



STEP Report Series 1

SOUTHERN AFRICA REGIONAL FORUM ON TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING (TVET)

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Southern Africa Regional Forum On Technical And Vocational Education And Training (TVET)

5–6 December 2016 - Lilongwe, Malawi

Acknowledgements

The UNESCO Regional Office for Southern Africa, the European Union Delegation to Malawi and the Malawi Ministry of Labour, Youth, Sports, and Manpower Development would like to express their sincere gratitude to all delegates from Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zambia and Zimbabwe, who travelled to Lilongwe, Malawi for the Southern Africa Regional Forum on Technical and Vocational Education and Training, for their active participation in all the discussions, and for sharing their experiences.

The UNESCO Regional Office for Southern Africa and the European Union Delegation to Malawi would also like to thank the Malawi Government for hosting this meeting and for their important efforts in making sure that this meeting could take place in a successful manner.

The organizers received positive feedback from the participants and hope that this report captures all the reflections, discussions and recommendations.



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Acronyms and Abbreviations

CBET	Competency Based Education and Training
EMIS	Educational Management Information System
G&C	Guidance and Counselling
ITP	Instructor Training Programme
NGO	Non-Governmental Organization
NQF	National Qualifications Framework
ODFL	Open, Distance and Flexible Learning
OJET	On the Job Education and Training
ROSA	UNESCO Regional Office for Southern Africa
RPL	Recognition of Prior Learning
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
STEP	Skills and Technical Education Programme
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority (Malawi)
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund

Introduction

Technical and vocational education and training (TVET) comprises education, training and skills development relating to a wide range of occupational fields, production services and livelihoods. It empowers individuals, organizations, enterprises and communities, and fosters employment, decent work and lifelong learning, thereby promoting inclusive and sustainable economic growth and competitiveness, social equity and environmental sustainability. It is viewed as a vehicle for imparting skills for employability and providing flexible education arrangements so as to absorb a diverse group of learners, particularly those who do not complete secondary schooling. TVET has the power and potential to transform lives, becoming the key to prosperity for all.

UNESCO's TVET strategy for the period 2016–21 aims to support the efforts of Member States to enhance the relevance of their TVET systems, to equip all young people with the skills required for employment, decent work, entrepreneurship and lifelong learning, and to contribute to the implementation of the 2030 Agenda for Sustainable Development as a whole.

The Strategy has three priority areas: (1) fostering youth employment and entrepreneurship; (2) promoting equity and gender equality; and (3) facilitating a transition to green economies and sustainable societies. To achieve the objectives of the Strategy, UNESCO is working with Member States, UN Agencies and international, regional and bilateral organizations to support policy reviews and development, promote collaborative research approaches and capacity development, and foster cross-sectoral approaches.

This TVET strategy is closely aligned with the Sustainable Development Goals (SDGs), in which education and training are central. The SDGs acknowledge the importance of TVET mainly

under Goal 4 and Goal 8. SDG4 commits the international community to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Three targets under SDG4 make explicit mention of TVET:

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

Furthermore, SDG8 aims to promote inclusive and sustainable economic growth, employment and decent work for all. Such a holistic vision for TVET challenges the sector to expand quality skills provision and ensure that the skills imparted are relevant not only for the world of work, but also to support lifelong learning, inclusion and low-carbon transitions for economies and societies. Therefore, there is high relevance to transforming the TVET sector to maximize its potential to contribute not only to the achievement of SDG4 and SDG8, but in a broader way to all SDGs in the context of promoting sustainable economies and societies.

The European Union (EU) is partnering with the Government of Malawi and UNESCO to expand and improve equitable and gender-balanced technical, entrepreneurial and vocational

education and training (TEVET) through the Skills and Technical Education Programme (STEP). Given that the challenges associated with TVET systems are not unique to Malawi, but are experienced throughout the sub-Saharan Africa region, on the African continent and globally, the STEP project organized a regional workshop in Malawi to share and reflect on the results of different studies examining the TEVET system in

Malawi. The sharing of relevant practices in the region will facilitate the integration of a number of good practices into the recommendations of the studies. It is expected that lessons learned from other countries will also help in the fine-tuning of the proposed activities for STEP in Malawi.

Opening Session

The Malawi Minister of Labour, Youth, Sports and Manpower Development, Hon. Henry Mussa, officially opened the regional forum. The Minister emphasized the priority that Malawi grants to technical and vocational education, and highlighted the fact that skills development is a key pillar for economic development. He encouraged the attendees from different countries to use this opportunity to share experiences and success stories in TVET programmes in the region and beyond in order to move forward in a collaborative manner.

The Ambassador of the EU Delegation to Malawi, H.E. Marchel Gerrmann, emphasized the increased importance of economic growth and decent jobs, an issue reflected in the European Union's commitment to supporting technical training in Malawi as well as around the world. It is in this context that the European Union is funding a €33 million project in Malawi that is aimed at strengthening TVET in the country.

Ms Carolyn Medel-Anonuevo, on behalf of the Director of the UNESCO Regional Office for Southern Africa (ROSA), Professor Hubert Gijzen, echoed the importance of collaborative efforts to strengthen TVET in Malawi and within the broader Southern Africa region. The EU-UNESCO partnership for TVET in Malawi encourages this stakeholder collaboration. The UN Resident Coordinator, represented by Ms Rogaia Abdelrahim, acting UN Population Fund (UNFPA) Representative, reminded the participants of the need to harness the demographic dividend in Africa. She emphasized that a high proportion of the population in Africa is young and therefore needs to be provided with appropriate education and training, including skills and technical capacity. She recognized the EU-UNESCO STEP project as contributing to the efforts to achieve this.



