



World TVET Database Botswana

Compiled by
UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc@unesco.org

Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

UNEVOC/2012/TVETDB/BWA/1

© UNESCO 2015
All rights reserved

Contents

Abbreviations	4
1. TVET mission, strategy and legislation	5
2. TVET formal, non-formal and informal systems	7
3. Governance and financing	10
4. TVET teachers and trainers.....	12
5. Qualifications and Qualifications Frameworks.....	13
6. Current reforms, major projects and challenges	15
7. Links to UNEVOC centres and TVET institutions.....	16
8. References and further reading	16

Abbreviations

AfDB	African Development Bank
BFTU	Botswana Federation of Trade Unions
BNVQ	Botswana National Vocational Qualifications
BNVQF	Botswana National Vocational Qualifications Framework
BOTA	Botswana Training Authority
BTEP	Botswana Technical Education Programme
DOSET	Department of Out-of-School Education
DTVET	Department of Technical and Vocational Education and Training
HRDC	Human Resource Development Council
MLHA	Ministry of Labour and Home Affairs
MoE&SD	Ministry of Education and Skills Development
MTTC	Madirelo Training Testing Centre
SADC	Southern African Development Community

TVETipedia Glossary

Below are listed TVET terms mentioned in this report. Click on a term to read its definitions on the UNESCO-UNEVOC TVETipedia glossary.

Access and equity	Learners
Access and equity	Learning Outcomes
Accreditation	Levy
Apprenticeship	Lifelong Learning
Basic Education	National Qualifications Framework
Career Counselling	Non-formal education
Certificate	Occupational qualification
Certification	Qualification
Competence	Quality
Curriculum	Quality Assurance
Diploma	Skills
Employment	Skills development
Flexibility	Standard
Formal Education And Training	Tertiary Education
Informal Learning	Trainer
Knowledge	TVET
Labour Force	

Botswana

Population:	2,262,000 (2015)
Youth population ¹ :	441,000 (2015)
Median population age:	24.2 (2015)
Annual population growth (2010-2015) ² :	1.99%



Data © OpenStreetMap Design © Mapbox

1. TVET mission, strategy and legislation

TVET strategy

Botswana's strategic planning takes place in National Development Plans (NDPs), which cover 5 year periods. The current NDP 10 covers a 7 year period (2009-2016) to coincide with the national Vision's horizon. NDP 10 is also aligned to the Millennium Development Goals which are reflected in the plan. It aims "to continue to improve access to high quality technical and vocational education and training (TVET), with a view to producing a competent, innovative and internationally competitive National Human Resource with ability to contribute to the socio-economic and technological advancement of the country, the creation of employment, the reduction of inequity and engaging those affected by poverty." (NDP10). The overall goal for education, including TVET, is in line with the Vision to provide accessible, equitable quality education. NDP10 aims at three TVET outcomes: improved vocational and technical skills; employability and an adequate supply of skills (NDP10 p 108).

Although Botswana is one of the economic success stories of Africa, its growth, heavily dependent upon the diamond industry, started slowing significantly in the 1990s because of the erratic performance of the diamond mining sector. Therefore, the Government acknowledged the country's need for economic diversification and skills development. The Revised National Policy on Education (RNPE), i.e. the current Botswana education policy, presented in 1994, sees vocational education and training as crucial to the country's transition from a traditional agro-based to an industrialised economy.

The RNPE gave impetus to the development of The National Policy on Vocational Education and Training (NPVET) in 1997. The NPVET was developed under the supervision of both the Ministry of Education and Skills Development (MoE&SD) and the Ministry of Labour and Home Affairs (MLHA), with the objective to place vocational education and training at the same level as academic education and to "integrate the different types of vocational education and training into one comprehensive system" (Republic of Botswana, 1997). As traditional delivery methods were not meeting the needs of the modern labour force, the 1997 Vocation Education and Training Policy clearly stated the need to make TVET more accessible and equitable and to develop more flexible teaching and learning methodologies.

¹ Population aged 14-25

² All statistics compiled from the United Nation's Population Division's *World Population Prospects, the 2015 Revision* (<http://esa.un.org/unpd/wpp/DVD/>)

TVET legislation

In order to meet the recommendations of the NPVET, the Government enacted both The Vocational Training Act (2000), which led to the establishment of the Botswana Training Authority (BOTA), and The Tertiary Education Act, which led to the formation of the Tertiary Education Council (TEC).

