can happen, but it can help you through life unharmed.

We know that in Africa HIV is transmitted in 92% of the cases through sexual intercourse, 7% through parent-to-child transmission and only 1% in other ways (blood-to-blood). So, if one wants to avoid getting or transmitting the virus, one should favour behaviour that is as safe as possible. Peer Educator, you cannot make the choice for someone else. But you can communicate what is safer and what is more dangerous, and you can be a role model yourself. Completely unsafe is having unprotected sex with lots of different partners one hardly knows whilst oneself or the partner has an STD, especial when the sex is rough or in certain ways special. That's the highway to infection. Other combinations with less dangerous factors can be slightly or a lot safer. Several kinds of safer sex exist, and the only 100% safe ones are abstinence and masturbation. Don't speak about "safe" sex, in most cases it's "safer sex"- where any step in the right direction can help to save lives.

### **Attack the Pandemic from ALL Sides**

Shall we put it more strongly? If you disseminate false information about condoms, or if you withhold information or support about condoms, then consider yourself as not being a Peer Educator. Maybe in that case you are a very nice person, a supportive person for people of your own opinion, maybe even a Saint, but not a Peer Educator. Because Peer Educators fight the disease with any means that work, even if they themselves don't chose these means.

The HIV/AIDS pandemic is a very complex issue, and can only be countered by combining all means that can help to fight it. An image that might promote understanding is how radiation attacks a tumour in the brains. Any radiation beam strong enough to kill the tumour also would kill all sane brain tissue between the canon and the tumour. If you attack it with weak beams from many sides, all directed at the bad tumour, at the place of the cancer (and only at that spot) the combination of radiation beams become destructive. Only, in the pandemic you might wish there were one strong beam, but there isn't. Maybe many "weak beams" all aimed at the same target could possibly bring alleviation, for sure we'll need all "beams" that are effective.

### **Attitudes of a Peer Educator**

Although the main aim of a Peer Educator is not to disseminate the one and only morality, her/his attitude will not be amoral. At least some values will prevail...What the attitude of a Peer Educator is:

Although we admit that following has to be talked through, some guidelines for Peer Educators could be:

- A Peer Educator should cause no harm to peers, and as far as possible not allow peers to be harmed. Negativity should die out or diminish in the neighbourhood of a Peer Educator; whatever is positive should become stronger through her/him.

- A Peer Educator should try to help, support and care for peers as much as possible, by disseminating correct information, non-judgmental listening, accepting, offering choices and being a role model.
- A Peer Educator should work on himself/herself, on her/his own knowledge, behaviour, attitude, basic counselling skills and opinions.

Although a Peer Educator need not to be a professional counsellor, those attitudes come closer to basic counselling skills than to preaching or even teaching. A Peer Educator assists peers through a process of them becoming conscious, making choices, sticking to choices...

Values that come in mind when you think about a Peer Educator are: trustworthy, reliable, discrete, correct, supportive...

### **What the attitude of a Peer Educator is not:**

A Peer Educator should listen, and be supportive for peers, even beyond her/his personal feelings of moral indignation. A Peer Educator should be supportive for who is in trouble or who is the weaker in some circumstances. A Peer Educator cannot refuse to listen to reasons why people became prostitutes. Even if one despises prostitution, one shouldn't be judgmental before having listened and having tried to understand or investigate the roots of the problem.

A Peer Educator should think twice before calling homosexuality 'the lowest of the lowest'. Surely homosexual acts are criminal offences in Zimbabwe and for the law unacceptable. Even when a Peer Educator can by law and by personal opinions condone such acts, he/she cannot condemn her/his peers (who are born with such feelings) as persons. How could he/she ever help the peer in her/his predicament if he/she is engulfed in moral indignation without trying to understand, without any possibility of listening or acceptance as a person? Even if one thinks at the level of acts more than of inclination, is what happens in privacy between two consenting adults lower than raping a child, beating ones wife, killing innocents or willingly/ knowingly spreading AIDS?