Left to right: Ms Rogaia Abdelrahim (UNFPA for UNRCO); Mr Samuel Madula, Principal Secretary of Ministry of Labour, Youth, Sports and Manpower Development; Hon. Henry Mussa, Minister of Labour, Youth, Sports and Manpower Development; H.E. Marchel Gerrmann, Ambassador of the EU Delegation to Malawi; Ms Carolyn Medel-Anonuevo, Head of Education Unit (UNESCO ROSA).

Background, Context and Objectives

Ms Carolyn Medel-Anonuevo, UNESCO ROSA, presented the background, context and objectives of the meeting. She started by positioning TVET within the global agenda for sustainable development, of which Goal 4 makes an explicit mention of the importance of TVET and skills development. This is also echoed by the Southern Africa Development Community (SADC); in the SADC Ministerial meeting of June 2016, the ministers pledged to direct efforts to strengthen TVET particularly among young people. Key policy instruments and guidelines that are aimed at enhancing access and retention to quality education and skills training particularly among the poor and vulnerable children and young people, and to improve quality of educational outcomes, were approved by ministers during this meeting.

Ms Medel-Anonuevo continued by explaining that UNESCO is implementing an EU-funded project, STEP, in Malawi. In this context, UNESCO and the European Union are partnering in supporting the Government of Malawi in its expansion and improvement of equitable

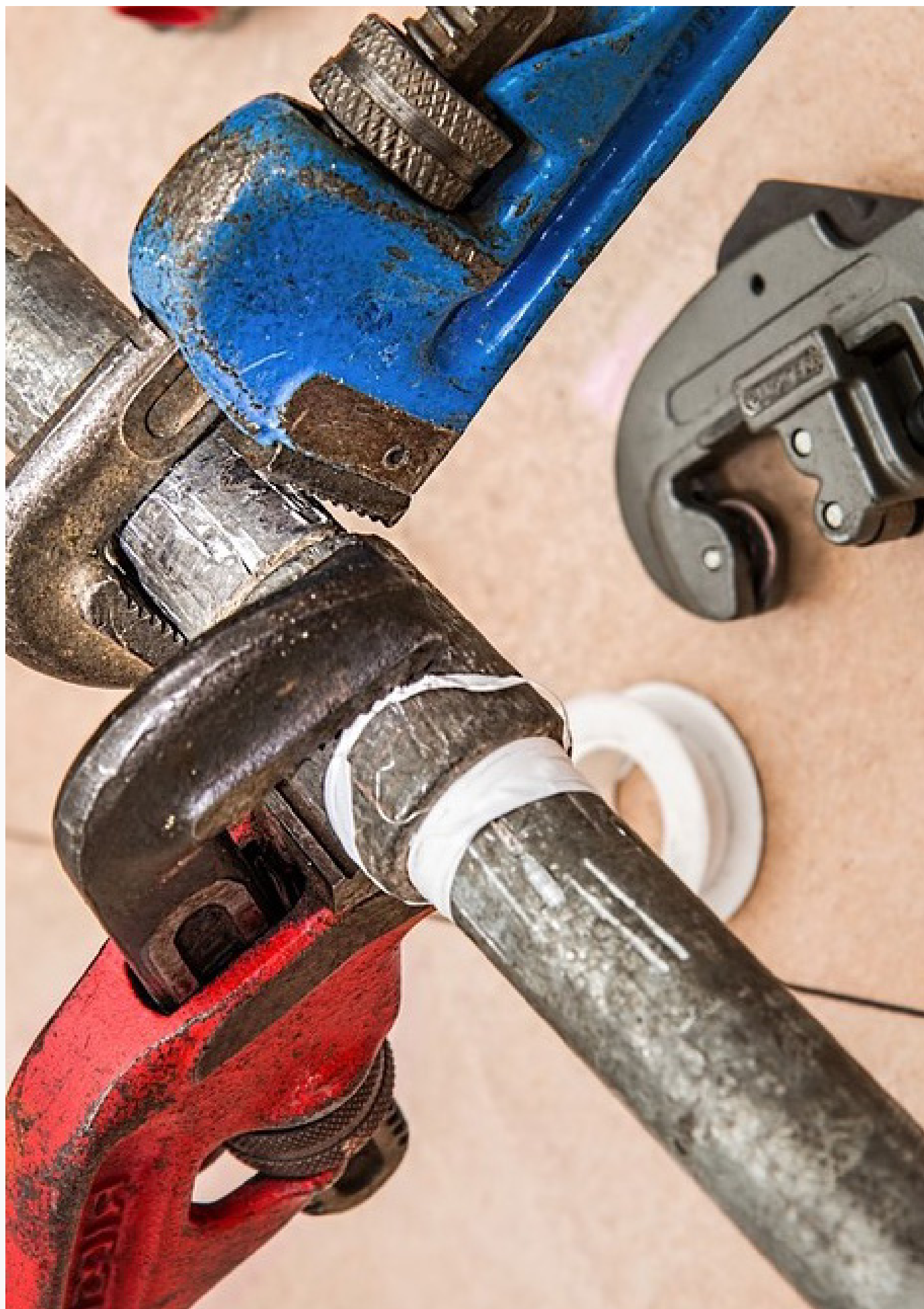
and gender-balanced TEVET in the country. In particular, the project is working to improve access to TEVET, review the qualifications system, update curricula, review the governance and management of the TEVET system, and better train TEVET teachers and trainers.

Under the overall objective of empowering the TEVET sector and its capacity to satisfy the economy's need for professionals through improvement of equitable and gender-balanced TEVET, the project has three specific objectives: (1) promote equitable and gender-balanced access to TEVET; (2) improve the quality and relevance of TEVET; and (3) strengthen the governance and management of TEVET regulatory bodies and training institutions.

In the initial phase of this project, review studies have been carried out to analyse different components of the TEVET system in Malawi: TVET advocacy and promotion; TEVET programmes and TEVET teacher training; TEVET qualifications and frameworks; and TEVET governance and management.

