

**Learning for Life, Work and the future Stimulating
Reform in Southern Africa through
sub-Regional Co-operation**

**A UNEVOC Workshop, on the Status and Needs of
Training of TVET Trainers in the SADC Sub-Region**

Industrial and Vocational Training Board

Phoenix, Mauritius

A Report prepared by:

**P.O. Okaka
Resource Person**

18 - 20 March 2003

Acknowledgements

I wish to thank UNESCO/BREDA, UNEVOC for their financial support. I also wish to acknowledge and appreciate the professional contribution from participants which ensured that we met the objectives of the Workshop.

Indeed the local organising committee in Mauritius and the coordinating team at UNESCO BREDA Dakar office did an excellent job. In this respect Ms Poornima Ramdass deserves special mention.

Abbreviations

IVTB	-	Industrial and Vocational Training band
ICT	-	Information and Communication Technology
LLWF		Learning for Life Work and Future
NQF	-	Natural qualification Framework
SADC		South African Development Community
RQF	-	Regional Qualification Framework
TVE	-	Technical and Vocational Education
TVET	-	Technical and Vocational education and Training

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Report on the Workshop

1. Introduction

1.1. Background

The Human Resource Ministers from SADC - Member States adopted the LLWF initiative in July 2002 in Mauritius. The initiative was developed by the Department of Vocational Education and Training together with UNESCO through its International Centre for Technical and Vocational Education and Training in Bonn, Germany and launched at a workshop held in Garbonne Botswana from 5th to 8th December 2000.

The workshop was a follow up action on the 2nd International Congress on Technical and Vocational Education jointly organised by UNESCO and the Republic of Korea in Seoul, in April 1999.

The Initiative so developed was within the goals of SADC and guidelines of SADC Protocol on Education towards the realisation of the goals of SADC and fulfillment of the aspirations of SADC Protocol on Education and Training Human Learning for Life Work and Future. *Stimulating Reform, in Southern Africa Through Sub-Regional Co-operation* identified pertinent issues crucial to the promotion, development and management of TVET in the region. These issues were distilled into 8 projects as indicated below:

1.1.1 Enhancing access to effective TVET; a feasibility study.

A large number of barriers to access TVET have been identified and various activities to address them have been mentioned in this project.

1.1.2 The objective of this project is to establish quality assurance mechanism for TVET upto diploma level in SADC member states.

1.1.3 Professional staff development programme in TVET.

This project objective is to improve the quality of the delivering TVET through the development of further staff training mechanisms.

1.1.4 The development of an Information and Communications Technologies programme.

The objective of this project is to facilitate the use of the ICT in the World of Work through the delivery of high quality TVET.

- 1.1.5 The development of training programmes for the unemployed and the informal sectors.

The project objective is to develop training in entrepreneurship skills and job creation and to make it accessible for the unemployed and people working in informal sector.

- 1.1.6 The development of a Regional Qualifications Framework.

The objective of this project is to establish National Qualifications Framework for the participating countries, which will later be developed into a Regional Qualifications Framework with the ultimate goal to facilitate the mobility and transferability of an educated and skilled workforce.

- 1.1.7 HIV/AIDS in TVET Staff Development.

HIV/AIDS infection rates are particularly high in the region. Due to HIV/AIDS, a still growing number of young people is confronted with declining number of available teaching staff. Therefore, all participants of society including staff and students of TVET institutions need to combat the virus. The project is to concentrate on various activities related to this.

- 1.1.8 Information, knowledge, management, networking.

This project builds the basis for successful implementation of other projects above. Its overall aim is to enhance the effectiveness of TVET departments in Member States, Ministries through a systematized sub-regional information sharing arrangements.

The purpose of this Workshop is to Start-off the implementation of project no 3 of the initiative which is "*Professional Staff Development Programme in TVET*
This project is to improve the quality of the delivery of TVET in the SADC region through the development of further staff training mechanics."

1.2 Preparation for the Workshop

The workshop was primarily organised by UNESCO BREDa, UNEVOC BONN offices in conjunction with a Local Committee based at IVTB, Phoenix, in Mauritius.

The final decision was made during the telephone conference held on the 28th January 2003, whose participants were:

?? Mr. John Bartram	Col (Chairman)
?? Mr. Rupert Madean	UNESCO, Bonn
?? Mr. Hans Kronmer	UNESCO, Bonn
?? Ms Asha Kanwar	UNESCO, Breda
?? Mr. Pradeep Joosery	IVTB

During the telephone conference it was agreed that:

- (i) The workshop scheduled for 18-20 March 2003 will be maintained.
- (ii) - The participants will come from the UNEVOC Centres/Associated Centres identified in the Project Write-up.
 - The nominated participants should be familiar with the status of Training of Trainers in their respective countries/organisations.
 - The participants will be expected to submit in advance (10 days before the Workshop) a report highlighting the different features and issues pertaining to Training of Trainers in their respective countries/organisations.

These will be presented during the workshop, followed by brainstorming with a view to identifying areas of common interest in the field of Training of Trainers which could be considered for inclusion in the Programme/Projects for the SADC Region.
- (iii) UNESCO, Bonn will provide USD 10,000 for the workshop.
- (iv) UNESCO, Breda will provide USD 16,000 for the project. The costing for the March workshop would need to be re-worked out in view of the shorter duration.
- (v) IVTB will provide all the logistics for the organisation of the workshop. It will also provide one resource person who would act as upfront facilitator.

- (vi) A technical resource person familiar with training of Trainers will be suggested by COL/UNEVOC/IVETA. He will be expected, inter alia, to draw up the Programme for the Workshop.
- (vii) The objectives of the March workshop will be to bring together representatives of the 15 UNEVOC Centres/Associated centres to:
 - Present the status and situation of Training of Trainers in the TVET sectors in the respective countries; and
 - Come-up with a Action Plan highlighting the different activities which could be organised to support and strengthen the UNEVOC network in the SADC region by focusing on training of Trainers in the region.

The main working documents is the "Key Issues which affect the promotion development and management of TVET Trainers in the SADC Sub-Region"

1.3 Official Opening Session

The workshop was officially opened by Hon. Sangeet Fowder, Minister for Training, Skills Development, Employment and Productivity. The session was also addressed by Hon. Dr. Pius Yasebasi Ngwandu, Minister for Science, Technology and Higher Education, United Republic of Tanzania; Mr. A. Parsuramen, Director of UNESCO/BREDA, Mr. Hans Kronner Chief Information and Network, International Centre for Technical & Vocational Education & Training, Bonn, Germany.

Mr. Dan Bundhoo
Chairman of IVT Council and
Mr. P. R. Dubois, Director IVTB .

During the official opening ceremony all the speakers underscored the significant role the technical skills play in socio-economic development. They also emphasized and supported the regional approach in the promotion of TVET as this maximised the utilisation of scarce resources.

1.4 Workshop Organisation

The workshop was organised into Plenary and working Group Sessions as indicated below:

1.4.1 First Plenary Session

During this session, Mr Hans Kronner, Chief, Information and Networks, International Centre for Technical and Vocational Education and Training, Bonn, Germany gave an overview of the status report on LLWF since its launching in Botswana in 2000. The Resource Person, Mr. P.O. Okaka gave a presentation on the key issues affecting TVET Trainers in the SADC Sub-Region.

1.4.2 Second Plenary Session

The Country expenses were presented by the participants inline with the key issues. The key issues were also prioritised very transparently by all the participants.

1.4.3 The First Group work

The participants were divided in 3 groups which discussed the selected key issues over the subheadings: Status, Problems and Recommended Interventions and came up with a detailed matrix indicating the actual position of TVET trainers in the Sub-Region.

1.4.4 Third Plenary Session

The third plenary Session approved the First Group reports and developed Strategic Objectives

1.4.5 The Second Group Work

The Second Group Work prepared the draft Action Plans based on the Strategic Objectives. Due to shortage of time the exercise was not finalised.

It has however now been finalised, reviewed, circulated to participants and accepted that it generally represents the true deliberations during the workshop.

1.4.6 Draft Action Plan

The Action Plan is finalised and is now ready for the follow-up activities subject to availability of funds. The priorities indicated by the participants should be regarded as a mere guide. The main criteria for follow up activities should be availability of funds.

2.0 The main working document

2.1 Introduction

The initial Workshop which was organised jointly by UNEVOC/UNESCO BRENDA and the Department of Vocational Education and Training, Ministry of education, Botswana was a direct follow up activity on the 2nd International Conference on Technical and Vocational Education held in Seoul, South Korea in 1999.

This workshop is a follow up of activity on the Initial workshop. It is intended to start-off the implementation of project 3 developed by the initial workshop.

The main working document is therefore the *"Key issues which affect the promotion, development and management of TVET Trainers in the SADC sub-Region"*

2.2 Key Issues

The following issues were identified by participants as key to training of trainers in the SADC sub-region and therefore need specific attention.

2.2.1 Scope and Definition of Trainers

Public Institutions

Private enterprises set ups

Technical Teachers/ Instructors

2.2.2 Programme Content

Technical Skills

Pedagogical Skills

Foundation courses

Cross cutting skills

Specific /special methods.

2.2.3 Delivery methods

Face to face

Distance

Extent of IT use

Industrial attachment

2.2.4 Models

? ? Pre-service

? ? In-service

? ? Officering technical and pedagogical skills together

? ? Recruitment from industrial workers without formal qualifications.

? ? Recruitment from industrial workers with formal qualifications.

2.2.5 Funding of TVET programmes including Training of Trainers.

Policies, Structures and Systems

2.2.6 Training facilities

Training Institutions

Industrial Attachment.

2.2.7 Status and image of TVET trainers

2.2.8 Development of a core curriculum

Establishment of a Regional Qualifications Framework.