A Peer Educator cannot whistle every time a woman steps forward to the front of the group. Women by culture and custom are held down by men in many circumstances (in many cultures). This makes them extra vulnerable for infection by HIV. A Peer Educator knows that and acts accordingly. Anything that puts women down cannot be tolerated by a Peer Educator.

A Peer Educator should not push others aside to be first at the table of information, the biggest plate or the best place on the bus. How can one speak about serving the community and supporting marginalised persons when he/she is using her/his elbows so much to put others aside?

### **Fight Against Myths: Let Facts Prevail Over Opinions**

A Peer Educator should be able to recognise incorrect or irrelevant information. He/she should not spread it, but counteract as clearly as possible.

Condoms have no pores. They have been investigated with microscopes and electronic microscopes that even can photograph the virus itself, the condoms were stretched to make any pores or holes bigger and there were no holes. No pores! Where they are used in a specific target group after a campaign, the amount of STIs (including HIV) decreased considerably.

Lions cannot get infected by eating an HIV positive person. Even if they could, the possibility that a lion would wound another person enough to infect him/her without killing her/him is so small that the whole issue is irrelevant. Speak about real things, and what YOU could do to prevent the spread of HIV. Similarly, swimming doesn't transmit HIV - don't think about a man bleeding seriously out of an open wound, you yourself having sores or an open wound, the man swimming right over you, what would happen etc. This is so unrealistic, that it doesn't matter. Such things don't happen, don't bother whether it were theoretically possibly that in such a case someone could get infected or not. It's irrelevant. Get real and think about real things. The issue is unprotected sex with people of which you don't know the life history. Normal contact in normal social life doesn't transmit HIV, consider us humans lucky!

Mosquitoes, bed bugs, lice or any biting, stinging, sucking insects cannot spread HIV. HIV wouldn't survive passing through their digestive system. A mosquito doesn't inject blood, but saliva. Look at the epidemiological data: those insects sting everyone, but AIDS kills from 0 - 5 year olds (parent-to-child transmission) and from the age that people become sexually active. Why would mosquitoes spare 5 to 14 year old youngsters from HIV but not from malaria?

Breastfeeding can indeed pass HIV to the baby. However, the first three months seem quite safe, if the baby doesn't get any other foodstuff. Nevirapine reduces greatly the risk of infecting the baby during labour; it is taken in 1 dose only (by the mother and later by the baby). This is at least one way of transmitting the virus that is easily contravened, so counsel pregnant women. Why don't you make such a list of FACTS yourself?

### **Conclusion**

Ability to Increase Dialogue Stops AIDS. Think about this pamphlet and react. If you scratch from this text the hardest and the softest viewpoints, you might come close to the average message, which is this: Peer Educator, include in your fight against HIV and AIDS a war against misconceptions and non-caring attitudes. Try honestly to get your information clear and your attitude pure. Each one of you, be a Peer Educator and be proud of it. For a better YOU, a better OTHER and a better FUTURE.

## **MOKOMANE, Neo Veronah (Botswana): Research Paper on HIV/AIDS in TVET Staff Development**

The relevance of developing Technical Vocational Teachers/Trainers on HIV/AIDS makes a difference. This paper underlines the need for TVET to develop common regional strategies for professional development geared towards empowering TVE trainers in planning and implementing the best approaches to HIV/AIDS education. The trainers are the key holders to the continuous dilemma posed by the epidemic in the education system.

HIV/AIDS poses as one of the major threats to the development of African developing countries and the world as a whole. In Sub-Saharan Africa it accounts for about 71% of the global number of people living with AIDS (PLWHA). It is the leading cause of adult death between the ages of 15 and 49. Antenatal prevalence is around 35%, millions of children are being orphaned, life expectancy has gone down. AIDS threatens food security, productivity, human resources availability and development.

During learning/training, the students need to be guided through the process of mastering fundamental skills such as:

- The establishment of self-perception (awareness of body, self value, development process, feelings and social factors)
- Interpersonal relations
- Ways of communication
- Family relationships
- Peer group influence
- Relationship with the opposite sex

It is significant that a young adult is exposed to important life choices such as career, a marital partner and effective personal management. Empowering young adults by the internalisation of life skills strategies: decision-making, problem solving and the process experiencing, learning exercising, renewal is the goal of this project.