The meeting had the following objectives:

- To share the results of different STEP studies examining specific elements of the TEVET system in Malawi;
- To share good practices, within the region as well as internationally, on the specific elements covered by the identified challenges and opportunities;
- To formulate recommendations for STEP interventions in Malawi;
- To identify priority regional action points that can help strengthen TVET in Southern Africa.





Session I

TVET Provision

TVET Provision

Findings for Malawi



Mr Arthur Shears of the STEP Project Team presented the findings of a study on TVET provision in Malawi. He highlighted the diversity of provision, ranging from informal traditional apprenticeships to formal TVET institutions, as well as the diversity of providers, ranging from government to non-governmental organizations (NGOs) to private provision.

Regarding access to this provision, inequality was highlighted, with low participation of girls and women as well as persons with disabilities; high entry requirements for TVET programmes also contribute to this issue. Quality challenges of TVET provision were also mentioned, with the TVET system being confronted with high drop-out rates and inadequate linkages with secondary education as well as with industry.

Discussion

Participants highlighted the concern about gender inequality as reflected in the projected data. The Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) however indicated that it does have a deliberate strategy to encourage girls to enrol. Specific scholarship programmes for girls are in place.



Botswana also faces concerns regarding gender-balanced access as the majority of girls prefer to enrol in 'soft' courses rather than in courses for traditionally male occupations such as bricklaying. The country has however put multiple measures in place to encourage women to go into these courses: (1) featuring success stories of women working in traditionally male occupations. These women are used as role models to spread positive messages; (2) ensuring that adverts for intake have an equal opportunity clause in order to encourage women to deliberately apply for these programmes; (3) implementing a supportive pregnancy policy which allows girls to take time off from their studies and to resume them later; and (4) requesting institutions to give regular updates concerning percentages of male and female students.

Participants also discussed the need for additional infrastructure for increasing intake as well as concern about quality assurance for training provided by NGOs.



In South Africa, TVET is a priority in the Department of Higher Education and Training (DHET). The South African TVET system is maturing but there are still challenges such as inadequate diversity in provision, growth in provision not enough to meet the demand,

Regarding access to this provision, inequality was highlighted, with low participation of girls and women as well as persons with disabilities; high entry requirements for TVET programmes also contribute to this issue.

quality and quality assurance, and weak data systems among others. An ambitious policy objective for TVET is however contributing to transformation. The planned expansion of the system and improvements in quality are supported by a reinforcement and development of the capacity of DHET.

A recent White Paper sets out a vision of a transformed post-school system based on the principles of social justice and equality. The post-school system envisaged is one that is expanded in terms of quantity, quality and diversity. In terms of provision, TVET colleges cater for the bulk of post-school young people, as well as for the lower levels of the higher education band (below National Qualifications Framework (NQF) level 5). Community colleges are being piloted on various sites. The establishment of a South African Institute for Vocational and Continuing Education and Training (SAIVCET) is imminent; this will be a national, dedicated structure that will support TVET and community colleges, and the skills development system more generally.

Another point of discussion was the linkage of TVET with higher education. In Malawi, achievements in technical colleges are not recognized as pathways to higher education. Another recurrent area of discussion was the high drop-out rate with which the TVET system is faced in the majority of countries in the region.



Zambia's TEVET sector incorporates multiple line ministries, which are coordinated by an Inter-Ministerial Committee. Training in the TVET sector in Zambia is offered at the levels of trade test, craft certificate, technician, and technologist/diploma. These correspond to levels 3–6 in Zambia's NQF, and are regulated by TEVETA. Five modes of TEVET delivery are currently used: (1) institutional-based training; (2) secondary school vocational training; (3) TEVET learnership training; (4) workplace-based training; and (5) open, distance and flexible learning (ODFL). Structured

policy and legal frameworks guide and regulate TEVET provision and implementation in the country. Indicated challenges of the system include demand responsiveness, quality of training, equity in training provision, access to training opportunities and financial sustainability. Zambia is undertaking multiple interventions to address these challenges. Among them, notable are the efforts to link training with industry (in the Kwambula project), a review of education curricula to meet industry demands, a quota system for female students, and the implementation of a skills development fund.

Summary

Table 1 summarizes the discussions on TVET provision, reflections/recommendations for the STEP project in Malawi, and action points identified by the participants.

Table 1 - TVET Provision

Findings for Malawi	Related concerns from others/practices	Reflections for STEP	Regional action points
<ul style="list-style-type: none"> ■ Diversity of provision (from informal apprenticeships to formal TVET) ■ Inadequate infrastructure and out of date equipment ■ Diversity of providers (from government to private to NGOs) 	<ul style="list-style-type: none"> ■ Multiple providers but still not all applicants accommodated 	<ul style="list-style-type: none"> ■ Implications for quality assurance ■ Modalities for training teachers 	<ul style="list-style-type: none"> ■ Review utilization of the training levy with a view to expanding its scope ■ Request industry to donate machinery and equipment ■ Harmonization of curricula
<ul style="list-style-type: none"> ■ Unequal access/ low participation of girls and women ■ High entry requirements 	<ul style="list-style-type: none"> ■ Participation of women in selected trades ■ 30 per cent of places allotted to women ■ Role models ■ Gender-specific provisions in adverts for intake ■ Need for concrete policies on gender equity ■ Need for gender tracking system for where girls/women are going 	<ul style="list-style-type: none"> ■ Promote enrolment of women in technical programmes (e.g. through scholarships and quotas) ■ Promote role models ■ Gender-specific provisions in adverts for intake ■ Making sure that the educational management information system (EMIS) has gender-disaggregated data 	<ul style="list-style-type: none"> ■ Formulate policies for inclusion of women in engineering-related TVET programmes ■ Introduce incentives to attract women to engineering-related TVET programmes ■ Introduce quota system to promote girls' participation to engineering-related TVET programmes
<ul style="list-style-type: none"> ■ High drop-out rates 	<ul style="list-style-type: none"> ■ Lack of opportunities for school drop-outs ■ Role of language ■ Diverse population 	<ul style="list-style-type: none"> ■ Early marriages ■ Pregnancy ■ Traditional gender roles ■ Lack of interest 	<ul style="list-style-type: none"> ■ Introduce strategies to retain young women and vulnerable students through training
<ul style="list-style-type: none"> ■ Poor quality 	<ul style="list-style-type: none"> ■ Inadequate quality assurance 	<ul style="list-style-type: none"> ■ Internal quality assurance mechanisms for providers 	<ul style="list-style-type: none"> ■ Strengthen quality assurance mechanisms

