Strategic Framework and Programme of Action for Technical and Vocational Education and Training in the Southern African Region

AUGUST 2011
# Table of Contents

ACRONYMS .................................................................................................................. i

**PART 1: STRATEGIC FRAMEWORK ........................................................................... 1**

1.0 introduction ............................................................................................................... 1

2.0 Current status of TVET in the Region ..................................................................... 2

2.1 Education Context .................................................................................................. 2

2.2 TVET in the Region ............................................................................................... 3

3.0 Key strategic issues ............................................................................................... 6

3.1 A lack of TVET data and research capacity within the region ............................. 6

3.2 Poor articulation with the rest of the education system ...................................... 6

3.3 Staff development ................................................................................................. 6

3.4 Institutional development .................................................................................... 7

3.5 Linkage of TVET with labour market .................................................................. 7

3.6 Harmonization of policies and systems (including qualifications) .................... 7

3.7 Equity issues ......................................................................................................... 7

4.0 Guiding Principles for implementing the Framework ........................................... 8

4.1 Access and equity ................................................................................................. 8

4.2 Quality, proficiency and relevance ....................................................................... 8

4.3 Employability and entrepreneurship ................................................................... 8

4.4 Efficiency and sustainability .............................................................................. 8

4.5 Active involvement and participation by all key stakeholders ............................ 8

4.6 Maximum utilization of existing resources, institutions and expertise .............. 8

4.7 Allowing variable geometry and targeting in the implementation of activities .... 8

5.0 Purpose and Strategic Priorities .......................................................................... 9

5.1 Purpose .................................................................................................................. 9

5.2 Strategic Priorities ............................................................................................... 9

6.0 Coordination and Implementation of the Framework ............................................ 10

6.1 Institutional Arrangements ................................................................................... 10

6.2 Partnerships for Implementing and Monitoring the Framework ......................... 11

6.3 Budget and Resource Mobilisation ....................................................................... 11

6.4 Summary budget 2012-2016 ................................................................................ 11

**PART 2: PROGRAMME OF ACTION (2012 – 2016) ................................................... 12**

7.0 GOAL, OBJECTIVES AND EXPECTED OUTCOMES ........................................... 12

7.1 Goal ....................................................................................................................... 12

7.2 Objective and Expected outcomes ....................................................................... 12

7.3 Strategic Priorities for Action and Activities ....................................................... 12

7.4 Summary table of objectives, activities, results and budget ............................... 14
ACRONYMS

ABET  Adult Basic Education and Training
ADEA  Association for the Development of Education in Africa
AU    African Union
CBET  Competence Based Education and Training
CPD   Continuing Professional Development
DRC   Democratic Republic of the Congo
EFA   Education For All
HEI   Higher Education Institution
ICT   Information and Communication Technology
ILO   International Labour Organisation
ITE   Initial Teacher Education
LMIS  Labour Market Information System
MDG   Millennium Development Goal
MIS   Management Information System
NQA   National Qualifications Authority
NQF   National Qualifications Framework
ODL   Open and Distance Learning
OVC   Orphans and Vulnerable Children
QA    Quality Assurance
QF    Qualifications Framework
RPL   Recognition of Prior Learning
SADC  Southern African Development Community
SADCQF Southern African Development Community Qualifications Frameworks
SMME  Small and Medium Enterprises
TVET  Technical and Vocational Education and Training
TVETMIS TVET Management Information System
TVET QF TVET Qualifications Framework
UNESCO United Nations Educational, Scientific and Cultural Organization
VET   Vocational Education and Training
PART 1: STRATEGIC FRAMEWORK

1.0 Introduction

The Southern Africa Development Community (SADC) is a regional economic community comprising 15 countries as follows: Angola, Botswana, Democratic Republic of the Congo (DRC), Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. The Region is endowed with both human and natural resources. The Region has a combined population of about 262 million of which 51% are female. It has a young population structure with the majority being children and youth. While the Region is diverse, many of the challenges are common to its Member States, with the main challenge being the underdeveloped structure of the regional economy and the inability to unlock the untapped potential in the region’s human and natural resources. The shared challenge among Member States is how to promote improved economic growth and entrepreneurialism and enhancing benefits from the emerging knowledge economy in the era of increasing globalisation. The Member States also share the need to address an increasing range of natural and human challenges, including how to achieve improved security and to ensure better control of communicable diseases such as malaria, tuberculosis and HIV and AIDS. SADC believes that the solution to its problems lies in deeper, more effective regional cooperation and integration.