2.3 Priorities for Draft Action Plan: The participants prioritised the key issues and condensed them as indicated below:

Issue	Priority 1	Priority 2	Priority 3
1. Policies, Structures and Systems	XXXXXX	XXXXXX	
2. Assessment, RQF	XXXXXX XXXX	XX	
3. Content, Core Curriculum	XXXXXX XX	XXXX	
4. Status and Image	XX	XXXXXX X	XXX
5. Delivery Modes	XX	XXXXXX	XXXX
6. Models	X	XXXXXX	XXXXX
7. Access, Gender		XXXXXX	XXXXXX

Mauritius, 20 March 2003, 18:30 Hours

2.4 The Present Status of TVET Trainers in SADC Sub-Region

The key issues were analysed for the Sub-Region on the basis Country presentations under the sub headings: Status, Problems and Recommended Interventions as indicated below:

2.4.1 Policy Structures & Systems

Status	Problem	Recommended intervention
<p>Wide variety of policies, structures and systems in place at various levels of developments</p>	<p>TVET given less attention than General education</p> <p>Lack of career Guidance & counselling</p> <p>Lack of linkages between General education and industry</p> <p>Financing TVET still inadequate</p>	<ul style="list-style-type: none"> - Review policies/ structures and systems to provide linkages - Review TVET funding policies - Develop policy on training of trainers for member states

2.4.2 Access and gender

Status	Problem	Recommended / intervention
<p>General</p> <p>Access to TVET is limited</p> <p>Gender:</p> <p>Access to TVET by women even more limited</p>	<p>?? Same admission requirements to TVET exclude certain groups of community</p> <p>?? Limited number of training institutions</p> <p>?? Shortage of trainers</p> <p>?? Limited funding</p> <p>?? Traditional trades for TVET programme don't encourage women/ girls to participate</p> <p>?? Lack of career guidance in TVET system</p>	<ul style="list-style-type: none"> - Encourage industries to accept females - Identify specific training needs - Training of trainers delivery approaches should include self employable aspects - Member states should ensure policy on Curriculum Development & Counseling. - Access to training of trainers programmes should encourage trainers within the region.

2.4.3 Status and Image

Status	Problem	Recommended intervention
<p>Varies from country to country</p> <p>In general not properly qualified.</p>	<p>?? Qualifications obtained from TVET sector still suffer lack of societal recognition</p> <p>?? Lack of attractive Terms and Conditions of Service for TVET personnel.</p> <p>?? There is a strong bias towards academic qualifications</p> <p>?? Big skill gap between industry and training providers</p> <p>?? Lack of funding .</p>	<ul style="list-style-type: none"> - Need to improve conditions of service in line with other sectors. - Improve status of Training of Trainers' qualifications. - Training of Trainers programmes to include modules on professional development. - Member countries should integrate TVET global qualifications framework into their national Qualifications Framework. - Full publicity sensitisation to uplift TVET image. - Improve TVET funding policy.

2.4.4 Content

Status	Problem	Recommended intervention
<p>Available in varying degrees:</p> <p>IT</p> <p>Communication Programme design/curriculum</p> <p>Micro teaching</p> <p>Instructional techniques & media</p> <p>Educational Studies</p> <p>Planning & Delivery of training session.</p> <p>Production of teaching and learning materials</p> <p>Health and Safety</p> <p>Career Guidance and Counselling.</p>	<p>?? Communication in English.</p> <p>?? Other languages of instruction</p> <p>?? Absence of IT Skills</p> <p>?? Nature and structure of Vocational Training inflexible.</p> <p>?? No Induction Programmes.</p>	<ul style="list-style-type: none"> - Inclusion of Communication Skills Languages (English/others) - Inclusion of IT skills development at the start of course. - Make allowance for variation of programmes for the needs, constraints and content i.e. develop flexible programmes.

2.4.5 Core Curriculum

Status	Problem	Recommended intervention
<p>Available:-</p> <ul style="list-style-type: none"> ⌘ Core Curriculum ?? Environmental studies. ?? HIV Aids ?? Entrepreneurship ?? Numeracy / Literacy ⌘ IT ⌘ Communication ⌘ Programme design/curriculum ⌘ Micro teaching ⌘ Instructional techniques & Media. ⌘ Educational Studies ⌘ Planning & Delivery of Training session. ⌘ Production of teaching and learning materials ⌘ Health and Safety ⌘ Career Guidance and Counseling. 	<p>?? Slight variation in the Core-Curriculum which causes overlaps.</p>	<ul style="list-style-type: none"> - Agree on a common CORE Curriculum. - Standardisation of modules.

2.4.6 Assessment

Status	Problem	Recommended intervention
<p> <i>ZZ Namibia</i> ?? No formal Exams. <i>ZZ Seychelles</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision. <i>ZZ Mauritius</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision ?? Port Folio <i>ZZ Mozambique</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision. ?? Other countries have varying evaluation modes. </p>	<p> ?? Summative evaluation too bias. ?? Time Limit for submission of assignments ?? Portfolio evaluation ?? Teaching Practice Supervision. <i>ZZ</i>Single Person <i>ZZ</i>Absence of Visual Record ?? Lack Objectivity, validity, reliability. </p>	<ul style="list-style-type: none"> - Prepare system and people to move away. - Reduction of teaching load - Set up mentorship system - Clear mark deduction policy - Submission and marking of port folio at regular set intervals - Teaching practice supervision by team of more than one. - Facility for visual recording of teaching practice.

2.4.7 Certification

Status	Problem	Recommended intervention
<p> <i>?? Namibia</i> <i>?? Issued by Polytechnic</i> <i>?? Mauritius</i> <i>?? Accredited and moderated by Chisholm in Astralia..</i> <i>?? Seychelles</i> <i>?? Locally</i> <i>?? Mozambiqu</i> <i>?? Locally</i> <i>?? The remaining countries local certification .</i> </p>	<p> <i>?? Local Certification: suffers from low esteem and parity of comparison.</i> <i>?? External moderation and accreditation costly.</i> </p>	<p>- Set up a Regional Authority to accredit the certificates issued in TVET.</p>

2.4.8 Qualifications Framework

Status	Problem	Recommended intervention
<p> <i>?? Mauritius</i> ?? Mauritius ?? Qualifications Authority set ?? Framework establish <i>?? Seychelles</i> ?? Law just passed to set up an authority. <i>?? Mozambique</i> ?? No Legislation moving towards Authority. <i>?? Namibia</i> ?? National Qualification Authority and Framework in operation for last two years. ?? The majority of the remaining countries do not have authority except South Africa. </p>	<p> ?? Qualifications framework set-up by member countries independently. ?? To legislate and develop National Qualifications Authority and National Qualifications Framework along common lines. </p>	<p>- Set up a Regional Authority to accredit the certificates issued in TVET.</p>

2.4.9 Delivery

2.4.9.1 Face to face mode of teaching.

Status	Problem	Recommended intervention
Face to face teaching.	?? Limitation of coverage ?? Clients geographically spread out. ?? Time constraints on the part of clients (Trainees) ?? Providers reluctant to release/sponsor trainers ?? Duration ?? Motivation	<ul style="list-style-type: none"> - Coverage - Trainer becomes mobile - Localising training under guidance of a central training body. - Time Constraints <ul style="list-style-type: none"> ☞ Short courses focused on the requirement of the clients. ☞ Sessions during school holidays, after working hours & weekends. ☞ Modular system with credit accumulation leading to a final qualification. - Reluctance <ul style="list-style-type: none"> ☞ Training as part of the registration process/ensure quality. ☞ Incentives for Providers - Duration <ul style="list-style-type: none"> ☞ Modular system ☞ Short courses ☞ Promotional incentives on successful completion of the programme.

2.4.9.2 Provision of Training through Distance Education

Status	Problem	Recommended intervention
☞ No courses through Distance delivery mode for Pedagogical Training of TVET Trainers. ☞ Private Providers	?? Conversion of Training materials – hard copy - Electronic version. ?? Expertise to prepare self learning materials ?? Awareness of delivery mechanism.	<ul style="list-style-type: none"> - Local Regulatory Authority with Power/Autonomy on Curriculum Exams and Certificates. - Expertise to develop / adapt existing materials. - Mix mode for delivery.

provide tuition for external qualifications in specific areas.	?? Language barriers ?? Assessment.	
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2.4.9.3 *Extent of IT use*

Status	Problem	Recommended intervention
<p>⚡⚡ Not used for training of Trainers in the majority countries .</p> <p>⚡⚡ Part of the Training of Trainers Programme in Botswana and Mauritius.</p>	<p>?? Infrastructure telephone lines</p> <p>?? Expensive (rent, usage, internet connection)</p> <p>?? PCs: expensive, rapid change in technology.</p> <p>?? Development of local materials</p> <p>?? Putting more website.</p> <p>??</p>	<ul style="list-style-type: none"> - Investment on infrastructure. - Remove duty on IT equipment - Introduce IT at all levels of the education system.

2.4.9.4 *Industrial Attachment*

Status	Problem	Recommended intervention
<p>⚡⚡ Mauritius Available (for technical skills)</p> <p>⚡⚡ Malawi Available for in-service Trainers.</p> <p>Zambia Weak link with Industry</p> <p>No Attachment</p> <p>Botswana: Available</p> <p>?? Other countries not available.</p>	<p>?? Time constraints (Trainers)</p> <p>?? Industry need to be paid (Malawi)</p> <p>?? Larger gap between knowledge of trainers and technology level in Industry (Zambia)</p> <p>?? Insurance / Indemnity</p> <p>?? Not accepted as a formal mode of staff development.</p>	<ul style="list-style-type: none"> - Time Constraints ⚡⚡ Proper planning for attachment. ⚡⚡ Cost sharing between Industry/Training System ⚡⚡ Continuous upgrading ⚡⚡ Establish as an accepted mode of staff development.