Findings for Malawi	Related concerns from others/practices	Reflections for STEP	Regional action points
<ul style="list-style-type: none"> ■ Linkages with secondary education 	<ul style="list-style-type: none"> ■ Linkages with higher education ■ Lack of NQFs 	<ul style="list-style-type: none"> ■ Promote systems for recognition of prior learning (RPL) ■ Increase/create learning pathways 	<ul style="list-style-type: none"> ■ Strengthen coordination between ministries that provide education ■ Develop an NQF
<ul style="list-style-type: none"> ■ Linkages with Industry 	<ul style="list-style-type: none"> ■ Demand responsiveness / linkage with industry 	<ul style="list-style-type: none"> ■ Strengthen linkages with industry to ensure demand-driven programmes and relevancy 	<ul style="list-style-type: none"> ■ Establish linkages with industry through policy
<ul style="list-style-type: none"> ■ Inadequate funding/resources bottleneck 	<ul style="list-style-type: none"> ■ Partial to free funding (via bursaries) for TVET 	<ul style="list-style-type: none"> ■ Develop, implement and sustain financing system for skills development 	<ul style="list-style-type: none"> ■ Ring fence funding for TVET programmes ■ Need for governments to deliberately fund TVET
<ul style="list-style-type: none"> ■ Lack of data 	<ul style="list-style-type: none"> ■ Weak data system ■ Inadequate/poor/no EMIS 		<ul style="list-style-type: none"> ■ Establish EMIS department for countrywide custodianship of data
<ul style="list-style-type: none"> ■ Nomenclature - what constitutes TVET 	<ul style="list-style-type: none"> ■ What is a community college? 		<ul style="list-style-type: none"> ■ Constitutes ALL work related knowledge and skills and competencies
	<ul style="list-style-type: none"> ■ Governance within and across ministries ■ Inter-ministerial committee 	<ul style="list-style-type: none"> ■ Develop capacity of departments that run TVET institutions ■ Improve coordination 	





Session II

Guidance and Counselling

Guidance and Counselling

Findings for Malawi



Ms Jean Munro of the STEP Project Team presented the findings of a study on career guidance and counselling (G&C) in Malawi, as a bridge between secondary school and technical colleges. In secondary schools guidance and counselling committees and after-school clubs exist, and there are also career talks and career fairs. Outside of secondary schools, informal advice on jobs and training is provided by family members, television and radio programmes, and books. TEVETA organizes some information sessions for primary education advisors and secondary school teachers, as well as directly with female students. It also provides newspaper announcements, radio programmes and phone-in shows, road shows, uses well-known comedians to attract young people, and shows videos promoting TEVET on television.

The study identified multiple challenges with the current delivery of G&C services, such as the absence of a formal policy on G&C and a formal G&C programme with secondary schools, limited incentives for teachers to offer G&C services, lack of knowledge of technical careers and training paths, and sustainability of initiatives, among others. Recommendations to improve G&C in Malawi include; (1) to increase the human and financial resources (2) to deliver

these services, (3) to develop a G&C policy, build awareness and capacity of teachers, and (4) to promote the use of mass media and social media as part of G&C services.

Discussion

From the discussions, it became evident in raising awareness on TVET. G and C are paramount for young people to make an informed transition from secondary school to tertiary education pathways.

The delegates discussed the G&C structures in their respective countries.



In South Africa, the Department of Higher Education and Training has established a Directorate of Career Guidance which prepares young people in secondary school to choose their careers. It was found that most of the students who opt for technical training do so because they see no other option. The Directorate therefore intensified TVET campaigning so that students go into technical careers well informed.



Botswana's history of career guidance started in 1963 but was formally structured in 1996. The G&C model has four areas of focus: personal, educational, social and

Recommendations to improve G&C in Malawi include to increase the human and financial resources to deliver these services, develop a G&C policy, build awareness and capacity of teachers, and promote the use of mass media and social media as part of G&C services.

vocational. Policy guidelines and curriculum guidelines for the G&C model are in place, and the G&C programme is timetabled to be taught in all schools. Outside the classroom multiple initiatives and structures are also in place.



In Mozambique G&C is not really structured and gender-equal access is a big challenge. TVET is not seen as a very attractive field as young people perceive university qualifications as economically more profitable.



Swaziland has a very active G&C unit in the Ministry of Education, with offices and officers in all four regions. Multiple career fairs are organized each year.



In Lesotho, there is no formal career guidance in place. This is mainly because of a lack of finance.



In Namibia, the Ministry of Education, Arts and Culture organizes G&C through the subject of life skills, which is offered from senior primary onwards and which gets prominence at senior secondary level where learners are prepared for tertiary education pathways. However, students are not well informed about TVET choices.

Participants also discussed the benefits of the celebration of World Skills Days. Such celebrations, which showcase the different occupations for which TVET prepares trainees, are a clear way of making TVET careers visible and attractive. During the SADC Ministerial Meeting in June 2016, the ministers agreed that they will celebrate World Skills Day in their countries. World Skills Day is celebrated on 15 July.