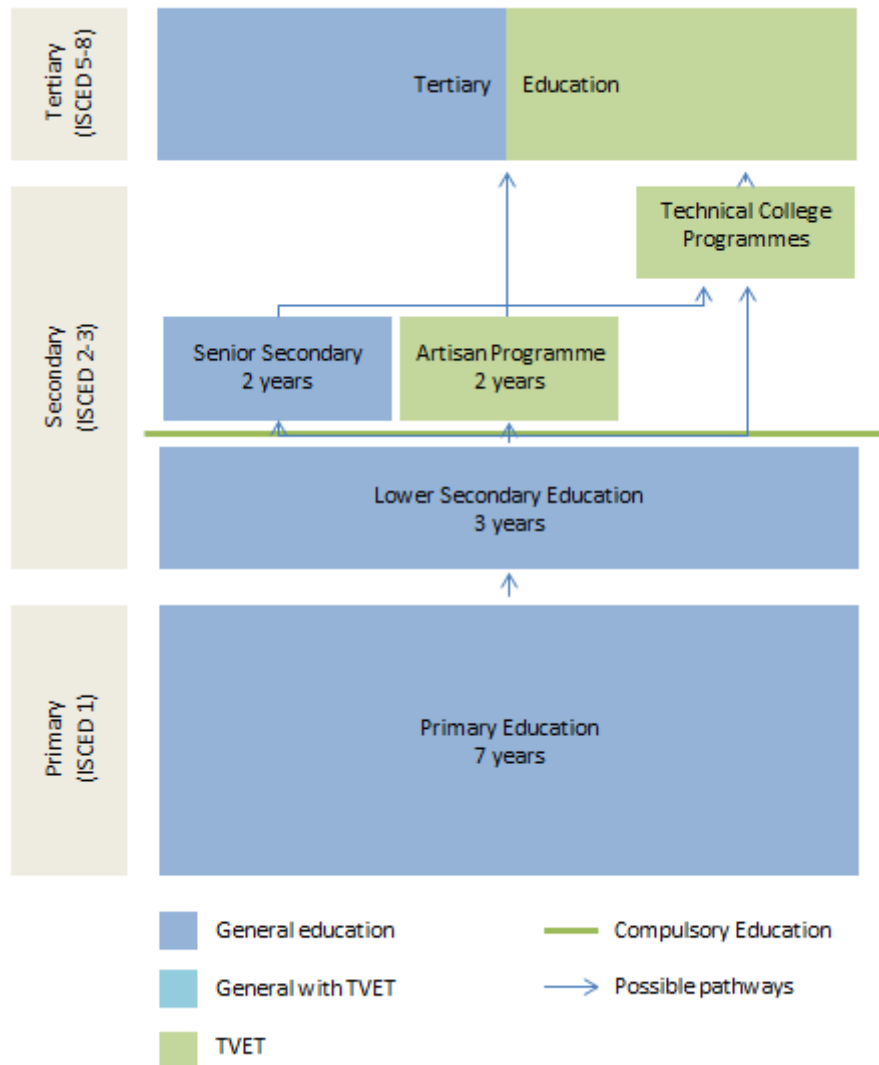
The Department of Vocational Education and Training (DVET), which became the DTVET after the inclusion of Training, was created under the Ministry of Education and Skills Development, in order to augment what was being enforced by both acts.

Sources:

Ministry of Labour and Home Affairs (1997). National Policy on Vocational Education and Training. Gaborone: Republic of Botswana.

UNESCO-IBE (2010). World Data on Education, VII Ed. 2010/2011. Botswana. Geneva: UNESCO-IBE.

2. TVET formal, non-formal and informal systems



Scheme compiled by UNESCO-UNEVOC from UNESCO-IBE (2010). World Data on Education, VII Ed. 2010/2011. Botswana. Geneva: UNESCO-IBE.

The structure of the education system in Botswana is similar to that of other Anglophone countries of the sub-Saharan region. It consists of seven years of primary education, five years of secondary education and five years of tertiary education.