2.4.9.5 Models

Status	Problem	Recommendations intervention
<ul style="list-style-type: none"> ⚡⚡ Combination of pre-service and in-service. ⚡⚡ Zambia & Botswana: Predominantly pre-service ⚡⚡ Malawi: Pre-service, some in-service ⚡⚡ Mauritius: Predominantly in-Service ?? Remaining countries a mix of both. 	<ul style="list-style-type: none"> ?? Pre-service ⚡⚡ Expensive ⚡⚡ Weak link with industry ⚡⚡ Training of Instructor trainers (delivery) techniques are changing ?? In -service. ⚡⚡ Time Constraints ⚡⚡ Release difficult ⚡⚡ Cost – replacement <ul style="list-style-type: none"> - Course fee ⚡⚡ Not seen as a priority <ul style="list-style-type: none"> - instructor side - government side ⚡⚡ Lack of motivation (no increase in salary, etc) 	<ul style="list-style-type: none"> - Strengthen links with Industry - Continuous upgrading of Instructor Trainers. - Short courses (focussed on requirements) - Proper planning for release - Target off peak periods for training - Part of overall cost of staff development of the institution - Policy & commitment for upgrading of Trainers. - Technical and pedagogical courses offered separately. - Trainers with recognised certificates. - Zambia & Malawi: Possibility of training by Master craftsmen.

2.5 Strategic Objectives.

From the above analysis the following strategic objectives were developed and the Action Plan is thus summarised into a logical framework indicated below:-

- 12.1 Formulate policies to guide the development and management of TVET training of trainers programs in the SADC member states
 - 12.1.1 TVET training of trainers policy formulation
 - 12.1.2 Linkages amongst TVET, General Education and Industry (world of work) established
 - 12.1.3 Access and Gender parity enhanced
 - 12.1.4 Image and status of TVET, TOT enhanced

- 12.2 Rationalise TVET, TOT programs at National and Regional levels
 - 12.2.1 RQF Developed
 - 12.2.1 Certification system (RQF) developed
 - 12.2.1 A standardized assessment system for TVET developed

- 12.3 Develop TOT Curriculum (TVET) for the member states of SADC
 - 12.3.1 A Curriculum Document for TOT with core content defined along with electives based on individual Country

- 12.4 Develop effective and efficient delivery system for training of trainers in the SADC sub-region
 - 12.4.1 Face to face
 - 12.4.2 Distance Learning
 - 12.4.3 ICT
 - 12.4.4 Industrial Attachment
 - 12.4.5 Enhancing access and quality
 - 12.4.6 Matrix - see appendix 5

13. Closing Ceremony

The workshop was formally closed by Hon. Sangeet Fowdar Minister of Training, Skills Development Employment and Productivity

Appendix 1.1

Keynote Address by Honourable Sangeet Fowdar

Minister of training, Skills Development employment and Productivity

On the occasion of the Opening Ceremony of the "UNESCO/IVTB workshop on

Training of trainers in the SADC Sub-Region" held on

Tuesday 18th March 2003 at the Lecture Theatre, IVTB House, Phoenix

- ?? Honourable Dr Pius Yasebasi Ng'wandu, Minister for Science, Technology and Higher Education, United Republic of Tanzania.
- ?? Mr. Armoogum Parsuramen, Director of UNESCO/BREDA
- ?? Mr. Hans Kronner, Chief, Information and Networks, International Centre for Technical and Vocational Education and Training, Bonn, Germany.
- ?? Mr. Dan Bundhoo, Chairman of IVT Council
- ?? Mr. P R Dubois, Director IVTB
- ?? Participants
- ?? Distinguished guests
- ?? Ladies and gentlemen

First of all, I would like to express my heartfelt thanks to Mr. Armoogum Parsuramen, director of UNESCO-BREDA and Mr. Hans Kronner of the UNESCO/UNEVOC for having kindly decided to partner with the IVTB to conduct the present workshop in Mauritius.

On behalf of the government of the Republic of Mauritius, I have the pleasure to welcome to this workshop all the participants from Botswana, Democratic republic of Congo, Malawi Mozambique, Namibia, Seychelles, and Zambia and wish you a pleasant stay on our island and a fruitful workshop.

The new world economic order, characterised by increasing globalization and competition poses serious challenges to the continued economic and social development of all our countries present here.

Fortunately there is strong determination among the leaders on the African continent to take up these challenges and rise from the state of slow growth and poverty, which has for too long been the plight of the continent.

Our people are our most valuable asset and for development to be meaningful it imperatively has to be human centered. This explains the emphasis on human capital

formation which stands high on the development agenda of all our countries. Our experience in Mauritius is a clear testimony of the importance of human capital in transforming a mono-crop economy into a fast-industrializing country with the ambition of positioning itself strategically in the Financial and Information and communication Technology sectors.

Technical and Vocational Education and Training is an important element of human resource development. Tremendous efforts are being made in most of our countries to increase the supply of qualified manpower.

The TVET System is undergoing important reforms with a view to making it more efficient and effective and respond more adequately to such challenges as relevance, access, lifelong learning and employability.

In the attainment of these objectives, trainers have a crucial role to play and must themselves be fully equipped and competent. Trainers are required to continually upgrade their knowledge and skills. They would need to complement their academic qualifications with work experience in industry.

With the shift in paradigm from teaching to learning, trainers are witnessing a change in the role. Similarly, with the learning strategy being more trainee-centered, the role of the trainers is undergoing significant transformation. The development of work based training has important implications for existing tutors, and trainers, who need to be continually upgrading their technical and pedagogical skills. Moreover, a large number of trained trainers would be required.

For training to be responsive to the needs of industry, it is of paramount importance that close links between training institutions and enterprises are forged. Whilst this is a desirable objective, its attainment is not without difficulties. It needs a complete change in mindset, especially amongst managers of training institutions and trainers who need to be more dynamic, customer - focused and performance oriented.

While trainers in the public training institutions have the opportunity of undergoing some form of training of trainers, in many countries this is not so for those working in the private training institutions. It is, however, widely recognized that the quality of training in these institutions could be significantly improved if the trainers could be given the opportunity to acquire pedagogical skills.

The training of trainers should be conducted on a systematic and continual basis if the trainers are to perform as effective professionals. New technology, especially the Information and Communication Technology, is also having an impact on the training delivery techniques.

In Mauritius, in view of the importance of training and the key role of trainers and tutors, both in public and private training institutions, government is keen in setting up a full-fledged school to cater specifically for the upgrading of trainers. We are presently in the

process of launching tenders for the conduct of the feasibility study. The proposed school would have a regional dimension and enlistment of support, both financial and technical, from donor agencies is seriously envisaged. The school would be instrumental in upgrading the quality of training and in uplifting the status of TVET.

A piecemeal approach to the training of trainers would not yield the necessary results expected for a total improvement in the quality of training. A concerted and systematic approach to the training of trainers should be envisaged. The proposed school will be dedicated specifically to handle all issues related to trainers training.

The concept of knowledge organization is gaining ground in most of our countries. Organizations are increasingly being urged to become knowledge organizations because of the added value and competitive advantage which the acquisition and manager of knowledge can bring.

As agents and facilitator of knowledge, trainers have an active role to play in assisting organizations in this transformation process.

Are trainers in our country presently fulfilling this role? Are they equipped to do so and if not, how can they be empowered? These are some of the issues which probably participants in the workshops would wish to reflect upon.

Most of our countries are having to undergo industrial restructuring in order to be internationally competitive. In Mauritius presently, two of our economic pillars, namely the sugar and the textile sectors have been undergoing such restructuring in recent years. The outcome has been among others that some employees and workers are re-deployed or go for voluntary retirement. These workers may require to be retrained. This is a fairly new phenomenon in this part of the world. Innovating measures to address such issue worth trainers acting as agents of change would need to be explored and trainers equipped accordingly.

A lot of research on teaching and learning strategies, applied in the TVET sector have been undertaken worldwide, especially in the context of competency-based training. The traditional methods of teaching are giving place to innovative methods with greater emphasis on team - work, group learning, project-based learning and cooperative learning. We need to ensure that our own trainers are exposed to these new learning strategies and are making full use of these in their training programmes.

I am confident that this workshop will pave the way for a productive action plan that will see to it that all the trainers of the SADC region be adequately trained pedagogically to be more effective in their delivery of training.

Ladies and gentlemen, I would like to conclude by wishing you the very best over the next three days.

I now have the pleasure to officially declare the workshop open. Thank you.

Appendix 1.2

Regional Office for Education in Africa

Speech by Mr. Armongum Parsuramen

Director, BREDA

Workshop on the Status and Needs of Training of TVET Trainers in the SADC Sub-region

Jointly organised by

UNESCO/BREDA

UNESCO-UNEVOC International Centre, Bonn

And

Industrial and Vocational Training Board, Mauritius

March 18-20, 2003

Excellencies

Distinguished participants, officials from SADC countries

Ladies and Gentlemen,

I have great pleasure in welcoming you all on behalf of the Director General of UNESCO, Mr Koichiro Mitsuura and on my own behalf, to this important workshop jointly organised by the UNESCO office in Dakar and UNESCO-UNEVOC International Centre in Bonn in collaboration with The Industrial and Vocational Training Board of Mauritius.

For over 50 years UNESCO has been in the forefront of fostering technical and vocational education and training as a vitally important pathway for empowering people to participate in the world of work and employment. The emerging knowledge society and the 'new' economy are presenting people with new opportunities of globalizing economy. The second International Congress on Technical and Vocational Education (Seoul, 1999) promulgated the concept of 'technical and vocational education and training for all as a lifelong process' and described how young people may develop the competencies and skills to fulfil their aspirations, contribute to sustainable development and live as responsible citizens in pluralistic societies. UNESCO's new programme in Technical and Vocational Education and Training, launched in 2000 to translate the recommendations of the Second Congress into actions, gathered momentum with the establishment of the UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC) in Bonn, Germany.