SADC’s vision is one of a common future that will ensure economic well-being, improvement of the standards of living and quality of life, freedom and social justice; peace and security for the peoples of Southern Africa. This shared vision is anchored on the common values and principles as well as the historical and cultural affinities that exist amongst the peoples of Southern Africa. This vision translates into a set of objectives that focus on the promotion of economic growth and development, poverty alleviation uplifting standards and quality of life, peace and security. Education is at the core of the upliftment of standards and quality of life since it is the foundation for human capital. The application of appropriate science and technology is the basis for improved economic growth.

SADC’s programmes are guided by the Regional Indicative Strategic Development Plan (RISDP), and the development of human capabilities to contribute to the regional integration agenda is one of the objectives to be achieved. Hence, education and skills development is one of the areas of the SADC Programme of Action. The SADC Education and Skills Development Programme is guided by the Protocol on Education and Training and the Second Decade of Education for Africa Plan of Action (2006-2015). Technical and Vocational Education and Training is one of the sub-sectors of education that is vital for producing relevant skills necessary for improving economic performance, alleviating poverty and reducing unemployment. SADC is cooperating with UNESCO in the improvement of technical and vocational education and training in the region.

TVET is also an integral part of UNESCO’s mandate in education. Globalisation requires people to develop knowledge and practical skills on a continuous basis. TVET has a special role to play in providing the knowledge and practical skills that empower people to improve the quality of their daily lives and earn income. The progress achieved in school enrolment worldwide, as a logical consequence, requires significant progress also in access to and quality of TVET for the increasing number of young people who complete primary and secondary education. It is therefore important to strengthen the linkages between education and sustainable social and economic development, with the promotion of technical and vocational education that offers practical skills and broader competencies, opening pathways to higher education and improving employability and entrepreneurship. TVET is one of three principal foci of UNESCO’s education work for the current biennium.
For a long time, TVET in the Region has been neglected, fragmented and unevenly developed. In recent years, there has been a policy shift that recognizes the importance of TVET in addressing a number of socioeconomic challenges faced by governments. As a result, many countries in the SADC region have embarked on a number of initiatives to reform and transform their TVET systems. Unfortunately, there has been a dearth of rigorous regional analyses of the reform process and its outcomes. In addition, there was no regional programme of action on TVET to guide and support member states’ efforts in developing skills through TVET.

The Strategic Frameworks and Programme of Action represent the first concerted effort by SADC to develop and implement a regional response on TVET in line with its regional integration mandate. The Framework and Programme of Action were developed in collaboration with UNESCO through extensive consultation at national and regional level. A regional situation analysis on TVET was undertaken in 2010 and consultative meetings in each Member State were held to validate the findings of the assessment and to identify key areas for strategic support at regional level. A regional workshop was held in April 2011 and was attended by senior government officials, representatives from national training authorities or agencies as well as several multilateral organizations such as the ILO, ADEA and UNESCO. The regional workshop reviewed the findings of the assessment and identified priorities for the Framework. The levers for TVET development in the region provide the foundation for the regional programme of action.

The Framework identifies priority areas that can be facilitated at regional level by various actors including the SADC Secretariat and Member States, UN OAgencies, international and regional organizations, private sector organizations and donors.

The document is presented in two parts. The first part covers “The Strategic Framework” and the second part covers the five components of the Programme of Action for the period 2012 – 2016.