Namibia, Zambia and South Africa are part of World Skills International. Zambia explained the clear benefits of this membership, as it assists in integrating world skills standards into the local

curriculum. The showcasing of TVET excellence will also attract more young people into the TVET field.

Summary

Table 2 summarizes the discussions on career guidance and counselling, reflections/recommendations for the STEP project in Malawi, and action points identified by the participants.

Table 2 - Guidance and Counselling

Findings for Malawi	Related concerns from others/practices	Reflections for STEP	Regional action points
<ul style="list-style-type: none"> ■ No structured G&C in secondary schools ■ Allocation of insufficient time, human and financial resources to G&C ■ Arbitrary allocation of teachers to G&C 	<ul style="list-style-type: none"> ■ No policy on G&C offered in technical institutions ■ Uncoordinated G&C activities 	<ul style="list-style-type: none"> ■ Support the Ministry of Education, Science and Technology (MoEST) to develop a policy for G&C ■ Develop curriculum materials ■ Develop teacher training materials ■ Use of role models / featuring of success stories 	<ul style="list-style-type: none"> ■ Encourage G&C clubs in institutions ■ Encourage open days for tertiary institutions ■ Use radio & TV to promote G&C for youth ■ Prioritize development of G&C policies ■ Prioritize production of materials ■ Prioritize funding ■ Study G&C policies, programmes and practices in the region
<ul style="list-style-type: none"> ■ No specific TVET G&C 	<ul style="list-style-type: none"> ■ Lack of TVET focus in G&C 	<ul style="list-style-type: none"> ■ Adopt a holistic approach to G&C ■ Make teachers accountable by timetabling G&C 	<ul style="list-style-type: none"> ■ Incorporate TVET G&C policy into the Regional TVET Strategy
<ul style="list-style-type: none"> ■ Making TVET attractive for young people/ women 		<ul style="list-style-type: none"> ■ Emphasize positive image of TVET through G&C ■ Participation in World Skills Day and career fairs to showcase TVET careers (from second class to world class) 	<ul style="list-style-type: none"> ■ Enhance distribution of TVET materials to the students ■ Develop and implement a strategy on job readiness



TVET Curriculum

Findings for Malawi



Mr Simon Coetzee of the STEP Project Team presented the findings of a study on the implementation of the harmonized TVET curricula in Malawi.

Since 2006 Malawi has had three curricula running in parallel in TVET institutions across the country. In 2011, with technical and financial support from the UNESCO Capacity Development for Education for All (CapEFA) project, Malawi started harmonizing curricula; this process has been going on for the past five years and eleven curricula have been harmonized. UNESCO facilitated the development of the implementation plan of the harmonized curricula, which will be rolled out in January 2017.

Challenges with the curriculum relate to development (inadequate industry involvement), delivery (inadequate materials and equipment, staff needs, competency based but time bound) and assessment and RPL (no national policy).

Mr Coetzee illustrated a Malawi framework of TVET curricula and qualifications (see Figure 1). Malawi does not yet have an NQF in place.

Discussion

Participants discussed the challenge of strengthening industry involvement. To increase the uptake of training by industry, it is of paramount importance that TVET produces skills that are relevant for industry. Coordinated communication between training institutions and industry is necessary.