In furtherance of this, at the World Education Forum in Dakar, April 2000 UNESCO and the International Community committed themselves to the six set Dakar framework for Action one of which is, and I quote: "to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes". (end of quote) Thus UNESCO considers Technical and Vocational Education and Training as a integral part of the global Education For All (EFA) initiative.

Ladies and Gentlemen,

The key phrases “**equitable access**” and “**appropriate learning and life skills**” are at the heart of international efforts to ensure that education and training for all is achieved. We are all aware that learning and life skills form the basis of any development effort in any country. It is our obligation to ensure that every person is provided with the opportunity to meet their needs for basic education and training if we wish to convert human liability into a human resource asset.

In articulating this concept The Human right Honourable Sir Anerood Jugnauth, prime Minister of the Republic of Mauritius had this to say and I quote:

‘Our main resource is our people. I believe in my people. I believe in our institutions. We are a nation of debrouillards and we know how to stay employable. Our people work hard and smart. They are fast learners, they upgrade skills when required, they learn new skills to become more productive and successful in economic competition. We do not now operate only as a national economy but we have become part of a workers compete for jobs not only in the local market but also in the world’(end of quote) (the Opening Ceremony of the International Ceremony of the International IVETA Conference 2002)

Indeed those who complete basic education will require opportunities for further learning and work. Young people and adults need the life skills to engage in income-generating livelihoods and should acquire a taste for lifelong learning with commitment to responsible citizenship. This will require substantial reform of education policy, especially in developing countries, so that programmes provide the knowledge, competencies and informal workplaces. The UNESCO normative instrument on technical and vocational educational and training, the REVISED RECOMMENDATION CONCERNING TECHNICAL AND VOCATIONAL EDUCATION (2001), is a reliable resource for such reform.

Globalisation is increasingly making the world of work borderless Unemployment, exacerbated by high population growth, refugee problems, conflict situations and the uneven development of the world’s wealth must be tackled resolutely and collectively. Technical and Vocational Education and Training can enhance the opportunities for workers to participate in both national and international contexts. But as Sir John Daniel, ADG/ED reminds us and I quote:

“But the real challenge for Technical and Vocational education and training is local, not global. It is, for example, to provide appropriate learning and life skills to rural people

so that they can enrich their own environment rather than migrate to misery in the cities. It means bringing opportunities for learning life skills to girls and to others who have not had these opportunities in the past. It means getting the private sector, large and small, north and south to support the training of its staff, both on and off the job” (end of quote) (speech at UNEVOC centre, Bonn “Education and training in an age of Globalisation: Whats new? –P4”).

One effective strategy for capacity building utilised by institutions is to establish professional linkage and alliances with other relevant institutions and organisations both nationally and internationally. Since its coming into operation in 1989, the IVTB has become a model in the training arena in this part of the world. Conscious of the importance of training for employability, it has invested massively in capacity building to ensure quality and relevant training that will respond to the needs of Mauritius. It had also developed strategic alliances with the best institutions in the world in order to tap the best expertise from wherever it comes from. Over the past few years, the IVTB has acquired experience in the organization of training the trainers coming from different parts of the world in collaboration with external institutions. Not later than October 2002, it has run two training programmes on evaluation of learning and evaluation of training systems in collaboration with the ILO for 50 participants coming from 13 countries ranging from China to Oman.

Ladies and Gentlemen,

The link between technical and vocational education and economic development is well known. The importance of TVET in empowering people to gain access to self-employment of employment is also adequately clear. Yet, in spite of the work and employment opportunities that TVET offers, it is often regarded as a second choice. In many countries, there is a deep-rooted traditional status gap between academic pathways to higher education and vocational pathways to working life. One of the major concerns for our consideration is – How can we achieve parity of esteem?

Ladies and Gentlemen,

If “parity of esteem” is to be achieved, our central focus must be on the quality of our teaching and training. The credibility of TVET must be clear to all the stakeholders concerned – policy makers, funding agencies, potential employers, parents of potential

students, the students themselves and the staff members involved. Not only do we need to assure the quality of the course provision, whether by contact or distance mode, we also need to ensure that the assessment of practical skills is transparent, credible and of an appropriate level. The qualifications obtained in one country must be acceptable in another so as to promote in another so as to promote mobility of the trained work force.

The mutual recognition of qualifications and awards presupposes a great deal of trust and co-operation among the partners concerned. It is absolutely imperative to engender a culture of collaboration and partnership if we are to meet the volume of the demand for TVET, cater to the heterogeneity and diversity of our target groups and establish the credibility of TVET. Fortunately, the instrument establishing the Southern African Development Community (SADC) eminently provides for this kind of collaboration and partnership. Furthermore, the SADC protocol on Education and Training which includes teachers education and vocational education and training is a vital step towards improving the education and training systems in the sub-region.

It is in this spirit of collaboration and partnership that the UNESCO-UNEVOC International Centre, Bonn, the IVTB Mauritius and UNESCO BRENDA have come together to facilitate the networking of the UNEVOC centres of the SADC sub-region. One of the main objectives of this workshop is to engender successful partnerships internally, sub-regionally so as to leverage our available resources and expertise efficiently and effectively.

We also hope that this workshop will identify the training needs of the sub-region and set an agenda for future activities and action. Not only do the UNEVOC centres need to be strengthened but we need a sustainable programme for training the trainers in TVET. Open and distance learning could well provide a viable alternative mode of delivery to bring TVET to people who have hitherto been outside its purview. Distance Learning can not only enhance access equity and equality of opportunity but is also cost-effective. If the self-instructional materials are designed creatively and sensitively, keeping the learners' needs in mind, we can have courseware of first rate quality. TVET through distance mode can provide continuing education and lifelong learning, thereby empowering individuals to participate in the working life and the development of the community. This is especially if we bear in mind the fact that some two billion adults have no access to the indispensable knowledge and skills that could provide them a new opportunity in life and protect them from exploitation. This workshop for training the

trainers aims to create a cadre of master trainers who will use their knowledge and skills to further colleagues so that we have a critical mass of TVET trainers in the region. Africa, as you know is engaged in facing a series of challenges: Conflict, Large-scale displacement of populations, HIV/AIDS, massive debts, political instability, illiteracy, poverty. Against this background, it becomes impressive to provide TVET to adolescents, young persons and adults so that they become productive members of society and help shape the destiny of Africa. As a contribution towards this end, I shall expect you to take the workshop deliberations seriously and come up with specific and realistic recommendations which are implementable by your countries, UNESCO and other partners.

Women hold up half the sky. Yet there is low visibility of women in the TVET sector. UNESCO's policy of positive discrimination towards women had called attention to the need for providing equal access to girls and women by taking specific initiatives to address their needs and the challenges that prevent their participation in the world of work. There is gender stereotyping of vocational courses whereby girls and women are channelled into dressmaking, cooking etc. Such an attitude prevents them from acquiring technological and scientific skills. Then there are discriminatory practices in living and wages. We need to emulate the example of Zambia where there is legislation and national policy for providing equal access to TVET for girls and women. We further need to be gender sensitive in our curriculum, language, counselling services and support structure. Only then can we mainstream women into the TVET sector.

As experts and trainers, I urge you to re-dedicate yourselves to promoting TVET for all regardless of gender, age, ethnicity. I hope that you will continue to share idea, problems and solutions. This co-operation can also be extended to developing courses or adapting existing materials. In addition, you may like to explore new ways of cost-sharing and optimising meagre resources.

We are all aware that access to TVET must be improved. Programmes must take into accounts the diverse needs of heterogeneous learner groups. Above all the programmes must be of good quality so as to have a high degree of credibility. In this connection, the SADC protocol on Education and Training could form an ideal framework for discussion as well as the basis of your Action Plan. As a source of inspiration for your deliberations, I would wish before ending to quote Nelson Mandela. And I quote:

“Southern Africa’s backlog of human development is enormous. Millions live in conditions of abject poverty that is evident in low quality housing, high levels of illiteracy, low levels of education attainment, high incidences of infant, child and maternal mortality.

We need to invest more in education, health and housing and much less in wars. Equally we need to fight the inequalities and deprivation of the past, without creating new ones”.
Unquote.

In concluding, I wish to congratulate the Government of Mauritius for the effort it has put in hosting this workshop. The IVTB has certainly put in place excellent arrangements to ensure a huge success. The catalytic role now being played by the UNESCO International Centre for Technical and Vocational Education and Training, Bonn is very instructive. It is certainly fulfilling its mandate, that is, to serve a clearing house and an international reference and support structure for capacity-building of the National UNEVOC centres. Finally, let me wish you a very fruitful and rewarding workshop.

I thank you for your attention.

Appendix 1.3

Training of Trainers for Technical and Vocational Education and Training in the SADC Sub-region:

UNESCO/IVTB Workshop, Mauritius, 18-20 March 2002

Opening Address by Mr. Hans Kronner
Chief, Information and Networks, UNESCO-UNEVOC International Centre
Bonn, Germany

Excellencies,

Distinguished Guests,
Representatives from SADC countries,

It is an honour for me to welcome you at the opening of this workshop on training of trainers in the SADC countries. It is with pleasure that I convey to all of you the sincere regards and best wishes of Mr. Rupert Maclean, the Director of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn.

The LLWF Initiative

In December 2000, the Department of Vocational Education and Training of the Ministry of Education of Botswana and the UNESCO-UNEVOC Informational Centre in Bonn jointly.

Launched an initiative entitled **!Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Co-operation**". Its main objective is to develop sub-regional cooperation in technical and vocational education and training (TVET) in the 14 member States of the Southern African Development Community (SADC).

Through this so-called **LLWF Initiative**, **UNESCO** seeks to assist its UNEVOC Centres and other TVET stakeholders in the sub-region to jointly develop their systems of TVET further in areas of common interest.