### 2.0 Current status of TVET in the Region

#### 2.1 Education Context

The SADC Region is still struggling to achieve the Millennium Development Goals (MDGs) and EFA targets. However, significant progress has been made at primary level, with net enrolment rates ranging between 70 and 98%. There are major systematic problems with providing secondary education to those who are transiting from the primary system, with most Member States providing places for fewer than 50%. Access and equity in higher education in SADC is fundamentally determined by access to and the quality of secondary education. The low levels of participation at secondary level translate into low levels of participation in higher education. Likewise the tertiary sector is characterized by low participation rates of around 6%, particularly in engineering and the sciences, which have serious implications for regional development. This has resulted in the Region having large numbers of out-of-school youth combined with relatively high levels of unemployment. Systems designed to provide technical and vocational education are providing important additional education opportunities, but are not operating at a scale that is sufficient to tackle the problems decisively.

Although there have been improvements in providing the necessary teaching personnel, there are difficulties across the Region in deploying trained teachers to meet rising demand, especially in TVET. Despite significant relative and absolute improvements across the
Region, adult and youth literacy also remains a serious challenge. Equity is a key issue that needs to be addressed at the tertiary education level since gender disparities persist in this sub-sector.

2.2 TVET in the Region

This section is largely drawn from the assessment of the status of TVET in the Region. It highlights the status and some of the key challenges.

2.2.1 Definitions

There is a myriad of definitions and terminologies used by different Member States with regard to Technical and Vocational Education and Training. Some distinguish between vocational education and training on the one hand and technical education and training on the other while others use broader notions of skills development to refer to both terms. Most Member States, especially those with qualifications frameworks, tend to define this level of education according to the levels on their national qualifications framework describing a bridge between education and the world of work. This indicates that there is no definitional agreement regarding the nature and scope of TVET in the region. There is therefore a need for a better intraregional understanding and definition of the nature and scope of TVET as part of developing a regional programme of action. The definition that was used in the assessment and development of this strategic framework focused largely on initial vocational education and training within dedicated provider institutions that engage with the lower and intermediate levels of national qualifications and, to a lesser extent, on the provision of formal qualifications either totally in workplaces or in some form of system of work and training. The goal to be achieved is to promote skills acquisition through competency-based training with proficiency testing for employment (including self-employment) and sustainable livelihoods.

2.2.2 TVET Policies and Strategies

TVET is acknowledged in several countries within the region as being an important aspect of overall national development strategies. Across the region, there is a broadly shared vision that economic development needs to be built on a well-known set of characteristics, including improved international competitiveness, increased productivity, accelerated technological development and improvements in employment and/or employability. These economic policy goals are linked to a belief that human capital development can promote economic development. This is where TVET explicitly finds a place in the broader economic development strategy. A number of national policies across the region make it clear that TVET has a primary role in developing skills that promote individual and national economic competitiveness and inclusion.

TVET policy frameworks across the SADC region mostly reside under broader government strategies for skills development in the service of poverty alleviation, employment and employability, economic upliftment and competitive market engagement. TVET is reflected in various Poverty Reduction Strategy Papers, National Development Plans and Vision Papers that governments have developed. In the face of high unemployment levels, especially among the youth, a major concern of policy makers in the Region is to ensure that national TVET systems are relevant and accessible while addressing issues of quality. Several countries have developed TVET policies (e.g. Botswana, Malawi, Mauritius, Namibia, South Africa and Zambia). Policy makers are aware of the critical role that TVET can play in
national development and, while they regard TVET as an engine for sustainable development, they find it challenging to formulate policies and strategies to deal with the complex issues in this sub-sector. This is because there is often poor clarity of national visions regarding what TVET is for and, in some instances, there are no national or regional theories and models of how TVET plays a developmental role. The development of a common approach or model for TVET and its role in development is one of areas to be addressed through the strategic framework.