Botswana has a relatively low standard of education compared to other SADC nations. There is acute shortage of qualified staff in Technical colleges, and personnel are recruited from neighbouring countries. Officers trained and employed for specific trades handle HIV/AIDS education in TVET.

Teacher knowledge is a factor in instruction. Below are requirements of a quality teacher:

- Knowledge of goals of education – every teacher should understand the national goals of education. The teachers ability to formulate goals from the national values is a valuable step in the process of formulating instructional objectives.
- Knowledge of educational psychology – Teachers must learn how learners behave and why. Behaviour refers to affective, cognitive and psychomotor characteristics of a human being.
- Knowledge of methods of teaching – Learners will learn about HIV/AIDS by being actively involved in lessons rather than being lectured to about the topic. Modelling, role-playing, peer education and teaching games are some of the methods that can prove useful.
- Knowledge of guidance and counselling – The teacher must have knowledge of guidance and counselling in order to help students out of dangerous practices like alcohol, drugs and unprotected sex.
- Knowledge of educational philosophy – Teachers ought to develop interest in the critical approach of analysing social and curricular issues on HIV/AIDS in order to develop balance in their thinking and arrive at better conclusions.

The following are areas for improvement at a regional level in this area:

- Proper compilation of statistical data on factors surrounding HIV/AIDS in TVET for evidence to strategise intervention.
- Identify areas to be covered in HIV/AIDS curricula and methods of integration.
- Prioritise training programme for HIV/AIDS counsellors.

How can the above be addressed without compromising exam driven curricula, existing policies, government budget and funding. In order to design and implement a life skills curriculum focusing on combating HIV/AIDS in TVET teachers should be trained to design life skills curriculum on HIV/AIDS. Education of HIV/AIDS and sexually transmitted diseases (STDs) should occur within the context of health education on sex and human relationships.

The main aims of any comprehensive HIV/AIDS prevention programme should be:

- To provide accurate information about HIV/AIDS.
- To encourage students to explore their attitudes towards diseases and personal relationships.
- To promote responsible behaviour based on self-respect for others.
- To identify sources of help and advice within school and in the community outside the school.

The following elements must be the minimum included in any AIDS prevention programme:

- Basic information about AIDS.
- Safer sex.
- Denial reduction.
- De-stigmatisation.

There is no doubt that TVET staff need to be trained to deal with HIV/AIDS in a more informed manner. Their knowledge base and skills in HIV and AIDS need to be enhanced especially on interactive teaching methods. In Botswana this will contribute to the national efforts in reducing HIV/AIDS infection rates in the country as well as mitigating the impact presented by the virus in the Education system. Teachers should have a solid base on HIV/AIDS issues in the context of respective countries and in the region as a whole, so that they portray an informed understanding of the prevailing situation. They should further be appropriately supported, for them to deal with situations in their environment and to further teach the young generation so that they may demonstrate behaviour that promote prevention of HIV infection.

## NDUNGURU, Bernadetta (United Republic of Tanzania): Integrating Life Skills into Vocational Education and Training (VET): Programmes in Tanzania

The development of skilled human resources is perhaps the most important factor contributing to social and economic development of a given country. Without skilled human resources, other resources such as capital, land and nature have little use. This statement further underscores a common understanding that when relevant and of required quality, Vocational Education and Training (VET) can play a key role in the transformation of a country's economy.

In the case of Tanzania, the countries' development and transformation objectives include, poverty reduction, creation of more gainful employment opportunities (only about 15% of the labour force can at the moment be absorbed in formal employment), and provision of competitive goods and services commensurating with global market requirements. A recent development challenge is for Tanzania to work towards achieving behavioural change for minimising the spread of HIV/AIDS among the active working age group. For VET to be relevant and of quality, its delivery system must therefore put into context the above mentioned social and economic development issues.

To achieve the required relevance and quality, the Vocational Education and Training Authority (VETA) has adopted a Competence Based Education and Training (CBET) delivery approach. The approach is outcome based, giving room for integrating all necessary skills to enable a graduate perform at a prescribed learning objective.