At the initial workshop held in Gaborone, Botswana, in December 2000, senior staff from SADC countries identified **eight areas of TVET** in which sub-regional co-operation was considered particularly promising.

At the Annual Human Resources Development (HRD) Sectoral meeting held in Mauritius in July 2002, the HRD Ministers approved a **Strategic Plan** which includes the work undertaken by the LLWF Initiative, and they adopted the LLWF initiative as a SADC initiative. Later this morning, I will report in more detail about the developments that have taken place since.

Number three of these eight priority areas for subregional co-operation in LLWF initiative is:-

Professional staff development programme in TVET

One core objective is to improve the quality of the delivery of TVET in the SADC region through the development and improvement of training of trainers. This is exactly what we are intending to achieve at this workshop here in Mauritius.

Subregional co-operation

Why do we consider **joint efforts and subregional co-operation across the SADC countries** as a particularly relevant approach? What was the motivation behind the LLWF Initiative?

When opening the initial workshop in December 2000 in Gaborone, the Honourable Minister of Education of Botswana, Mr. K.G. Kgoroba explained it as follows:

Quote

“The motivation for this initiative was a response to a situation whereby Botswana and most of our countries in the subregion tended to have closer links to Europe than with each other in respect of technical and Vocational education and Training.... This resulted in strong north-south links but few south-south links. No doubt there are some interesting projects in our various countries in the subregion through which we could learn from each other.”

Unquote

Ladies and Gentlemen,

The SADC region is fully exposed to world-wide trends of **Globalisation**, to **new technologies**, and to new forms of work organisation. On the other hand, each of the countries has to cope with its own **cultural and political heritage**, and has thus to establish a **political agenda of its own** to foster socio-economic development.

It is my belief that, in spite of all that diversity, a **number of challenges remain common concerns** for most of your countries. Hence, it is worth identifying starting points for joint approaches and common solutions. The existing diversity of environments and approaches should **not** be looked upon **as a barrier, but rather as a rich resource**, as a valuable basis for cross-fertilisation, and as a challenge to make intelligent use of existing options, ideas, solutions and innovations in technical and vocational education and training.

In that spirit, I wish all of you a stimulating and productive workshop. I am confident that you will come up with new initiatives for co-operation in technical and vocational education and training among SADC countries. This will have a positive impact on human resource development in all of your countries, and thus contribute to economic, social and individual development, and ultimately contributes to poverty alleviation.

The UNESCO – UNEVOC International Centre on Bonn is prepared to support you in this effort.

Thank you.

Appendix 2

Training of Trainers For Technical and Vocational Education In the SADC Sub-region

Workshop Programme

Tuesday 18 March 2003

Time	Activity
08:45 – 09:15	Transfer from Manisa Hotel to IVTB (organized by IVTB)
09:15 – 10:00	Registration of Participants
10:00 – 10:05	Welcome by Mr. P r Dubois, Director IVTB
10:05 – 10:10	Address by Mr. D Bundhoo, Chairman, IVT Council
10.10 – 10:15	Address by Mr. H. Kronner, chief, Information and Networks International Centre for Technical and Vocational Education and Training Bonn, Germany
10:15 – 10:25	Address by Mr. A Parasuramen, Director, UNESCO Regional Office for Education in Africa (BREDA)
10:25 – 10:35	Address by Honourable Dr Pius Yasebasi Ng'wandu, Minister for Science, Technology and Higher Education, United Republic of Tanzania.
10:35 – 10:45	Official Opening Address by Honourable Sangeet Fowdar Minister of Training Skills Development, Employment and Productivity, Mauritius.
10:45 – 11:15	Refreshments; Shift to Workshop venue (Seminar Room, 1 st Floor)
11:15 – 11:30	Presentation of Participants and their Expectations
11.30 – 11:45	Organization of the Workshop
11:45 – 12:15	Subregional Co-operation in TVET in SADC: The LLWF Initiative (by Mr. Peter Okaka, workshop Resource Person)
12:45 – 13:00	Questions and Answers concerning presentations
13:00 – 14:30	Lunch at ITVB Hotel School (transfer organized by IVTB)
14.30 – 15:45	Reactions of Participants to key issues presented; special consideration of IVTB experience

15:45 – 16:00	Tea
16:00 – 17:00	Reactions of Participants to key issues presented (continued)
17:00 – 17:30	Transfer from IVTB to Hotel

WEDNESDAY 19 March 2003

Time	Activity
08:30 – 09:00	transfer from Manisa Hotel to IVTE
09:00 – 09:30	Introduction to Group Work (A) (by Mr. Peter Okaka)
09:30 – 11:00	Group work (A): Key Issues in training of trainers in the SADC region
11:00 – 11:30	Tea
11:30 – 13:00	Group Work (A): Key Issues in training of trainers in the SADC region
13:00 – 14:30	Lunch at IVTB Hotel School (transfer organized by IVTB)
14:30 – 15:45	Plenary: Presentation of key issues by Group Rapporteurs, discussion and adoption.
15:45 – 16:15	Tea
16:15 – 17:30	Introduction to Group work (b): Action Plan (by Hans Kronner)
17:30 – 18:00	Transfer
18:00 – 20:00	Cocktail at Hotel School of Mauritius
20:00	Transfer to Manisa Hotel

Thursday 20 March 2003

Time	Activity
08:30 – 09:00	Transfer from Manisa Hotel to IVTB
09:00 – 10:30	Group Work (B): Preparation of Draft Action Plan
10:30 – 11:00	Tea
11:00 – 11:30	Group Work (B): Preparation of Draft Action Plan
11:30 – 13:00	Plenary: Presentation of elements for Action Plan by Group Rapporteurs, discussion and adoption of Action Plan
13:00 – 15:15	Lunch at IVTB Hotel School, followed by a visit to SRN Training Centre Westwing (transfer organized by IVTB)
15:15 – 16:00	Draft Action Plan: Suggested follow-up by Participants
16:00 – 16:30	Tea
16L30 – 16:45	Evaluation
16:45 – 17:15	Closing Ceremony: Summary of Draft Action Plan (by Rapporteur); Response by Director, UNESCO'S Regional Office for Education in Africa; Official Closing by the Minister; Vote of Thanks
17:30	Transfer to Manisa Hotel

Appendix 3

UNESCO/IVTB Workshop for the training of TVET trainers in the SADC sub-region

No	Name	Designation	Address	Phone/Fax/Email
1	Ms Mildred Boduwe	Lecture	College of Technical and Vocational Education (CTVE) S/C Nat COM Botswana	Tel: (267) 3655 400/439 Fax: (267) 3655 458 Email: mbodywe@ctve.ce.ac.bw
2	Ms Marie Clair Zuedi NSAFU	Director General	UNEVOC General Avenue de la liberation a cote de la cathedrale Notre Dame Kinshasa 1 B. P. 15. 198 Democratic Republic of Congo	Tel: (242) 992 22 45 (Celtel) Fax: (243) 88 02651 (243) 884 82 52 (243) 884 36 75 Email: isamkinshasa@yahoo.fr
3.	Mr. C. C. Gondwe	Head of Training Programmes	TVET Secretariat P/Bag B406, Lilongwe 3, Malawi	Tel: (265) 00773 784; (265) 000 995 0693 Fax: (265) 01 774 797 Email: gondwec@teveta.malawi.net
4.	Mr. R. Chakwana	Director of Technical services- TVET Authority	Kagombe House P/B B406 –Lilongwe 3, Malawi	Tel: (265)01 773 784 Fax: (265) 01 774 797 Email: rchakwana@teveta.malawi.net
5	Ms F. Joorawon	Senior Human Resource Analyst	Ministry of Training, Skills Development, Employment and productivity 6 th Floor Renganaden Seeneevassen Building C/r Jules Koenig and Maillard Streets Port Louis Mauritius	Tel: (230) 212 5048/5051/52/53 Fax: (230) 212 5820/210 1519 Email: mhrd@bow.intnet.mu

No	Name	Designation	Address	Phone/Fax/Email
6.	Mr. A. T. Munnohur	Assistant Manager	Industrial and Vocational Training Board IVTB House Phoenix Mauritius	Tel: (230) 601 8000 Fax: (230) 698 4200
7.	Mr. H. M. Putty	Training Centre Manager	Sir Kher Jagatsingh Training Centre Dr. Lesur Street, Beau Bassin	Tel: (230) 454 1058/2104 Fax: (230) 454 8272 Email:skjct@intnet.mu
8	Ms. Quiteria Mabote	Director National Directorate for Technical and Vocational Education	UNEVOC Centre Avenida 24 de Julho, 167-7 0300 Maputa Caixa Postal, 34, Mozambique	Tel: (258) (1) 490192 (1) 492196 Email:telmina@mined.uem.mz Quiteria.mabote@mined.gov.mz
9.	Mr. Armando Banze	TVET Teacher Training Co-ordinator	Ministry of Education Av. 24 de Julho, 167-7 andar P. O. Box 34 Maputo Mozambique	Tel: 258 1 49 01 92 Fax: 258 1 49 21 96 Email:abanze@mined.gov.mz/Armando.banze@mined.gov.mz
10.	Dr. Dennis F Lee	Consultant in Technical Teacher & Instructor Training to the Namibian HRD Programme	UNEVOC centre 13 Storch Street Private Bag 13388, Windhoek Namibia	Tel: (+264) (61) 2072101 Fax: (+264) (61) 2072428 Email:dennislee@polytechnic.edu.na
11.	Ms Albertina Heita	Deputy Director TVET	Ministry of Higher Education Private Bag 1339 Windhoek Namibia	Tel: 264 –61 2706214 Fax: 264-61 2706215/36 Email: aheita@mhevtst.gov.na

