



# Strengthening Employment Relevant TVET in Botswana II



May 23, 2019



## **‘Competitive Human Resource - a Leading driver for the Economy in the 21st Century**

Human Resource development is more important than ever.  
Which is the way forward in a fast changing, globalized world?

This presentation addresses the theme from 3 angles:

- Results of the conference “Skills for the Future”,  
European Training Foundation (ETF), November 2018
- Why skills remain important, especially in a knowledge-based  
economy.
- The GIZ project “Strengthening Employment Relevant TVET in  
Botswana II”.



## Managing transition (ETF)

Factors for shaping the future:

- First, the context or ‘starting point’; i.e. **the country’s capacity to make a realistic analysis of where it stands and where it wants to go.**
- Next, **making the right choices today and taking action** to mitigate challenges and grasp opportunities.
- Third, **building the institutional capacity to manage change and the ability of actors to work together.**
- **Investing in people.** Human capital is a central driver for sustainable economic growth and social well-being. Improving people’s competences is a key factor for adaptability and innovation. **Public policies for human capital development are essential in managing change following a people centred and inclusive model of development.**



## Managing change (ETF)

- **New patterns of interaction and collaboration**, that go beyond the established governance models. Innovation in governance and institutions requires a power shift to be negotiated among actors.
- **Partnerships and concerted action** are essential to manage transition in a changing environment.
- **Capacity to monitor changes in the labour market** and in workplaces (whether physical or virtual) as a means of steering skills development strategies.
- **Building greater flexibility into qualifications and qualification systems** to remain relevant for individuals and for society. Static qualifications and qualification systems are unable to keep up with changes and to capture the wide range of new learning opportunities.



## Implications for education and training systems (ETF)

- Permanent interaction with economic, technological and social developments to promote adaptability and innovation.
- Strong basic and professional skills, theoretical knowledge and transversal competences.
- Soft skills such as creativity and critical thinking,
- Learning to learn, digital and entrepreneurial competences, languages, social and civic competences.
- TVET continues to have a key role in preparing young people for the labour market.
- TVET needs also to respond to the growing demand for upskilling and reskilling of adults at all ages and levels.
- Access to Continuous Vocational Education and Training (CVET) and lifelong learning opportunities.



## Implications for the changing role of teachers

- Teachers are experts, coaches and curriculum designers and developers.
- Active support of teachers is a must to achieve reform objectives.
- Diminish the strict separation of roles between classroom teachers, trainers in schools and trainers in companies, in order to integrate theory and practice and strengthen learners' problem-solving capacities.
- Enhance the public image of the teaching profession.
- Provide in-service training in new teaching methods, technologies (digital and on line learning) and in the changing workplace.



## Implications for (small) enterprise support

- Employees' skills are a key factor at any time in business success.
- As the economy moves from industrial revolution 3.0 to 4.0, training and upskilling people matters even more.
- Globally, small and medium-sized enterprises (SMEs) constitute upwards of 90% of all firms and more than 60% of total employment.
- The industrial revolution is especially challenging for smaller enterprises.
- Countries may gain by giving special attention to the skills and training needs of SMEs.



## Lifelong learning

- People will experience more frequent transitions between old and new skills, between education, training and work, and between jobs.
- Seamless learning pathways from early childhood throughout adult life and a system for lifelong learning.
- Adult learning becomes crucial to update and upgrade skills and learn new skills at different stages in life.
- An open and accessible system for validation and recognition of prior learning (informal and non-formal).



## World Bank: The Four Pillars of The Knowledge Economy

- **Education & Training**

An educated and **skilled population** is needed to create, share and use knowledge.

- **Information Infrastructure**

- **Economic Incentive & Institutional Regime**

- **Innovation Systems**



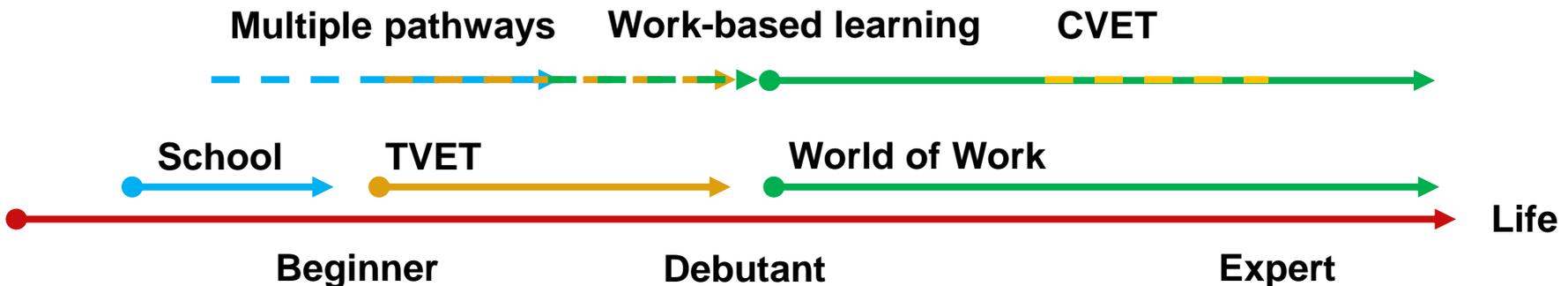
## Skills

- Skills in a broad sense are understood to cover what a person knows, understands and can do.
- Skills refer to different types of learning outcomes, including knowledge and competences, as well as ability to apply knowledge and to use know-how in order to complete tasks and solve problems.
- Skills are seen as the dynamic currency that people need in a fast-changing world, to which they must be able to adapt throughout their lives.
- To address the acquisition of '21<sup>st</sup> century' skills throughout people's careers and lives puts lifelong learning back on the political agenda.



## The role of TVET

- TVET has a particular role to play in the future of skills.
- The skills mix required for the future is best acquired through blended ways of learning in close proximity to the world of work.
- TVET is learning by doing.
- The goal of TVET is to develop a competent person, professional, and citizen.





## Strengthening employment-relevant TVET in Botswana

### Objectives:

- Enhancing capacities for TVET management and implementation on institutional and personnel level.
- Supporting the partners in achieving three reforms in the TVET sector.
- Supporting the participation of the industry / the private sector in TVET.
- Developing demand-led TVET programmes and capacitating TVET staff to deliver and assess these programmes.
- Supporting the development of training models which link TVET programmes of different NCQF levels to allow for permeability and articulation.
- Supporting the partners in setting up mechanisms to monitor and evaluate the implementation and results of demand-led TVET programmes.



Thank you for your kind attention!