2.2.3 Informal economy and entrepreneurship development

There is relatively little emphasis on the informal economy in national development policies, and even fewer highlight the skills dimension of this component of the national economy. Nonetheless, there is an interest in the upgrading of self-employed artisans, in supporting traditional apprenticeship, and in informal community skills development. What is far more prevalent in policy papers is a focus on small and medium (and sometimes explicitly micro) enterprises (SMMEs). However, across most of the region, TVET and informal economy/SMME policies are generally poorly articulated. Nonetheless, entrepreneurship development is seen as being of considerable importance across the region and there are efforts to include it as part of the curriculum.

2.2.4 Size and Shape

Understanding the size and shape of the sub-sector is limited by paucity of data and research in this area. The assessment reported that there are about 3,430 public and private TVET providers, including formal and non-formal provision, in SADC Member States. Enrolment is estimated at 1,463,043 of which less than 10% are females. Public formal provision is small, with less than 300 public providers in the region. Some countries in the region have radically changed their attitude to private training providers and have moved from a position of hostility to genuine attempts to integrate them into a single national TVET system. Whilst reform initiatives in TVET governance, quality assurance and qualifications frameworks should all assist in clarifying the thinking across the range of provision types, it appears that this is not sufficient and that there is a need for a better understanding of all types of provision and how best the state should interact with them.

Much of the provision tends to fall into the traditional provision categories of engineering, construction, commercial and beauty, even though there some national comparative advantage specificities. TVET is largely provided through the conventional face to face delivery mode. There is limited capacity in the Region to deliver TVET in the Region through Open and Distance Learning even though there is a growing realisation that it needs to be delivered more and more through flexible, technology-enhanced methods.

2.2.5 Systems reforms

All countries in the Region are undertaking TVET reforms which vary in nature and scope. National TVET reforms are driven by concerns to improve the quality of TVET provision. A common feature in most TVET reforms have been the focus on strengthening the governance of quality and quality assurance systems and the development of qualifications frameworks. Quality assurance systems vary across the region from systems with a single agency performing a wide range of activities, to systems where responsibility is distributed across several agencies. Different agencies also focus on different quality assurance practices, such as exit assessment and certification; programme approval and provider quality improvement; and provider accreditation and assessment moderation. Furthermore, different agencies may perform similar quality assurance practices but may do so in different parts of the TVET sector and/or in different kinds of providers.
Part of the challenge of managing TVET is that it is inherently a cross-sectoral issue that falls within the purview of one governmental department. In response, a number of countries have re-organised areas of responsibility for TVET between ministries, have set up new inter-ministerial coordination structures or have linked coherence to wider governance reforms by establishing national human resource development structures that include a wider range of stakeholders.

TVET reforms across the SADC region are driven by a strong concern to ensure that training is responsive to, and relevant for, labour market and industry needs. Establishing labour market observatories or databases and forging closer links with industry are some reforms that are being advocated. However, whilst some countries report significant and formalised employer involvement in the TVET system, others can demonstrate little in this regard.

Funding is another area where there have been some reforms in some countries. Most funding for TVET in SADC countries is generated through government subsidies, employer fees, student fees, donations and income generation activities by the providers. Of these sources, government subsidies constitute the majority contribution followed by student fees. The remainder constitutes minimal funding streams for TVET. All formal public provision of TVET is funded by government through budget allocations to ministries. As a percentage of educational budgets, TVET expenditure ranges from 0.6% to 13.6%. A recent funding source is the creation of a skills levy based on a percentage tax of employer payroll. These range between 0.2% and 5% of employer pay roll or company turnover. These levies provide a significant funding base for TVET.

While all these reforms are being undertaken, there is no systematic approach of monitoring and evaluation of the TVET system and reforms.

2.2.6 Human and institutional capacity

TVET systems are complex and they require considerable capacity in order to function well. However, there are multiple capacity challenges for TVET across the region. These include limited institutional capacity and focus on staff development for TVET teachers and instructors. The situation is exacerbated by the fact that TVET instructors tend to have lower income and status than either teachers in academic schools and lecturers in higher education or similarly skilled workers in the private sector. There are concerns that few vocational instructors have a sufficiently strong blend of subject specialist knowledge, industrial experience and pedagogical skills.