No	Name	Designation	Address	Phone/Fax/Email
12.	Mr. J. Rossouw	Senior Lecturer at the Polytechnic of Namibia	UNEVOC Centre 13 Storch Street Private bag 13388, Windhoek Namibia	Tel: (+264) (61) 2072020 Fax:(+264) (61) 2072428 Email:dennislee@polytechnic.edu.na
13	Mr. John Lesperance	Coordinator Technical and Vocational Education & Training	Ministry of Education and Youth Mont Fleuri, P. O. Box 48, Republic of Seychelles	Tel: (248) 283283 Fax: (248) 224859 Email:johntlesp@yahoo.co.uk
14.	Dr. Patrick K. Nkanza	Director General	Technical Education, Vocational and Entrepreneurship Training Authority Private bag RW 16X Lusaka Zambia	Tel: 260 1 25331 – 4/253 211 Fax: 260 1 253382 Email:teveta@zamnet.zm, nkanzapk@coppernet.zm

Resource Person

No	Name	Designation	Address	Phone/Fax/Email
15.	Mr. Peter Okaka	Director UNEVOC Centre	Ministry of Research Technical Training and Technology Jogoo House B, Harambee Avenue P.O.Box 60209 Nairobi Kenya	Tel: 00254 2 334720/215291 Tel (Home) 00254 2 2710845 Cell(mobile): 0733559250 Fax: 00 254 2 4449845/00 254 2 213 025/250 183 Email:peterokaka@yahoo.com

No	Name	Designation	Address	Phone/Fax/Email
16	Mr. Armoogum Parsuramen	Regional Director UNESCO/BREDA	BP 3311, UNESCO OFFICE Dakar, Senegal	Phone: (221) 849 23 23 Fax : (221) 823 83 93 Email: a.parsuramen@unesco.org.
17	Mr. Tunde Olayode	Program Specialist in Education	BP 3311 UNESCO OFFICE Dakar Senegal	Phone: (221) 849 2332 Fax: (221) 823 83 93 Email:t.olayode@unesco.org.
18.	Mr. Hans Kronner	Chief, Information and Networks	UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training Bonn Germany	Fax: (+49) (228) 2 43 37-77 Phone: (+49)(228) 2 43 37-13 Email: h. Kronner@unevoc.de
19	Ms Poornima Ramdass	Program Assistant	UNESCO/BREDA Dakar Senegal	Tel (221) 849 23 06 Fax: (221) 823 83 93 Email:p.ramdass@unesco.org

LOCAL ORGANISERS

No	Name	Designation	Address	Phone/Fax/Email
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No	Name	Designation	Address	Phone/Fax/Email
20	Mr. P. Re. Dubois	Director	Industrial and Vocational Training Board Pont Fer Phoenix Mauritius	Phone: (230) 601 8000 Fax : (230) 698 4200 Email: headoffice@ivtb.intnet.mu ;rdubois@ivtb.intnet.mu
21	Mr. P. K. Joosery	Divisional Manager (Planning)	Industrial and Vocational Training Board Pont Fer Phoenix, Mauritius	Phone: (230) 601 800 Fax: (230) 698 4200 Email: headoffice@ivtb.intnet.mu ; pjoosery@ivtb.intnet.mu

Appendix 4

Draft Action Plan

1.0. Background:

The 2nd International congress on Technical and Vocational Education held from 26-30 April, 1999, Seoul South Korea, which was jointly organised by UNESCO and the Government of the Republic of Korea brought out wide ranging recommendations crucial to the promotion, management and development of Technical and Vocational Education and Training on various issues, such as access, quality, capacity building, recognition and accreditation of qualifications, training for informal sector, unemployment, the role of ICT in the TVET system. The theme of the congress was *‘Life Long Learning and Training. A bridge to the future.’*

As a follow up action to implement the above recommendations, UNEVOC jointly with the Department of Vocational Education and Training of the Republic of Botswana developed an initiative known as Learning for Life, Work and the Future: (LLWF) Stimulating Reform in Southern Africa through Sub Regional Co-operation” The Initiative was launched at a workshop jointly organised by UNESCO BRED/UNEVOC and the Department of Vocational Education and Training, Ministry of Education, Botswana from 5th-8th December, 2000, Gabonne, Botswana.

This initiative for the SADC member states was in compliance with:

1.1 The commitment of UNESCO and international community during the World Forum on Education in the year 2000, in Dakar “to ensure that learning needs of all young people and adults are met through equitable access to appropriate learning and life skill programme”.. UNESCO considers TVET as an integral part of the global Education for All initiative.

1.2 Articles 4 and 6 of SADC protocol on Education and Training which provide for facilitation of co-operation by “*development and formulation of coherent, comparable, harmonised and eventually standardised policies with regard to the following matters amongst others:*

- a) *Widening provisions and access to education and training as well as addressing gender equality.*
- b) *Increasing equitable access, improving the quality and ensuring the relevance of education and training;*
- c) *Rationalising admission requirements to education and training institutions and accreditation of qualifications;*
- d) *Encouraging joint development and production of teaching and learning materials;*
- e) *Achieving a partnership approach to financing education and training, among governments, beneficiaries and employers;*
- f) *Promoting academic freedom and creating an enabling environment with appropriate incentives based on merit, for educated and trained persons to effectively apply and utilise their knowledge and skills for the benefit of Member States and the region.*
- g) *Achieving comparability, equivalence and standardisation of education and training systems.*

2.0 The LLWF Initiative

The proposed projects under the initiative will not only very directly contribute towards the achievement of the overall goals of the SADC support the implementation of Articles 4 and 6 of the SADC Protocol on Education and Training but also, the broad objectives of Intermediate Education and Training in the Sub-region.

3.0 Goals of SADC

Some of the overall goals of SADC are:-

- ?? Achieve development and economic growth, alleviate poverty, enhance the standard and quality of life of the people of Southern Africa and support the socially disadvantaged.

? ? Promote self-sustaining development on the basis of collective self-reliance on the basis of collective self-reliance and the independence of the member states.

? ? Achieve complementarity between national and regional strategies and programmes.

4.0 Strategies of Intermediate Education and Training.

? ? Intermediate Education and Training uses the following strategies to realise the broad objectives and principles of SADC on Education and Training.

? ? Promotion of the development of human resources in the region.

? ? Promotion of the development, transfer and mastery of technology.

? ? Development and implementation of regional policies aimed at progressive elimination of barriers to free movement of capital, labour, goods, services and professionals of the region among member states.

? ? Creation of appropriate institution and mechanism for mobilisation of requisite resources for implementation of programmes and operations of SADC and its institutions.

5.0 LLWF Initiative Projects

The Initial Workshop held in Gaborne, Botswana, 5th –8th December, 2000 which launched the Learning for Life, Work and the Future (LLWF) initiative *Stimulating Reform in Southern Africa through Sub-Regional Co-operation* identified various issues which needed to be addressed and challenges to overcome to ensure effective implementation of the recommendations of the 2nd International Congress on TVE.

These issues / recommendations have been distilled into eight (8) project proposals under the LLWF initiative which was adopted by the SADC Human Resource Ministers in July 2002, in Mauritius.

The LLWF Project Proposals:

1. Enhancing access to effective TVET; a feasibility study.

A large number of barriers to access TVET have been identified and various activities to address them have been mentioned in this project.

2. The objective of this project is to establish quality assurance mechanism for TVET upto diploma level in SADC member states.
3. Professional staff development programme in TVET.
This project objective is to improve the quality of the delivering TVET through the development of further staff training mechanisms.
4. The development of an Information and Communication Technologies programme.
The objective of this project is to facilitate the use of the TCT in the world of work through the delivery of high quality TVET.
5. The development of training programmes for the unemployed and the informal sectors.
The project objective is to develop training in entrepreneurship skills and job creation and to make it accessible for the unemployed and people working in informal sector.
6. The development of a Regional Qualification Framework.
The objective of this project is to establish National Qualification Framework for the participating countries, which will later be developed into a Regional Qualification Framework with the ultimate goal to facilitate the mobility and transferability of an educated and skilled workforce.
7. HIV/AIDS in TVET Staff Development.
HIV/AIDS infection rates are particularly high in the region. Due to HIV/AIDS, a still growing number of young people is confronted with declining number of available teaching staff. Therefore, all participants of society including staff and students of TVET institutions need to combat the virus. The project is to concentrate on various activities related to this.

8. Information, knowledge, management, networking.

This project builds the basis for successful implementation of other projects above. Its overall aim is to enhance the effectiveness of TVET departments in member states. Ministries through a systematised sub-regional information sharing arrangements.

6.0 The workshop of TVET Trainers in the SADC Sub-Region, IVTB, Phoenix, Mauritius 18th – 20th March, 2003.

This workshop was organised to kick start the implementation of the LLWF initiative project number three(3).

7. Objectives of the Workshop:

7.1 Present the status and situation of Training of Trainers in the TVET sectors in the respective countries.

7.2 Come up with an Action Plan highlighting the different activities which could be organised to support and strengthen the UNEVOC network in the SADCSub-region by focusing on Training of Trainers in the region.

8.0 Official Opening

The workshop was officially opened by Hon. Sangeet Fowder, Minister for Training, Skills Development, Employment and Productivity. The session was also addressed by Hon. Dr. Pius Yasebasi Ngwandu, Minister for Science, Technology and Higher Education, United Republic of Tanzania; Mr. A. Parsuramen,

Director of UNESCO/BREDA, Mr. Hans Kronner

Chief Information and Network, International Centre for Technical & Vocational Education & Training, Bonn, Germany.

Mr. Dan Bundhoo

Chairman of IVT Council and

Mr. P. R. Dubois, Director IVTB .

During the official opening ceremony all the speakers underscored the significant the technical skills play in Socio-economic development. They also emphasized and supported the referral approach in the promotion of TVET as this maximised the utilisation of scarce resources.

9.0 Key Issues in Training of Trainers programmes in SADC Sub-Region.

The following issues were identified by participants as key to training of trainers in the SADC sub-region and therefore need specific attention.