The approach is flexible enough to package learning content to address different learning objectives such as skills and competences specific for rural subsistence producers, or for the urban informal sector operators to formal sector workers; for example to enable them to enter the gainful economic market and thus reduce poverty, or to give specific skills for hotel services or textile workers to enable Tanzania compete effectively in the global market. At the individual level, the approach should enable and maintain formal employment, or otherwise enhance creation of self-employment and generate income for a subsistence producer or the unemployed. The approach ensures integration of the following skills components:

- *Practical vocational skills*: this part is pertinent for any skilled worker. Its focus is on the psychomotor domain, the doing part.
- *Theoretical underpinning knowledge*: This part is an essential component of training as it underpins the practice with theoretical reasoning so as to ensure innovation and creativity when applying practical skills. Its focus is on the cognitive domain, the thinking part.
- *Critical cross cutting skills (life skills)*: This component strives at developing social, work oriented and entrepreneurial market oriented attitudes among workers. It focuses on the affective domain, that is how one applies practice and thinking to make gainful social and economic living throughout ones working life.

In the traditional pre-colonial setting, life skills education and training formed a critical component of the initiation process for young females and males into adulthood. Though differing in setting, duration and context, the process aimed at supporting occupational skills such as of cultivating, bee-keeping, pottery or basket making by providing life application skills for sustaining livelihoods. The focus was on values of work and citizenship, in that each person had to work, get married and follow social codes and taboos regarding sexuality, family and social life in general. The initiation bridge formed a critical role in ensuring that the community brought in rounded and responsible adults and citizens who are able to handle their social and economic roles as per expected norms.

Changes in social and economic systems brought with them complex social and economic demands which have resulted in different life styles thus calling for different ways and even technology for educating and training people for the world of work. Such changes have rendered the traditional based initiation processes where life skills formed the eminent component to cease functioning.

The conventional education and training system ensure acquisition of basic education and further work skills at VET levels. The system thus produces a graduate who is competent technically, but may negate other required skills which enable him or her to meet other demands. Such skills include social, interpersonal and the essential one of managing sexuality and sexual relationships. The initiation life skills bridge which traditionally linked the adolescents to adulthood and world of work remain disconnected, it has not been replaced.

If VET is to play its role of preparing the future work force, then it needs to adopt a comprehensive approach of the traditional initiation rites whereby the process of preparing an adult, in this case a worker, considers not only the technical aspects, but also the total person. This person must be enabled to transform through comprehensive education packaging into a sustainable future worker who is both healthy and has the necessary work skills.

The life skills concept is currently a household term due to the escalation of the HIV/AIDS pandemic, in that the trainers in sexual and reproductive health (SRH) introduced life skills components into the originally knowledge based (cognitive) education so as to enable trainees to apply the knowledge to address the life threatening problem. In this case, life skills mean skills that ensure application of SRH related knowledge and actions to enable positive SRH out comes.

However, going by a working definition in VET, life skills are those which enable application of social, work and entrepreneurial related competencies, VET needs to go beyond the life skills as operationalised in the SRH-HIV/AIDS context. The question of a broader definition is inevitable in view of the fact that HIV/AIDS wears both social and economic faces.

The lack of social and economic power due to gender disparities and lack of income may contribute to vulnerability towards risky behaviours leading to HIV/AIDS acquisition particularly for young girls and some times boys. This situation requires an intervention which aims at ensuring acquisition of social and economic power particularly for identified targets. This intervention includes integration of entrepreneurship curriculum and market oriented skills to ensure employability. On the other hand, HIV/AIDS which is perpetuated by lack of information about SRH, and mechanisms for imparting skills for ensuring healthy sexual behaviours which prevent STI – HIV/AIDS spread, will need an intervention which require development of SRH related curricula which include skills for ensuring application of SRH-HIV/AIDS education and knowledge.

VETA has managed to integrate the entrepreneurial part of life skills in VET programmes. Entrepreneurship curriculum is already in place to compliment the technical and knowledge parts.