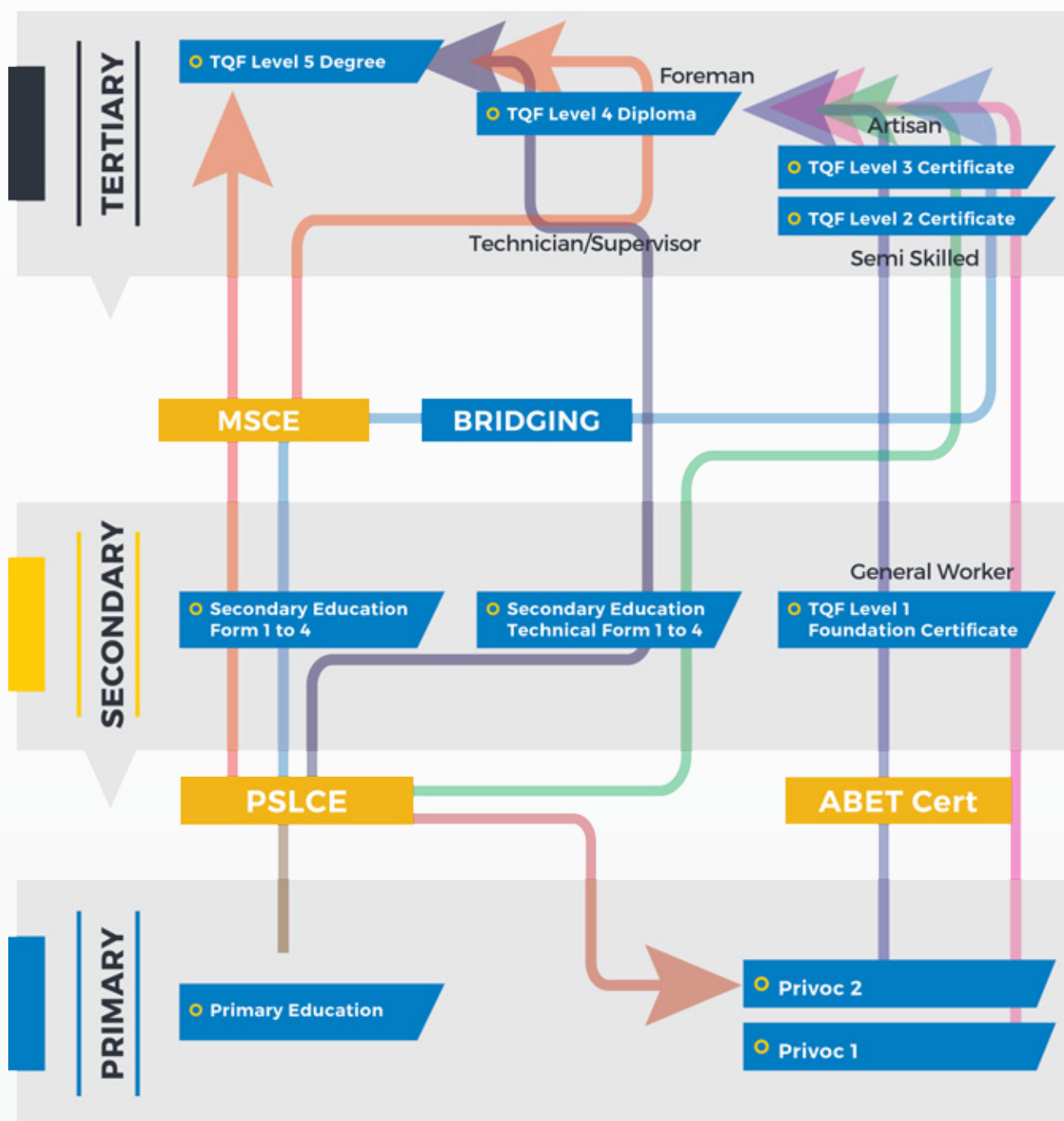


The mission of TVET in Mozambique is to guarantee citizens' access to high-level scientific and technical training to meet the needs of economic and social development. Human capital development is one of the government's priorities for the period 2015 to 2019. The institutions network in Mozambique is composed of 152 institutions, of which 68 are public, 33 are semi-public and 51 are private. Mozambique is currently implementing a TVET reform which is showing impact (for instance, an increase in the employers' satisfaction level).

In 2016, 75,566 students were enrolled in TVET (42 per cent female and 58 per cent male). There is a clear gender imbalance when it comes to TVET instructors (78 per cent male and 22 per cent female). Only 21 per cent of all instructors have had psycho-pedagogical training. More training of TVET instructors and managers is needed.

Challenges with the curriculum relate to development (inadequate industry involvement), delivery (inadequate materials and equipment, staff needs, competency based but time bound) and assessment and RPL (no national policy).

Figure 1. Malawi framework of TVET curricula and qualifications





South Africa presented its Dual System Pilot Programme (DSPP), a minister-approved programme of the Department of Higher Education and Training offering a hands-on learning approach over a period of three years. The programme is an innovative training project aimed at developing competent and confident electricians and plumbers in South Africa. The programme combines learning at TVET colleges with workplace-based training. Apprentices rotate between TVET colleges and companies several times over the three-year training period, and up to 70 per cent of their overall training time is spent in companies.

The training at the TVET colleges consists of project-based learning, and emphasizes real-life work experience from the first day on. The apprentices for the pilot programme will be preselected and motivated young people from a pool of learners currently enrolled at participating TVET colleges. Lead employers will stand between colleges and industry and perform standard lead employer functions such as the registering of contracts, monitoring training, and applying for trade tests. The pilot programme is currently being rolled out at four TVET colleges.



In Zimbabwe, the 'Rationalisation of TVET in Zimbabwe' policy of 1990 is the most important landmark in the development of TVET in the country. It sought to standardize programmes and establish some systematic

form of linkages between TVET and the formal academic education system, and introduce some clear progression for TVET graduates from one level to another. This involved creating horizontal and vertical linkages, including exit points. Polytechnics run all the TVET courses offered in Zimbabwe. In 2012 the Ministry adopted a Competency Based Education and Training (CBET) Policy for all programmes.

Curriculum development is spearheaded by the National Manpower Advisory Council (NAMACO), which plays a key advisory role to the minister on industrial training needs, skilled labour force gaps, curriculum development, and TVET strategies, systems and processes. To enrich the TVET curriculum, the Ministry found it necessary to incorporate National Strategic Studies, HIV/AIDS Education and Entrepreneurial Skills Development into the curriculum in institutions of higher learning. All three courses are compulsory at all levels in polytechnics. On the job education and training (OJET) is also compulsory in all TVET programmes as this will ensure that learners have the necessary hands-on exposure to the world of work.

Summary

Table 3 summarizes the discussions on TVET curricula, reflections/recommendations for the STEP project in Malawi, and action points identified by the participants.

Table 3 - TVET Curricula

Findings for Malawi	Related concerns from others/practices	Reflections for STEP	Regional action points
<ul style="list-style-type: none"> ■ Demand responsiveness / industry involvement 	<ul style="list-style-type: none"> ■ Inadequate intake in industry 	<ul style="list-style-type: none"> ■ Increase industry involvement (in curriculum development, in delivery through apprenticeships, at policy and design levels, etc.) 	<ul style="list-style-type: none"> ■ Engagement of industry at all levels ■ Establishment of committees for facilitation (challenge: such personnel may lack hands-on experience) ■ Establishment of technical working groups to involve hands-on experience of industry ■ Assessment (formative and summative) should involve industry ■ Establish and strengthen industrial representative bodies (SADC industrialization strategy 2015–63)
<ul style="list-style-type: none"> ■ Challenges with curriculum delivery (tools, time bound etc.) 	<ul style="list-style-type: none"> ■ Resources for skills development (apprenticeships) 	<ul style="list-style-type: none"> ■ Development of the TVET teacher profile (occupational standards and continuous professional development, code of ethics) ■ Profile TVET/define TVET 	<ul style="list-style-type: none"> ■ Development of the TVET teacher profile (occupational standards and continuous professional development, code of ethics) ■ Establish an entrepreneurial culture (income-generating projects) in institutions
<ul style="list-style-type: none"> ■ No NQF /career pathways 	<ul style="list-style-type: none"> ■ No mobility 		
	<ul style="list-style-type: none"> ■ Inclusion of other subjects (such as 		

	HIV prevention, entrepreneurship and strategic studies)		
<ul style="list-style-type: none"> ■ There is a policy for inclusion in Malawi How to make curriculum/ programmes responsive to physically and mentally challenged persons 	<ul style="list-style-type: none"> ■ Separate programmes for physically and mentally challenged persons ■ Inclusive programmes for physically and mentally challenged persons 		



TVET Teacher Training

Discussion

Participants discussed existing formal and non-formal TEVET pre-service and in-service teacher training and programmes in their countries.