1. Scope and Definition of Trainers
 - Public Institutions
 - Private enterprises set ups
 - Technical Teachers/ Instructors

2. Programme Content
 - Technical Skills
 - Pedagogical Skills
 - Foundation courses
 - Cross cutting skills
 - Specific /special methods.

3. Delivery methods
 - Face to face
 - Distance
 - Extent of IT use
 - Industrial attachment

4. Models
 - ? ? Pre-service
 - ? ? In-service
 - ? ? Officering technical and pedagogical skills together
 - ? ? Recruitment from industrial workers without formal qualifications.
 - ? ? Recruitment from industrial workers with formal qualifications.

5. Funding of TVET programmes including Training of Trainers.

Policies, Structures and Systems

6. Training facilities
Training Institutions
Industrial Attachment.
7. Status and image of TVET trainers
8. Development of a core curriculum
Establishment of a Regional Qualification Framework.

10. Priorities for Draft Action Plan: The participants prioritised the key issues and condensed them as indicated below:

Issue	Priority 1	Priority 2	Priority 3
1. Policies, Structures and Systems	XXXXXX	XXXXXX	
2. Assessment, RQF	XXXXXX XXXX	XX	
3. Content, Core Curriculum	XXXXXX XX	XXXX	
4. Status and Image	XX	XXXXXX X	XXX
5. Delivery Modes	XX	XXXXXX	XXXX
6. Models	X	XXXXXX	XXXXX
7. Access, Gender		XXXXXX	XXXXXX

Mauritius, 20 March 2003, 18:30 Hours

11. The Present Status of TVET Trainers in SADC Sub-Region

The key issues were analysed for the Sub-Region on the basis of Country presentations under the sub-headings: Status, Problems and Recommended Interventions as indicated below:

11.1 Policy Structures & Systems

Status	Problem	Recommended intervention
<p>Wide variety of policies, structures and systems in place at various levels of developments</p>	<p>TVET given less attention than General education</p> <p>Lack of career Guidance & counselling</p> <p>Lack of linkages between General education and industry</p> <p>Financing TVET still inadequate</p>	<ul style="list-style-type: none"> - Review policies/ structures and systems to provide linkages - Review TVET funding policies - Develop policy on training of trainers for member states

11.2 Access and gender

Status	Problem	Recommended / intervention
<p>General</p> <p>Access to TVET is limited</p> <p>Gender:</p> <p>Access to TVET by women even more limited</p>	<p>?? Same admission requirements to TVET exclude certain groups of community</p> <p>?? Limited number of training institutions</p> <p>?? Shortage of trainers</p> <p>?? Limited funding</p> <p>?? Traditional trades for TVET programme don't encourage women/ girls to participate</p> <p>?? Lack of career guidance in TVET system</p>	<ul style="list-style-type: none"> - Encourage industries to accept females - Identify specific training needs - Training of trainers delivery approaches should include self-employable aspects - Member states should ensure policy on Curriculum Development & Counseling. - Access to training of trainers programmes should encourage trainers within the region.

11.3 Status and Image

Status	Problem	Recommended intervention
<p>Varies from country to country</p> <p>In general not properly qualified.</p>	<p>?? Qualifications obtained from TVET sector still suffer lack of societal recognition</p> <p>?? Lack of attractive Terms and Conditions of Service for TVET personnel.</p> <p>?? There is a strong bias towards academic qualifications</p> <p>?? Big skill gap between industry and training providers</p> <p>?? Lack of funding .</p>	<ul style="list-style-type: none"> - Need to improve conditions of service in line with other sectors. - Improve status of Training of Trainers' qualifications. - Training of Trainers programmes to include modules on professional development. - Member countries should integrate TVET global qualifications framework into their national Qualifications Framework. - Full publicity sensitisation to uplift TVET image. - Improve TVET funding policy.

11.4 Content

Status	Problem	Recommended intervention
<p>Available in varying degrees:</p> <p>IT</p> <p>Communication Programme design/curriculum</p> <p>Micro teaching</p> <p>Instructional techniques & media</p> <p>Educational Studies</p> <p>Planning & Delivery of training session.</p> <p>Production of teaching and learning materials</p> <p>Health and Safety</p> <p>Career Guidance and Counselling.</p>	<p>?? Communication in English.</p> <p>?? Other languages of instruction</p> <p>?? Absence of IT Skills</p> <p>?? Nature and structure of Vocational Training inflexible.</p> <p>?? No Induction Programmes.</p>	<ul style="list-style-type: none"> - Inclusion of Communication Skills Languages (English/others) - Inclusion of IT skills development at the start of course. - Make allowance for variation of programmes for the needs, constraints and content i.e. develop flexible programmes.

11.5 Core Curriculum

Status	Problem	Recommended intervention
<p>Available:-</p> <ul style="list-style-type: none"> ?? Core Curriculum ?? Environmental studies. ?? HIV Aids ?? Entrepreneurship ?? Numeracy / Literacy ?? IT ?? Communication ?? Programme design/curriculum ?? Micro teaching ?? Instructional techniques & Media. ?? Educational Studies ?? Planning & Delivery of Training session. ?? Production of teaching and learning materials ?? Health and Safety ?? Career Guidance and Counseling. 	<p>?? Slight variation in the Core-Curriculum which causes overlaps.</p>	<ul style="list-style-type: none"> - Agree on a common CORE Curriculum. - Standardisation of modules.

11.6 Assessment

Status	Problem	Recommended intervention
<p> <i>?? Namimbia</i> ?? No formal Exams. <i>?? Seychelles</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision. <i>?? Mauritius</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision ?? Port Folio <i>?? Mozambique</i> ?? Final Year Exams ?? Formative evaluation ?? Teaching Practice supervision. ?? Other countries have varying evaluation modes. </p>	<p> ?? Summative evaluation too bias. ?? Time Limit for submission of assignments ?? Portfolio evaluation ?? Teaching Practice Supervision. <i>?? Single Person</i> <i>?? Absence of Visual Record</i> ?? Lack Objectivity, validity, reliability. </p>	<ul style="list-style-type: none"> - Prepare system and people to move away. - Reduction of teaching load - Set up mentorship system - Clear mark deduction policy - Submission and marking of port folio at regular set intervals - Teaching practice supervision by team of more than one. - Facility for visual recording of teaching practice.

11.7 Certification

Status	Problem	Recommended intervention
<p> <i>?? Namibia</i> <i>?? Issued by Polytechnique</i> <i>?? Mauritius</i> <i>?? Accredited and moderated by Chisholm in Astralia..</i> <i>?? Seychelles</i> <i>?? Locally</i> <i>?? Mozambiqu</i> <i>?? Locally</i> <i>?? The remaining countries local certification .</i> </p>	<p> <i>?? Local Certification: suffers from low esteem and parity of comparison.</i> <i>?? External moderation and accreditation costly.</i> </p>	<p> - Set up a Regional Authority to accredit the certificates issued in TVET. </p>

11.8 Qualifications Framework

Status	Problem	Recommended intervention
<p> <i>?? Mauritius</i> ?? Mauritius ?? Qualifications Authority set ?? Framework establish <i>?? Seychelles</i> ?? Law just passed to set up an authority. <i>?? Mozambique</i> ?? No Legislation moving towards Authority. <i>?? Nambibia</i> ?? National Qualification Authority and Framework in operation for last two years. ?? The majority of the remaining countries do not have authority except South Africa. </p>	<p> ?? Qualifications framework set-up by member countries independently. ?? To legislate and develop National Qualifications Authority and National Qualifications Framework along common lines. </p>	<p>- Set up a Regional Authority to accredit the certificates issued in TVET.</p>

11.9. Delivery

11.9.1 Face to face mode of teaching.

Status	Problem	Recommended intervention
Face to face teaching.	?? Limitation of coverage ?? Clients geographically spread out. ?? Time constraints on the part of clients (Trainees) ?? Providers reluctant to release/sponsor trainers ?? Duration ?? Motivation	<ul style="list-style-type: none"> - Coverage - Trainer becomes mobile - Localising training under guidance of a central training body. - Time Constraints <ul style="list-style-type: none"> ☞ Short courses focused on the requirement of the clients. ☞ Sessions during school holidays, after working hours & weekends. ☞ Modular system with credit accumulation leading to a final qualification. - <i>Reluctance</i> <ul style="list-style-type: none"> ☞ Training as part of the registration process/ensure quality. ☞ Incentives for Providers - <i>Duration</i> <ul style="list-style-type: none"> ☞ Modular system ☞ Short courses ☞ Promotional incentives on successful completion of the programme.

11.9.2 Provision of Training through Distance Education

Status	Problem	Recommended intervention
☞ No courses through Distance delivery mode for Pedagogical Training of TVET Trainers. ☞ Private Providers	?? Conversion of Training materials – hard copy - Electronic version. ?? Expertise to prepare self learning materials ?? Awareness of delivery mechanism.	<ul style="list-style-type: none"> - Local Regulatory Authority with Power/Autonomy on Curriculum Exams and Certificates. - Expertise to develop / adapt existing materials. - Mix mode for delivery.

provide tuition for external qualifications in specific areas.	?? Language barriers ?? Assessment.	
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11.9.3 *Extent of IT use*

Status	Problem	Recommended intervention
<p>⚡⚡ Not used for training of Trainers in the majority countries .</p> <p>⚡⚡ Part of the Training of Trainers Programme in Botswana and Mauritius.</p>	<p>?? Infrastructure telephone lines</p> <p>?? Expensive (rent, usage, internet connection)</p> <p>?? PCs: expensive, rapid change in technology.</p> <p>?? Development of local materials</p> <p>?? Putting more website.</p> <p>??</p>	<ul style="list-style-type: none"> - Investment on infrastructure. - Remove duty on IT equipment - Introduce IT at all levels of the education system.