In a formal institutional based learning situation, where VET intakes consists of pre-employment trainees, a learning package should consist of practical and theoretical components. Life skills in terms of entrepreneurial components, to enable to identify business opportunities, develop appropriate for work relationships, customer satisfaction, safety, and environmental promotion are integrated. Such skills enhance the employability of both a job seeker who would prove an asset to an employer in ensuring competitiveness, and also for a learner who wishes to take self-employment as an option.

In addition VETA is also targeting entrepreneurship promotion for special target groups, including children who are susceptible to the worst form of child labour such as prostitution. The package for this group include both VET and entrepreneurship skills with skills on how to address the vulnerability of unemployment, and equipping them with life planning skills for addressing lack of income related temptations which lead to risky sexual behaviours.

For an effective integration, of the SRH-HIV/AIDS life skills, the following has been considered: how to address lack of SRH-HIV/AIDS prevention education and skills in VET programmes and how to address risky behaviours which lead to the spread of HIV/AIDS among the future workforce

In this context, VETA has so far introduced a life skills curriculum focusing on SRH-HIV/AIDS for imparting both education and the skills part for promoting change of behaviours. The curriculum covers factors including;

- Information on growing up and physical changes in the human body
- STIs and HIV/AIDS; how acquired, prevention and care after infection
- Gender, communication and assertive skills.

This curriculum is already in use, plans are underway to review and assess how it could be improved.

Life skills focuses on the affective domain, it is thus difficult to measure acquisition of such skills. The key question is therefore whether life skills for promoting entrepreneurial and positive social and sexual relations are examinable. At the same time there is a question on whether life skills should be integrated into technical skills or if they should be taught as separate units. If they are to be taught as separate units, should it be at regular intervals, or should it be in the beginning or at the end of the trade course. The question of content and the life skills package itself in terms of duration and coverage need to be clarified. The biggest challenge is however is who the instructors be. Should we have specialized instructors in these skills, or should we use the same instructors who are providing VET. In either case there is a need for capacity building for facilitators who should manage life skills in VET.

The stated challenges pose both policy and strategic questions on the right type of intervention. These questions need to be discussed so as to solicit an agreed course of action both at national and SADC sub-regional levels.

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## **Note of appreciation by Mrs. Bernadetta Ndunguru, the Director of Vocational Education and Training, United Republic of Tanzania**

Guest of Honour, Mr. N. Mbwangi, the VET Board Chairperson

Representatives from Development Partners

Ag. Director General, Mr. S. J. Nyambo

Distinguished, Guests, Friends and Participants, Ladies and Gentlemen

It takes one person to carry a child, but when a child is born, it is a relief for the mother, and a cause for jubilation for the family and friends. Thereafter it is the responsibility of the whole family/friends and the society to make sure that the child grows properly to fulfil the objectives of its existence.

Dear friends and colleagues, we have this week as a Tanzanian family and friends from SADC member states, and the development partners, witnessed the rebirth of LLWF. An initiative which, if reared well by all of us, has the potential for imparting social and economic change in the sub-region. This follows a common understanding that Vocational Education and Training can perform a vital role in the transformation of the sub region's economy.

Dear friends and colleagues, my role today is to give a word of appreciation on behalf of the LLWF workshop 2003. Normally I should not mention names, but I will be short of gratitude if I don't mention the following:

- The Secretariat and the organising team in Tanzania - in most cases logistics and administrative activities are not seen, just like in drama, we do not see what happens behind the curtains to enable acts to be applauded on stage. There were many people behind the stage, I will however mention Pascaline and Dafroser for their contribution to this success.
- The Director of Vocational Education and Training (DVET) of Botswana, who has continued to provide the life line for the initiative from 2000 when it was launched in Gaborone. Mrs. Marianne Nganunu who was the DVET then, (she is now the Permanent Secretary in the Ministry of Communications and Broadcasting) has passed on the baton to an equally committed DVET, Mr. Mogotsa Kewagamang, whom despite a heavy work schedule, has always been there to provide leadership, network and counsel to the LLWF Steering Group.
- I thank the UNESCO-UNEVOC International Centre in Bonn, and particularly the Director of the Centre Mr. Rupert Maclean for both the financial and technical support, without which the possibilities of holding this workshop would have been remote.
- I acknowledge Mr. Jakes Swartland for his intellectual input to analyse and synthesise the papers, the work which he did was almost on a 24 hour basis.
- I particularly thank the organisers in Bonn under the able leadership of Hans Krönner who assisted in providing the framework for the workshop through a thorough planning process which has contributed to the success and professional output today.
- Special thanks go to the VET Board and the Government of the United Republic of Tanzania who have given their full support to enable the workshop to be held in Tanzania. At this point I would like to mention Honourable Ng'wandu, The Minister for Science, Technology and Higher Education, who is also the chairperson of the UNESCO Commission in Tanzania together with the Commission team and the UNESCO Office in Dar-es-Salaam for facilitating the execution of UNESCO endeavour in Tanzania.

We very much appreciate the fact that the UNESCO Tanzania Commission Chairperson, Honourable Ng'wandu has acknowledged the significance of having VETA become a UNEVOC focal point, an aspect which we at VETA will have to make a follow up to. All this underlines the fact that being part of the sub-region, Tanzania has endorsed the LLWF TVET initiative to constitute part of the TVET reforms at national level.

The workshop preparations of the moderators were quite involving, they needed commitment to ensure the right output. I take this opportunity to thank the following in this context:

Ms Michelle Neuland, the Chief Moderator who did a marvellous job of preparing the moderators through a pragmatic training approach. The moderators were thus well equipped to enable each one of them to successfully facilitate the three thematic areas as follows:

- Sabelo Mnkhotla, Maria Overeen, Maria Tsvere, and Godfrey Kafere were responsible for the life skills area.
- Timothy Manyaga, Victor Mahenge, Ahmed Mushir and Eustrickio Kazonga were responsible for the Quality Assurance thematic area.
- Robson Chakwana, Suresh Munbodh, Mogotsa Kewagamang and Bernadetta Ndunguru, were responsible for Training for Informal Sector and Unemployed.

Last but not least, I thank you all for being committed and a good resource. You all worked in a very professional manner discounting time and recreation, till the task was accomplished. Without your commitment we wouldn't have achieved this much.

Colleagues and friends, Tanzania has the culture of welcoming guests. For Tanzanians, it is an honour to have guests despite the humble tidings. VETA has been enthusiastic to portray this gesture; however in the attempt to please the guests, some hiccups may have surfaced in the process. If anything happened in this context, we extend our apology and say 'pole sana'. Please take all the good things from Tanzania including the warmth of the people, and most of all the LLWF team spirit, and leave all the challenging factors for the hosts to mend.

We have all worked as a SADC team. This is the kind of spirit which should prevail if the Gaborone LLWF initiative is to make a difference in the sub-region.

Once more thank you and God Bless us all.  
Bon Voyage (Safari njema, karibu tena)

## **Closing Speech by Mr. N. Mbwaji, The Chairman of the Vocational Education and Training Board, United Republic of Tanzania**

Honourable Chairperson of the Workshop,  
Distinguished Participants,  
Ladies and Gentlemen.

My main task is to thank you for your active participation during this workshop. Your active involvement has enabled us to reach the stage where objectives and strategies for projects have been identified and outlines prepared. The emphasis of the Workshop on drawing out regional experiences through group work and considering them in the light of trends in technical and Vocational Education and Training (TVET) reforms, has definitely been the driving force which enabled appropriate project outlines to be prepared within the time frame of two days. This is a tremendous achievement and I would like to take this opportunity to congratulate all of you for the hard work, which we are now witnessing.