2.2.7 Articulation with schooling and higher education

Articulation with academic education, whether at school or higher education levels, tends to be poor across the region. It is argued widely that young people need to be allowed to make choices about educational and occupational paths as early as possible and that education systems should avoid locking them into particular routes. There is interest, therefore, in trying to better integrate academic and vocational education into more flexible systems. This is also seen as being a way of tackling the problem of low esteem for vocational education. However, most countries are silent on possibilities of horizontal articulation with academic schooling.

Another major element in the lack of parity of esteem between academic and vocational education is the historical difficulty of progressing to higher education from vocational pathways. Generally, there is no evidence of progression to university and progression between basic and post-secondary TVET is problematic in some countries. The challenge with learnerships is that TVET qualifications are not primarily designed with a view to progression to higher levels but with a focus on the competencies required for a specific occupation or set of occupations. This typically means that TVET graduates have a far
poorer fit of prior formal learning for higher education programmes than do academic school graduates.

National Qualifications Frameworks (NQFs) are seen by most countries as a solution to addressing issues of articulation. Almost all the countries of the region have at least begun developing a national qualifications framework and there is also commitment to a regional framework.

2.2.8 Equity issues

TVET systems tend to be a source of education and training that is particularly important to the poorer in society, who are disproportionately unlikely to be able to access high status academic education. In particular in Africa, traditional apprenticeship is a highly significant source of pro-poor skills development and employment opportunities. It is imperative that national formal TVET systems are serious about equity. There are problems of gender equity in TVET as no country in the region has reached gender parity in TVET enrolments. Moreover, disaggregations by subject, though very limited, suggest that there is still widespread gender stereotyping. There has also been some concern with other dimensions of disadvantage, including disability, race, orphanhood and rurality. Given the high incidence of HIV and AIDS in the region, mainstreaming of HIV and AIDS in TVET as part of education sector’s response is important. Some countries have made major efforts in this area but overall progress on a HIV and AIDS strategy on TVET is poor and it does not feature highly in many national policies.

3.0 Key strategic issues

There are a number of challenges which are faced by TVET systems in the Region. However, there are some causes which, when addressed, will have a multiplier effect. The following are some of the key issues that need to be addressed to revitalise TVET in the Region:

3.1 A lack of TVET data and research capacity within the region

With limited research capacity, and a lack of national research agencies for TVET or capacity within those that do exist, very little current information about TVET, including research on policy and systems, the impact of TVET on development and poverty reduction, or the relationship between TVET and national and regional labour markets, is available. There is need to strengthen TVET MIS and research capacity to ensure availability of data and information to promote a better understanding of the system as well as facilitate evidence-based policy development and monitoring and evaluation.

3.2 Poor articulation with the rest of the education system

In general, technical and vocational education and training forms a separate parallel system within the education systems with its own institutions, programmes and teachers. In many countries, students entering the vocational education stream find it difficult to proceed to higher education. This situation tends to reinforce the perception of inferiority of the vocational track. It is important to create articulation pathways between TVET and general education. It is clear that progression from TVET to higher education remains uncommon and fraught with difficulties.

3.3 Staff development

The delivery of quality TVET is dependent on the competence of the teacher or lecturer in terms of theoretical knowledge, technical and pedagogical skills as well as being abreast
with new technologies in the work place. There is little evidence in policy, programmes or data systems that TVET staff development has received sufficient attention across much of the region. There are concerns that few vocational instructors have a sufficiently strong blend of subject specialist knowledge, industrial experience and pedagogical skills. Not all SADC member states have an institution that provides specific TVET teacher training. However, all countries do have at least one provider where teachers may gain some kind of teacher training. Providing support to strengthen TVET teacher training provision would form one part of a regional strategy for staff development.