Formal TVET system

The ten-year basic education programme ends up with the Junior Certificate Examination (JCE). Students can enter TVET programmes after either ten or twelve years of academic education. Those joining after ten years normally enter an artisan programme, while those entering after twelve years join a technician programme.

The first TVET centres in Botswana were created in 1965 with the "Brigades movement". Brigades were work crews initiated by communities in the villages, in response to the unemployment of primary school leavers who could not be admitted to secondary schools because of their poor academic performance. They provide artisan training through the combination of training with production. The goods and services produced in the production units are sold to the community. In this way, Brigades focus on community development and encourage small-scale entrepreneurs. They offer three levels of training:

- Trade certificate training programmes, which leads to a National Craft Certificate (NCC) in 17 trades;
- Skills certificate training programmes, designed for school leavers who prefer a vocational career or desire to embark on entrepreneurship;
- Informal training programmes, or short-duration courses to provide self-reliance which do not lead to certification.

In addition, they provide literacy, non-formal education services, craft and business skills to the community.

There are 41 brigades, among which 21 have already been taken over by the Government. In 2008, the Brigades enrolled over six thousand students (ADEA 2008).

In 1997, the Government established the first government technical colleges (TCs), formerly called vocational training centres (VTCs), alongside the numerous private vocational training institutions that had emerged earlier. They admit both junior and senior secondary school leavers.

There are seven technical colleges, which provide both full- and part-time second level training, leading to a National Craft Certificate (NCC).

seen the registration and accreditation of numerous private entities which has largely increased access to training. BOTA also accredited public institutions such as brigades.

Non-formal and informal TVET systems

Although Botswana does not have any lifelong learning strategy, it duly recognises its importance through several education policies and national development plans, among others the Revised National Policy on Education (1994), the National Development Plan 9 of 2003–2007, Botswana's Vision 2016. The Government is fully aware of the potential for recognition of skills and knowledge possessed by people without formal education or who are unemployed and is expecting the National Qualifications Framework (NQF) to help in assessing individuals who have learned through non-conventional modes.

For the moment, the validation, recognition and accreditation of non-formal and informal learning are conducted and endorsed by Botswana Training Authority. Non-formal and informal learners are assessed and given credits based on the evidence of their competence. Little information is available about the providers of informal and non-formal TVET education in Botswana.

Brigades have included in their programme informal training, which does not lead to any certification. The Botswana College of Distance Education and Open Learning (BODOCOL) was established by the Revised National Policy Education (RNPE) to deliver vocational education and training on a non-formal basis. Some accredited centres, like Madirelo Training and Testing Centre (MTTC) and the Department of Out-of-School Education (DOSET) within the MoE&SD, offer technical and vocational programmes to out-of-school learners. For instance, a skills Development Training Programme was developed by DOSET for out-of-school children, over the age of 16, in order to provide them with vocational and entrepreneurship skills.

Sources:

African Economic Outlook (2008). Botswana. Accessed: 01 October 2012.

Association for the Development of Education in Africa (2008). A study of Entrepreneurship Education in Botswana and the Significance of Institutional Preparation. 2008 Biennale on Education in Africa. Tunis: ADEA.

Association for the Development of Education in Africa (2011). Recognition and validation of non-formal and informal learning, and NQFs: critical levels for lifelong learning and sustainable skills development – Comparative analysis of six African countries. Tunis: ADEA.

UNESCO-IBE (2010). World Data on Education, VII Ed. 2010/2011. Botswana. Geneva: UNESCO-IBE.

3. Governance and financing

Governance

The Ministry of Education (MoE) is responsible for administering and managing technical and vocational education and training, while technician training is provided through several ministries, parastatal organisations and the private sector.

The Vocational Training Act initially assigned responsibility for policy formulation and strategic planning for TVET to the Ministry of Labour and Home Affairs and established in 2000 the Botswana Training Authority (BOTA) as the statutory body to coordinate and implement TVET policy into a comprehensive system. In order to really ensure that Botswana has "a responsive, comprehensive and coordinated education system", BOTA was transferred to the Ministry of Education and Skills Development in 2010 and is about to merge with the Tertiary Education Council under the Human Resources Development Advisory Council (HRDAC), which will become a full Statutory Council (BOTA, 2010).