The challenges facing the development of TVET in the SADC region are many and to address all of them at the same time will require a very big amount of human and financial resources, which we do not have. Rightly so, therefore, you have made priorities, which will enable us to address the most urgent challenges in the region. I would therefore like to take this opportunity to re-emphasise what you have picked as priority issues:

The first one is TVET policies in the SADC region. There are several policy options among which we can choose to adapt. The key question in considering policy options is how to make TVET systems more responsive to the socio- economic development of our separate member states. This will involve looking at the governing structure of TVET which should include not only the involvement of all stakeholders but also adopting systems which are less bureaucratic, flexible in responding to changing development needs of the economy and cost effective. Policies should also address strategies for funding the introduction of Skills and Development Levies which in many cases reduces the government's financial burden. Criteria, however, need to be developed to ensure transparent distribution of levy funds and incentive mechanisms put in place to ensure that employers (who are paying levy) benefit from the levy they are paying so as to avoid the tendency for them to regard levy payment as another form of tax. The policies need also to address the key issues of poverty, unemployment, equity and relate national skills development opportunities with the influx of primary and secondary schools leavers which is likely to emerge over the next decade.

The second challenge is probably that of management of quality assurance in TVET within the SADC member states. Several strategies need to be put in place in order to ensure efficient management of the quality assurance system which involves the registration / accreditation of TVET institutions together with assessment and certification systems. The most important part, however, will be the regulatory framework, which will have to be prepared in order to manage quality assurance systems properly. We need to avoid the traditional tendency of restrictive regulations, which are based on the notion inspections. The inspector becomes a policeman and may enter training institution to demand written or oral information and take away documents for examination. The regulatory framework should provide for advisors who will discuss and point out where training institutions can make improvements in order to enhance the quality and efficiency of training provision. Adequate information need to be provided to the general public regarding the quality of training provided by their respective TVET institution so that they can make informed decisions when making choices. Regulations need to be balanced so as to encourage good practice instructions to operate more effectively and to prevent dubious TVET providers from exploiting fee-paying customers. The goal should be to facilitate more investment in TVET rather than inhibit that investment.

Another key challenge is capacity in terms of both human capacity as well as the capacity of existing training facilities in TVET institutions which are in many cases in a poor state. Refurbishing is necessary in order to enhance the quality of training provision and this includes the provision of adequate training of teachers and management personnel for TVET is of utmost important. The qualification profile of TVET staff is in many cases low and needs upgrading and updating. Technical and vocational teacher training facilities are a key to the development of TVET in the SADC region and must have the capacity to ensure self-renewal of the TVET system.

Poverty reduction remains to be a major policy concern for the SADC region. Key questions will be how training for the informal sector is managed and what mechanisms are put in place for identifying training needs of the sector. Our own experience in Tanzania shows that training schemes for the informal sector should start with an analysis of the local market; length of training, job orientation, delivered flexibility and focusing on the outreach mode of provision. The content of learning should go beyond traditional skills by taking on board new emerging skills and the integration of technical, business and life skills.

It is my belief that projects will emerge in these key areas including the cross cutting issue of life skills. It is my belief also that our development partners will take up the signals and extend their support so that the identified projects can be implemented. May I also suggest that UNESCO-UNEVOC take a leading role when implementation has started by organizing follow up workshops in order to monitor progress being made and take action in order to remove bottlenecks in the course of implementation.

Distinguished participants, the organisation and implementation of workshops of this kind requires the involvement of many persons who must undoubtedly have put in very hard work. It is not possible for me to mention all of them. I would, however, like to take this opportunity to thank Mr. Hans Krönner of UNESCO-UNEVOC and Mrs. Bernadetta Ndunguru of VETA for organising the workshop at international and local levels respectively. I would also like to single out Mr. Jakes Swartland for reading all the workshop papers and summarizing the issues into the main working document. Finally let me thank the moderators and all participants for the hard work you put in which has resulted in the projects being identified.

Last but not least may I also thank the VETA management in particular and all others who have worked tirelessly towards the success of this workshop.

I now have the honour and the privilege to announce that the workshop is officially closed. But please use the remaining time of your stay in Tanzania to get to know the country and its people. Bon Voyage and please come again.

Thank you.