Lesotho indicated the concern that TVET instructors tend to have either the appropriate pedagogical skills but not technical skills, or the appropriate technical skills but not pedagogical skills. Lesotho therefore emphasized the importance of marrying both skills and pedagogy for the training of effective TVET instructors.



In Swaziland, TVET professionals with the highest TVET qualifications are brought together to be taught pedagogy. Swaziland indicated support for a strategy of developing professionals with experience. There are various opportunities for flexible training and incorporating open and distance learning (ODL) to increase the number of beneficiaries.



In Namibia, prior to 1999 no formal TVET teacher training existed. Skilled trade persons were recruited to work as instructors, but these instructors often lacked both industrial and pedagogical skills. In 2001, a vocational Instructor Training Programme (ITP)

was started at the Polytechnic of Namibia (now Namibia University of Science and Technology). This training led to the awarding of certificates, higher certificates and diplomas. The polytechnic maintained constant contact with the trainers, even after the duration of the training, through dedicated mentors at five vocational training colleges (VTCs). However, the ITP fell short of expectations because most instructors lacked technical competence. The revised New Instructor Training Programme (New ITP) addresses the shortfalls by ensuring among other issues that new qualifications include assessment of occupational and pedagogical skills as well as a requirement for appropriate industrial attachment.

Namibia proposed a model for TVET teacher education. Teacher-educators should have obtained advanced qualifications in their field. Those in the practical fields should have qualifications equivalent to their colleagues in institutions of higher learning and commensurate work experience in their occupational area, and the same applies to those responsible for pedagogical aspects. Teacher-educators should be engaged in technical research and analyses of work opportunities in their field. They should be afforded sabbatical leave and access to appropriate facilities. Teaching staff should be encouraged to continue studying and be

Teaching staff should be encouraged to continue studying and be afforded the means to do so. Lifelong learning should become the norm. This should include updating of knowledge, competencies and skills; updating of specialized professional knowledge and skills; and periodic work experience in the occupational area.

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In Zimbabwe, since 2006, a skills pathway which incorporates the Business-Commercial and Technical-Vocational strand has been one of two pathways that can be followed in the education system. All schools were then expected to implement the two-pathway education structure with immediate effect, resulting in a high demand for additional technical-vocational subject teachers. This necessitated the introduction of the secondary school technical and vocational teacher education programme at Gweru Polytechnic in 2012.

The teacher education programme's duration is 16 months or four terms, of which two are spent in college and two in teaching practice. All teacher education colleges have a scheme of association with the University of Zimbabwe (UZ). The UZ's Department of Teacher Education (DTE) has to be satisfied among other issues that the college's lecturers are suitably qualified and that the infrastructure and equipment are adequate and suitable. There is a concern however that a 16-month pedagogical course does not effectively prepare a technical-vocational teacher, and there is a need to revisit the course model and curriculum.

Summary

Table 4 summarizes the discussions on TVET teacher training, reflections/recommendations for the STEP project in Malawi, and action points identified by the participants.

Table 4 - TVET Teacher Training

TVET teacher training concerns	Reflections for STEP	Regional action points
<ul style="list-style-type: none"> Gender imbalance amongst TVET instructors 	<ul style="list-style-type: none"> Deliberate policies to recruit female instructors Encourage female practitioners to become instructors Recruit female students to train for trades Make institutions more gender friendly 	<ul style="list-style-type: none"> Regional gender promotion policy for TVET
<ul style="list-style-type: none"> Lecturers have no capacity for teaching the practical part 	<ul style="list-style-type: none"> Improved capacity-building of TVET instructors Use open, distance and flexible learning Make use of local guided learning for practical training, 	

	such as via YouTube videos ■ Industry attachment for instructors during holidays	
■ Staff development: should they have a degree or is industrial experience more important?	■ Establish/strengthen colleges for TVET instructors ■ For diploma courses trainers can have same level qualification but should have some extra skills training like in Zambia	■ Introduce basic trainer training programme ■ Pathway to higher level qualifications ■ Training programmes should reflect NQF
■ Short term versus longer term training		
■ Having a college/ institution devoted to TVET teacher training	■ Technical education unit at an existing technical college (see also the commonwealth of learning programme for TVET teachers) ■ Postgraduate certificate	
■ How to train teachers who are able to address physically and mentally challenged persons	■ Special incentives for those who are trained (40 per cent supplement to their salary)	■ Inclusion policy in TVET for people with disabilities

Summary and Way Forward

UNESCO is implementing an EU-funded project, Skills and Technical Education Programme (STEP), in Malawi. In this context, UNESCO and the European Union are partnering in supporting the Government of Malawi in its expansion and improvement of equitable and gender-balanced TEVET. In particular, the project is working to improve access to TEVET, review the qualifications system, update curricula, review the governance and management of the TEVET system, and better train TEVET teachers and trainers.

In the initial phase of this project, review studies have been carried out to analyse different components of the TEVET system in Malawi. Given that the challenges associated with TVET systems are not unique to Malawi, but are experienced across the sub-Saharan Africa region, the African continent and globally, UNESCO ROSA organized this regional workshop in Malawi to share the results of these studies examining the TEVET system in Malawi. The sharing of relevant practices by the delegates present from eight other countries allowed for meaningful reflections for the implementation of the STEP project as well as integration of a number of good practices into the recommendations of the studies. The discussions also generated a range of action points to strengthen quality TVET provision and implementation in the Southern Africa region.