BOTA's mission is to accredit, register and monitor both public and private training institutions in accordance with the needs of the learners and the industry, through the development of standards, quality assurance, policy advice and evaluation. The board of BOTA comprises representatives of government, employer and employee organisations and private training institutions.

BOTA is headed by Chief Executive Officer (CEO), who is supervising five different organs:

- Research and Planning;
- Finance and Vocational Training Funding;
- Human Resources Management and Corporate Services;
- Quality Assurance; and
- Standards Development.

The Department of Technical and Vocational Education and Training (DTVET) is responsible for the planning and implementation of all institutional-based vocational programmes – (1) technical and vocational education and (2) apprenticeship skills training – provided through the government vocational training centres and the Brigades. Indeed, reforms were launched by the Government in 2008 to register the brigades as schools under the direct responsibility of the DTVET. Most of them have now become centrally governed as public Technical Colleges and other public training institutions. Their previous relative autonomy in decision making on issues related to, amongst others, development of programmes, teaching and learning is thereby reduced.

The DTVET consists of five divisions:

- Policy and Development;
- Programme Development and Delivery;
- Human Resource Management and Development;
- Brigades Development; and
- Departmental Management.

The Botswana Technical Education Programmes (BTEP) provided by the technical colleges is developed by the Programme Development and Delivery Unit of the DVET, in consultation with the industry and the employers.

Financing

TVET in Botswana is funded in four major areas:

- The provision of skills programmes by TVET institutions and their day-to-day running are majorly financed by the Government's Recurrent Budgets. TVET is mainly supported by the Ministry of Education and Skills Development (MoE&SD), followed by the Ministries of Labour and Home Affairs (MLAF), of Health (MOH), of Agriculture (MOA) and of Transport and Communications (MTC). Some institutions can also partly finance their programmes through their own training units.
- A levy/grant system for Vocational Training was introduced by the Minister of Labour and Home Affairs. The amount of the levy is based on the annual turnover of Botswana companies registered under the Vocational Training Fund, entirely managed by BOTA. As BOTA moved from one Ministry to another, the Vocational Training Fund now lies under the responsibility of the Ministry of Education and Skills Development.
- The construction and expansion of public TVET institutions' facilities are funded by the Government's Development Budgets for capital investments as well as by the Government's collaborating partners, notably the European Union, except where it entails private tertiary education institutions.
- Technical assistance and various studies are provided through the financial support of collaborating partners of the Government, like the European Union, UNESCO, the World Bank, ILO, the African Development Bank (AfDB), etc.

Sources:

Botswana Training Authority (2010). BOTA Newsletter, Issue number 1. Gaborone: BOTA.
Human Sciences Research Council (2005). Vocational Education and Training in Southern Africa, A comparative study. Cape Town: HSRC Press.
Southern African Development Community (2010). National report on the literature review of Technical and Vocational Education and Training for Botswana. Gaborone: SADC.
UNESCO-IBE (2010). World Data on Education, VII Ed. 2010/2011. Botswana. Geneva: UNESCO-IBE.

4. TVET teachers and trainers

TVET trainers (teachers, training consultants, instructors, trainers) are registered by BOTA, by country of origin. Although most of them are from Botswana, a big number of them come from other SADC countries. By January 2011, 3280 trainers, working for both public and private training providers, had been registered (BOTA, 2011).

BOTA recognised that there was still a gender disparity within vocational training as 68% of these 3280 registered trainers were males.

Most teachers in Public Technical Colleges have both an occupational/technical qualification and a teaching qualification, while a majority of registered trainers in Brigades and private institutions only possess a technical qualification.

The College of Vocational and Technical Education (CTVE) provides public training for vocational teachers, who obtain, upon completion of the training, a Diploma in Technical and Vocational Education (TVE).

Sources:

Botswana Training Authority (2011). Statistical Bulletin, Vol. 5 Number 3. Gaborone: BOTA.
Southern African Development Community (2010). National report on the literature review of Technical and Vocational Education and Training for Botswana. Gaborone: SADC.

5. Qualifications and Qualifications Frameworks

BOTA has initially identified three levels of competence, leading to Botswana National Vocational Qualifications (BNVQs):

- the foundation level
- the intermediate level
- the certificate level

Vocational education and training is therefore regulated by BOTA up to the certificate level. The Tertiary Education Council (TEC) monitors TVET from the fourth level upwards, namely the diploma level.