## Workshop Programme

Date, Time	Activity	Chair, Speaker. Participants
<b>Sunday, 21 September 2003</b>		
Throughout the day	Arrival of Participants	
Before 16:00 hours	Arrival of Chief Moderator	
16:00	Meeting of Programme Committee	VETA, DVET, UNESCO-UNEVOC, Main Resource Person, Chief Moderator, Steering Group
19:00	Informal Welcome Meeting	
<b>Monday, 22 September 2003</b>		
08:30 – 09:00	Registration	
09:00 – 09:30	Introduction: Purpose of Moderator Training and its role in the overall workshop programme	UNESCO-UNEVOC, VETA
09:30 - 10:30	Introduction to Moderator Training	Chief Moderator
10:30 – 11:00	Tea	
11:00 – 13:00	Moderator Training, Session 1	Chief Moderator
13:00 – 14:15	Lunch	
14:15 – 16:00	Moderator Training, Session 2	Chief Moderator
16:00 – 16:30	Tea	
16:30 – 18:00	Moderator Training, Session 3	Chief Moderator
Evening	Evening arrangement to be determined with the Chief Moderator	Chief Moderator
<b>Tuesday , 23 September 2003</b>		
Throughout the day	Arrival of additional Participants	
08:30 – 10:30	Moderator Training, Session 4	Chief Moderator
10:30 – 11:00	Tea	
11:00 – 13:00	Moderator Training, Session 5	Chief Moderator
13:00 – 14:15	Lunch	
14:15 – 16:00	Moderator Training, Session 6	Chief Moderator
16:00 – 16:30	Tea	
16:30 – 18:00	Moderator Training, Session 7	Chief Moderator

<b>Date, Time</b>	<b>Activity</b>	<b>Chair, Speaker. Participants</b>
18:00 – 19:00	Meeting of Programme Committee	VETA, DVET, UNESCO-UNEVOC, Main Resource Person, Chief Moderator, Steering Group
19:00 – 19:30	Informal Welcome Meeting	
<b>Wednesday, 24 September 2003</b>		
08:30 – 09:30	Registration	
09:30 – 10:00	Plenary. Welcome. Introduction to the purpose and objectives of the workshop; explanation of the programme; introduction of the roles of Main Resource Person and Chief Moderator	Chair/Master of Ceremonies; UNESCO-UNEVOC, VETA
10:00 – 10:30	Introduction of main issues of the workshop	Main Resource Person
10:30 – 10:40	Group Photo	
10:40 – 11:00	Tea	
11:00 – 12:00	Introduction to Group Work	
12:00 – 13:00	Format for Project Proposals	
13:00 – 14:15	Lunch	
14:15 – 16:30	Group Work Session 1	
16:30 – 17:00	Preparation for transfer	
17:00 – 17:45	Transfer to Golden Tulip	
18:00	Arrival of Guest of Honour	
18:00 – 18:30	Cultural Show, Drama	
18:30 – 19:00	Statements by various Agencies	UNESCO, ILO, SADC; VETA, DVET, NatCom, UNESCO Dar-es-Salaam
19:00 – 19:20	Opening Address	Guest of Honours
19:20 – 19:25	Vote of Thanks	DVET, Main Resource Person
19:25 – 19:45	Cultural Show, Song	
19:45 – 21:45	Dinner	
21:45	Transfer back to Hotel	
<b>Thursday, 25 September 2003</b>		
08:30 – 10:30	Group Work Session 2	
10:30 – 11:00	Tea	
11:00 – 13:00	Plenary: Presentation of Group Results, Discussion, Consolidation (Project Outlines)	
13:00 – 14:15	Lunch	

Date, Time	Activity	Chair, Speaker. Participants
14:15 – 18:00	Preparation of Market Place Displays for Plenary	
18:00 – 19:00	Programme Committee: Preparation of Plenary	
<b>Friday, 26 September 2003</b>		
08:30 – 11:00	Plenary: Presentation of Project Ideas in Market Place	
11:00 – 12:00	Plenary: Summary of Project Proposals	
12:00 – 13:00	Statements by donor and international agencies	
13:00 – 14:00	Plenary: Closing	
14:00 – 15:15	Lunch	
afternoon	At the disposal of participants	
19:00	Steering Group with Moderators	
<b>Saturday, 26 September 2003</b>		
All day	Departure of participants	