TVET provision – Participants discussed and shared experiences regarding different issues related to TVET provision. The diversity of TVET provision as well as of providers does not rule out a challenge of access. Regarding access to this provision, inequality was highlighted, with low participation of girls and women as well as persons with disabilities. High entry requirements for TVET programmes also contribute to this issue. Quality challenges in

TVET provision were also mentioned, with TVET systems being confronted with high drop-out rates and inadequate linkages with secondary education, higher education and industry. Weak relevant data systems were also mentioned as a bottleneck for informed TVET provision. Identified action points to address these challenges range from strategies to promote girls' enrolment and retention, through the strengthening of quality assurance mechanisms, to improving relevant linkages.

Guidance and counselling – G&C was discussed as a necessary bridge between secondary school and technical colleges in order for students to make an informed transition from secondary school to tertiary education pathways. Few countries have G&C policies in place, and participants highlighted other challenges such as the absence of structured and formal G&C programmes, limited incentives for teachers to offer G&C services, lack of knowledge of technical careers and training paths, and sustainability of initiatives. The largest challenge is lack of government financial resources to implement these important services. Recommendations included the development of G&C policies, training teachers, and increasing the use of mass media and social media. A notable action point relates to the showcasing of the different TVET occupations during the celebration of World Skills Day. Countries also showed considerable interest in benefiting from participation in World Skills International; Namibia, Zambia and South Africa are an example for the region in this regard.

TVET curriculum – When it comes to the TVET curriculum, the significant discussion point was the challenge of strengthening industry involvement. To ensure/increase uptake of course graduates in industry, it is of paramount importance that TVET courses train their students

in skills that are relevant to the local economy. Coordinated communication between training institutions and industry is necessary. Participants identified various action points to address this. Other elements raised relate to increasing the quality of curriculum development as well as curriculum delivery. The issue of ensuring an inclusive curriculum was also highlighted.

TVET teacher training – When discussing the profile of the TVET instructor, participants emphasized the paramount importance of combining both technical skills and experience on the one hand, and pedagogical skills and teaching practice on the other. Countries shared various approaches for ensuring that TVET teacher training programmes imparted this two-layered skill set. Participants also discussed issues

of gender imbalance among TVET instructors, training modalities and inclusive TVET teacher training.

From all discussions, it became evident that the field of TVET is faced with many challenges that are inter-related. Participants identified action points and recommendations for addressing these challenges, both for Malawi and for the wider southern Africa region. In Malawi, UNESCO will continue its partnership with the European Union through the STEP in order to support the Malawi government in implementing these action points. In the southern Africa region, UNESCO ROSA will continue its efforts to engage with SADC and governments to achieve strengthened quality TVET provision in southern Africa.

Annex I: Agenda

Southern Africa Regional Forum on TVET

MONDAY, 5 DECEMBER, 2016		
Opening Session		
08:30 – 09:00	Registration	UNESCO ROSA
09:00 – 10:30	Welcoming and opening session <ul style="list-style-type: none"> ■ Welcoming remarks ■ Remarks ■ Opening statement ■ Background to the meeting ■ Introduction of participants ■ Group photo 	ROSA Director and Representative Ambassador of the EU Delegation UN Resident Coordinator Minister UNESCO ROSA
10:30 – 11:00 Tea/Coffee		
Session I: TVET Provision		
11:00 – 12:00	TEVET Provision in Malawi & Discussion	Mr Arthur Shears, STEP Project Team
12:00 – 13:00	Sharing of best practices regarding TVET provision & Discussion	Country presentations
13:00 – 14:00 Lunch		
Session II: Career guidance and counselling		
14:00 – 14:40	Programmes and practices of career guidance and counselling in secondary schools in Malawi & Discussion	Ms Jean Munro, STEP Project Team
14:40 – 16:00	Sharing of best practices regarding career guidance and counselling & Discussion	Country presentations
Reception		

Southern Africa Regional Forum on TVET

TUESDAY, 6 DECEMBER, 2016		
08:30 – 09:00	Recap Day 1	ROSA
Session III: TVET Curriculum		
09:00 – 09:40	Monitoring implementation of the harmonized TEVET curriculum in Malawi & Discussion	Mr Simon Coetzee, STEP Project Team
09:40 – 10:40	Sharing of best practices regarding TVET curriculum and implementation & Discussion	Country presentations
10:40 – 11:10 Tea/Coffee		
Session IV: TVET Teacher Training		
11:10 – 13:00	Sharing of best practices regarding TVET teacher training & Discussion	Country presentations
13:00 – 14:00 Lunch		
Session II: Career guidance and counselling		
14:00 – 15:00	Group work: regional action points for quality TVET provision in Southern Africa	Group work
15:00 – 16:00	Reporting back from group work	Plenary
16:00 – 16:15 Tea/Coffee		
16:15 – 17:00	Summary, closing and way forward	ROSA

Annex II: Attendees

COUNTRY	NAME	POSITION	INSTITUTION	E-MAIL
Botswana	Mathogonolo Mokakapadi	Director	Department of Technical and Vocational Education and Training	mmokakapadi@gov.bw
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Funded by the EU and implemented by UNESCO in collaboration with the Government of Malawi, the Skills and Technical Education Programme (STEP) is dedicated to reinforcing Technical and Vocational Education and Training (TVET) in Malawi. The programme will run from 2016-2020 and aims to improve TVET at post-secondary level with focus on equal access to enrolment, with particular focus on female learners; improving quality in the sector; and establishment of clear governance structures.

In the framework of this project, the STEP Reports Series is aimed at documenting the highlights of the meetings organized by the project.

This report of the Southern Africa Regional Forum on Technical and Vocational Education and Training (TVET) held in Lilongwe, Malawi on 5-6 December 2016 is the first in this series.

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