The qualifications are based on unit standards and are defined through learning outcomes or competences: "A unit standard is a specific description of learning outcomes agreed on by all major actors in the particular area of learning and industry" (BOTA, 2011). Each level of qualification is divided horizontally into 12 fields, further divided into 64 sub-fields. Standards Setting Task Forces (SSTFs), made up with experts from given sectors, are in charge of developing the national training unit standards and packaging of qualifications. By the end of December 2010, the total number of unit standards registered amounted 1564, with a total of 140 qualifications (BOTA, 2011).

National Qualifications Framework (NQF)

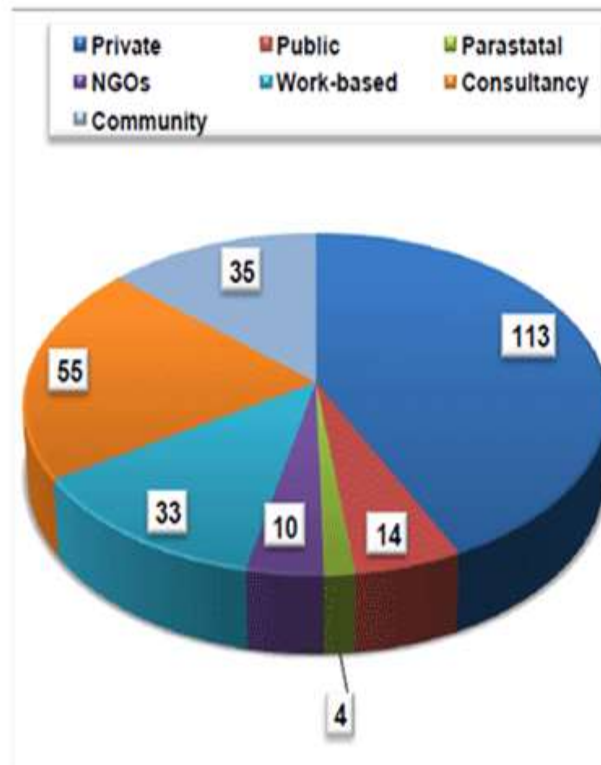
The NQF in Botswana was created specifically for the TVET sector. The Vocational Training Act of 1998 gave the Botswana Training Authority (BOTA) the mandate to develop the Botswana National Vocational Qualifications Frameworks (BNVQF). Its design was influenced by the NQFs of New Zealand, South Africa and the United Kingdom. It started being implemented in 2004, after a four- year capacity building and staff development programme, and is still being developed.

Quality assurance

Institutions have to apply to BOTA to obtain the registration and accreditation of their training services and systems and to be recognised under the BNVQF. Any provider that meets minimum requirement in terms of the trainers, student numbers, budget, facilities and resources to offer training can register. By 2010, BOTA had registered a total number of 290 institutions (BOTA, 2011).

<i>NAME OF SSTF (subfield)</i>	<i>US</i>	<i>Q</i>
Automotive Trades	76	0
Basketry	22	3
Business and Entrepreneurship	72	0
Electrical Trades	61	6
Generic Skills	40	n/a
Hairdressing	32	6
Heavy Plant Mechanics	28	1
Hospitality	51	0
Information and Communication Technology	36	0
Metal Trades	79	10
Practice Standards	38	0
Skin and Body Therapy	21	4
Tourism Task Force	66	14
Traditional Dance and Song	33	4
Travel Task Force	12	4
Wholesale and Retail Task Force	56	5
Early Childhood	40	3
Mining Process Plant Operators	101	14
Occupational Health, Safety & Environment	58	3
Creative (Visual) Arts & Crafts	76	13
Beef Farming SSTF	52	9
Horse / Equine	20	0
Kgalagadi Sand Building Block/Brick	20	3
Choral Music	39	8
Dairy Farming	20	4
Poultry	25	4
Pottery and Ceramics	10	3
Heavy Plant Operators	28	1
Solar Water Heating	58	3
Solar Photovoltaic	37	3
Arable Farming	27	0
Security Services	24	0
Bricklaying and Plastering	23	3
Carpentry and Joinery	26	5
Painting and Decorations	20	0
Plumbing and Pipe fitting	41	0
Small Stock Farming	36	3
Human Resource Management	11	0
Contact centre services	10	0
Driver Instructors Services	39	1
Total	1564	140

However, accreditation goes beyond the registration and approval by BOTA and is done on the basis of the unit standards. In December 2010, BOTA had accredited 264 institutions, with a total of 2068 accredited programmes (BOTA, 2011).