11.9.4 *Industrial Attachment*

Status	Problem	Recommended intervention
<p>⚡⚡ Mauritius Available (for technical skills)</p> <p>⚡⚡ Malawi Available for in-service Trainers.</p> <p>Zambia Weak link with Industry</p> <p>No Attachment</p> <p>Botswana: Available</p> <p>?? Other countries not available.</p>	<p>?? Time constraints (Trainers)</p> <p>?? Industry need to be paid (Malawi)</p> <p>?? Larger gap between knowledge of trainers and technology level in Industry (Zambia)</p> <p>?? Insurance / Indemnity</p> <p>?? Not accepted as a formal mode of staff development.</p>	<ul style="list-style-type: none"> - Time Constraints ⚡⚡ Proper planning for attachment. ⚡⚡ Cost sharing between Industry/Training System ⚡⚡ Continuous upgrading ⚡⚡ Establish as an accepted mode of staff development.

11.9.5 Models

Status	Problem	Recommendations intervention
<p> ∞∞ Combination of pre-service and in-service. ∞∞ Zambia & Botswana: Predominantly pre-service ∞∞ Malawi: Pre-service, some in-service ∞∞ Mauritius: Predominantly in-Service ?? Remaining countries a mix of both. </p>	<p> ?? Pre-service ∞∞ Expensive ∞∞ Weak link with industry ∞∞ Training of Instructor trainers (delivery) techniques are changing ?? In -service. ∞∞ Time Constraints ∞∞ Release difficult ∞∞ Cost – replacement - Course fee ∞∞ Not seen as a priority - instructor side - government side ∞∞ Lack of motivation (no increase in salary, etc) </p>	<ul style="list-style-type: none"> - Strengthen links with Industry - Continuous upgrading of Instructor Trainers. - Short courses (focussed on requirements) - Proper planning for release - Target off peak periods for training - Part of overall cost of staff development of the institution - Policy & commitment for upgrading of Trainers. - Technical and pedagogical courses offered separately. - Trainers with recognised certificates. - Zambia & Malawi: Possibility of training by Master craftsmen.

12. Strategic Objectives.

From the above analysis the following strategic objectives were developed and the Action Plan is thus summarised into a logical framework indicated below:-

- 12.1 Formulate policies to guide the development and management of TVET training of trainers programs in the SADC member states
 - 12.1.1 TVET training of trainers policy formulation
 - 12.1.3 Linkages amongst TVET, General Education and Industry (world of work) established
 - 12.1.3 Access and Gender parity enhanced
 - 12.1.4 Image and status of TVET, TOT enhanced

- 12.2 Rationalise TVET, TOT programs at National and Regional levels
 - 12.2.1 RQF Developed
 - 12.2.1 Certification system (RQF) developed
 - 12.2.2 A standardized assessment system for TVET developed

- 12.3 Develop TOT Curriculum (TVET) for the member states of SADC
 - 12.3.1 A Curriculum Document for TOT with core content defined along with electives based on individual Country

- 12.4 Develop effective and efficient delivery system for training of trainers in the SADC sub-region
 - 12.4.1 Face to face
 - 12.4.2 Distance Learning
 - 12.4.3 ICT
 - 12.4.4 Industrial Attachment
 - 12.4.5 Enhancing access and quality
 - 12.4.6 Logical Frame-work – See Appendix 4

13. Official Closing

The workshop was formally closed by Hon. Sangeet Fowdar Minister of Training, Skills Development & Productivity and Mr. A. Parsuramen, Director **UNESCO BREDA**

LOGICAL FRAME-WORK

Expected Output	Activities	Performance Indicators	Means of Verification	Input	Actors	Assumptions	Time Frame
12.1.1 Regional TVET Trainers Policy Formulated	Sensitize and lobby with member states on TVET Policy development	Awareness	Satisfaction and increased efficiency	Expert assistance in policy formulation and financial resources	Member states UNESCO and other partners	Support from SADC UNESCO and other partners	2 years
	Needs studies and Analyses	Reports					
	Facilitate the development of policy through relevant regional organs	Documents					
	Utilize expert assistance through consultancies						
12.1.2 Linkages between TVET, general Education and Industry established	Sensitize and lobby with member states on the need for linkages	Awareness creators	Increased efficiency	Consultations and negotiations	SADC	Approval by SADC and support by partners	2 years
	Select relevant institutions for linkages	Institutions names					

	Appoint appropriate representatives in Accreditation Curriculum Development and Industrial Attachment Committees	Existence of relevant management organs with balanced representation					
	Establish a training levy	Increased funds for training	Availability of training materials and facilities	SADC decision			10 years
12.1.3 Access and gender parity enhanced	Develop relevant and market driven courses						
	Reduce cost of training	Increased enrolments	Adequate supply of human power to industry and public sector	Human resource and financial resources	SADC and other partners	Approval by SADC and availability of resources	10 years
	Develop flexible programs						
	Take affirmative actions to encourage female participation						
	Enhance career guidance						

	Increase training facilities and diversify programs						
12.1.4 Image and status of TOT in TVET enhanced	Sensitize member states on the vital role of TVET in socio-economic development	Awareness enhanced, salaries increased, social status enhanced	Motivation and productivity increased	Financial resources	SADC	Availability of funds and acceptance by SADC	5 years
	Improvement of the Terms and Conditions of Service of TOT in TVET						
	Enhance social status, self esteem of the TVET at National and Regional levels						

12.2.1 RQF Developed Certification System (RQF)	Organise Workshop for training of Trainers sensitize Stakeholders Trainers Parents	. Consultant Report - Endorsement of Report by Member States - A plan for Training of Trainers in new set-up of Certification of Assessment	Survey For Reaction of: - Industry - Training Community - Administration/Managers - Trainees	Expertise Regional expertise in Qualifications Framework/Certifications/Assessments Consultancy To facilitate Budget Funding/Financial Resources	Government Ministries Industries Training Institutions Trainees SADC UNESCO COL IVETA Others	Approval of Government Physical & Human Resources Acceptance by Industry	5 years
12.2.1 A standardised assessment system for TVET established.	Sensitisation of Stakeholders Trainers Trainees Parents Industry	Consultancy Report Curriculum Document	Satisfaction of Managers of Training Institutions Endorsement of Industry Endorsement of Government	Expertise Regional expertise Consultancy Budget Funding / Financial Resources	Government Training Institutions Industry SADC UNESCO COL	Approval of Government Acceptance by Industry Endorsement by Management of Training Institutions	5 years
12.3.1 Develop Curriculum Document for TOT with core content defined along with electives based on individual country	Hire Consultants and organize Workshops to develop Materials; sensitize stakeholders.	Consultancy Report Curriculum Document	Satisfaction of Managers of Training Institutions Endorsement of Industry Endorsement of Government	Expertise Regional expertise Consultancy Budget Funding / Financial Resources	Government Training Institutions Industry SADC UNESCO COL	Approval of Government Acceptance by Industry Endorsement by Management of Training Institutions	5 years

	Develop short demand courses	Participation in service courses increased					
	Develop modular training courses with credit accumulation leading to formal certification	Increased enrolments in life long programs					
	Introduce incentives to encourage participation in training programs	Increased participation in in-service programs					
12.4.1 Face to Face	Introduce mobile training programs	Increase enrolment and geographical coverage	Improvement in both internal and external efficiencies in the provision of TVET	Training materials, trainers, physical facilities, transport	SADC, UNESCO and other partners	Support from SADC, UNESCO and other partners	10 years

	Intensify normal programs	Maximum utilization of training capacities					
	Develop short demand driven courses	Participation in in-service courses increased					
	Develop modular training courses with credit accumulation leading to formal certification	Increase enrolments in life long programs					
	Introduce incentives to encourage participation in training programs	Increased participation in in-service programs					
12.4.2 Distance Learning programs introduced for TVET trainers	Strengthen capacities of curriculum development examinations and certification systems	Institutions and facilities for Curriculum Development, Examinations and Certification strengthened					5 years
	Provide training materials for Distance learning						
	Train trainers for Distance Learning						
	Develop local capacity for production of	Adequate numbers of trainers and materials	Feasibility human resource and budget	SADC, UNESCO and other partners	Approval by SADC and other partners		10 years

	distance learning materials					
		Production units set up			Availability of resources	
12.4.3 Enhanced use of ICT in the Training of TVET trainers.	Carry out survey to establish the present state of IT use in TVET institutions	Survey reports	ICT literacy and use enhanced for TVET trainers.	Financial resources and expertise	SADC, UNESCO and other partners	Availability of resources

	Develop and provide training courses in ICT for TVET trainers	Documents and syllabuses				Approval by SADC
	Improve infrastructural support for ICT in training of TVET trainers.					
	Increase access facilities for ICT trainers					
	Introduce ICT in all levels of Education and TVET systems.					
12.4.4 Industrial attachement as a regular mode for skills upgrading for TVET trainers	Incorporate industrial attachement as an accepted mode of staff development in the terms and conditions of service for TVET trainers	Approval of industrial attachment in the terms and conditions service				

	Introduce insurance cover for industrial attachment					
	Introduce assesment system for industrial attachement					
12.4.5 Enhance access and quality of the service TVET trainers programs	Improve information on the availability and details of training opportunities for TVET					
	Strengthen facilities with qualified trainers and equipment					
	Strengthen and establish professional linkages with industry					
	In-service the trainers regularly					
	Recruit pre-service trainees from industrial workers without formal qualifications					

	Recruit pre-service trainees from industrial workers with formal qualifications	Guidelines for entry behaviour and remedial courses developed	Increased quality and efficiency in the products	Human and financial resources	SADC, industry, UNESCO and other partners	Approval by SADC and Industry
	Introduce institute incentives to attract and retain industrial workers with formal qualifications	Attractive packages introduced				