Sources:

- Botswana Training Authority (2010). BOTA Newsletter, Issue number 1. Gaborone: BOTA.
- Botswana Training Authority (2011). Statistical Bulletin, Vol. 5 Number 3. Gaborone: BOTA.
- International Labour Organisation (2010). Qualifications Frameworks: Implementation and Impact – Background case study on Botswana. Geneva: ILO.
- International Labour Organisation (2010). The implementation and impact of National Qualifications Frameworks: Report of a study in 16 countries. Geneva: ILO.
- Association for the Development of Education in Africa (2011). Recognition and validation of non-formal and informal learning, and NQFs: critical levels for lifelong learning and sustainable skills development – Comparative analysis of six African countries. Tunis: ADEA.

6. Current reforms, major projects and challenges

Current reforms and major projects

A Human Resource Development (HRD) Strategy was developed in 2009 to achieve Botswana's long-term economic goals. BOTA and the TEC, along with the Manpower Planning Unit and the Labour Market Observatory, both located in the Ministry of Finance and Development Planning but now seconded to HRDAC, will be rationalised to establish the Human Resource Development Council (HRDC) and the qualifications framework. It is scheduled to come into operation after the Parliament has passed the relevant bills. The HRDC will be at the apex of a number of strategic interventions designed to strengthen Botswana's education and skills training system.

Sources:

Lute, A (2011). New Parastatal on the cards. The Botswana Gazette.

7. Links to UNEVOC centres and TVET institutions

UNEVOC Centres

- [<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&tid=511> Ministry of Education and Sustainable Development]
- [<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+-+Centre&tid=645> Botswana Training Authority]

8. References and further reading

References

African Economic Outlook (2008). [Botswana](#). Accessed: 01 October 2012.

Association for the Development of Education in Africa (2008). [A study of Entrepreneurship Education in Botswana and the Significance of Institutional Preparation](#). 2008 Biennale on Education in Africa. Tunis: ADEA.

Association for the Development of Education in Africa (2011). [Recognition and validation of non-formal and informal learning, and NQFs: critical levels for lifelong learning and sustainable skills development – Comparative analysis of six African countries](#). Tunis: ADEA.

Botswana Training Authority (2010). BOTA Newsletter, Issue number 1. Gaborone: BOTA.

Botswana Training Authority (2011). Statistical Bulletin, Vol. 5 Number 3. Gaborone: BOTA.

Human Sciences Research Council (2005). [Vocational Education and Training in Southern Africa, A comparative study](#). Cape Town: HSRC Press.

International Labour Organisation (2010). [Qualifications Frameworks: Implementation and Impact – Background case study on Botswana](#). Geneva: ILO.

International Labour Organisation (2010). [The implementation and impact of National Qualifications Frameworks: Report of a study in 16 countries](#). Geneva: ILO.

Lute, A (2011). New Parastatal on the cards. The Botswana Gazette.

Ministry of Labour and Home Affairs (1997). National Policy on Vocational Education and Training. Gaborone: Republic of Botswana.

Southern African Development Community (2010). National report on the literature review of Technical and Vocational Education and Training for Botswana. Gaborone: SADC.

UNESCO-IBE (2010). [World Data on Education, VII Ed. 2010/2011. Botswana](#). Geneva: UNESCO-IBE.

Further reading

African Development Bank (2009). [Botswana: Support for Education Quality and Technical and Vocational Education and Training \(SEQTVET\)](#). Abidjan: AfDB.

Botswana Federation of Trade Unions (2007). [Policy on Education in Botswana](#). Gaborone: BFTU.

Botswana Training Authority (2011). [Annual Report 10/11](#). Gaborone: BOTA.

Government of Botswana (1994). The Revised National Policy on Education, Government Paper No. 2 of 1994. Gaborone: Republic of Botswana.

Republic of Botswana (1998). [Vocational Training Act, Act No. 22 of 1998](#). Gaborone: Republic of Botswana.