3.4 Institutional development

The desired achievement of labour market and developmental outcomes is unlikely if teaching and learning quality is poor. However, improvements in staff training may be insufficient if institutions are not themselves well-managed, well-led and well-governed. The challenges faced by TVET institutions have increased. This is particularly the case with public institutions where there have been moves to give more autonomy to the institutional level, and public and private institutions where there are new requirements to comply with reformed quality assurance and qualifications practices. However, there is relatively little evidence of interventions that have sought to build capacity at institutional level. Many SADC member states identified provider institutional development as one of the top five priorities for regional support.

3.5 Linkage of TVET with labour market

The ultimate aim of TVET is employment both in the formal and non-formal sector. TVET programmes therefore have to be linked to the job market. As employment opportunities in the formal sector shrink, the acquisition of business management and entrepreneurial skills for self-employment becomes a major imperative in the design of TVET Programmes. In this way, the socio-economic relevance of TVET can be enhanced.

3.6 Harmonization of policies and systems (including qualifications)

One of the objectives of SADC is to facilitate integration and cooperation among Member States. While TVET is acknowledged as critical for national and regional development, there is no definite agreement regarding the nature and scope of TVET in the region and there are no agreed standards for quality delivery of TVET. These are imperatives for integration. There is need for the development of common approaches and models for TVET that will be suitable for the region. Lastly, as part of integration, there is need for mutual recognition of competencies and portability of TVET qualifications across the region.

3.7 Equity issues

Gender equity is one of the objectives of SADC, the ultimate goal being to facilitate equitable participation of both women and men in development. Poor participation of women in TVET in terms of enrolment and subject choices still persist in the region. While there some good practices in supporting equity concerns within TVET in the region are emerging, these need to become more systematised. Better documentation of the existing experiences in pro-equity interventions is vital in the pursuit of this objective.

The growing recognition of the importance of TVET and skills development, ongoing TVET reforms, increasing unemployment levels and paucity of a comprehensive vision and approach to the development of TVET in the Region all point towards the need for a regional programme of action which fosters a better understanding of TVET in the region and facilitate common approaches to TVET systems development and delivery.
4.0 Guiding Principles for implementing the Framework

The enormity of challenges facing TVET in the region and the extent of the current efforts at addressing these challenges points to the need for interventions at both national and regional level. It also points to the need for a systematic and holistic approach. This Strategic Framework is aimed at activities that will add value or complement national initiatives and facilitate more concerted efforts by Member States in the region. In this regard, the development and implementation of the Strategic Framework is guided by the principles below.

4.1 Access and equity
Equitable access of both men and women in TVET should be promoted. The implementation of activities should take into account gender concerns and be gender sensitive. Gender stereotypes should be eliminated.

4.2 Quality, proficiency and relevance
TVET programmes and interventions must develop capabilities and competencies of all key stakeholders, especially the youth. In this regard, it must be of high quality and be relevant to development needs of the economy and society. It must also promote responsible citizenship.

4.3 Employability and entrepreneurship
TVET must lead to employability in both the formal and non-formal sector. Particular focus should be placed on promoting business management and entrepreneurship in the curriculum.

4.4 Efficiency and sustainability
Interventions should be designed to consider the long term impact and continuity at national level.

4.5 Active involvement and participation by all key stakeholders
The design and implementation of activities should ensure involvement of all Member States, institutions, the private sector, students, youth and other relevant stakeholders.

4.5 Maximum utilization of existing resources, institutions and expertise
Interventions must use existing structures, expertise in the region, and institutions. It must also build on sectoral and national excellence in the region.

4.6 Allowing variable geometry and targeting in the implementation of activities
While the broader framework of the interventions should be similar, they should be designed in such a way that they respond to different country contexts.
5.0 Purpose and Strategic Priorities

5.1 Purpose
The overall objective of the SADC TVET Regional Strategic Framework is “the improvement of TVET to contribute to the development of relevant human resources to drive socio-economic development, inclusion and technological advancement in the region”.

5.2 Strategic Priorities
There are significant challenges in developing a strategic framework for TVET in the SADC region, given the huge diversity of system size, economic development and historical and cultural contexts. Moreover, there are elements of TVET reform that are probably best addressed primarily at the national level, albeit with considerable potential for regional policy dialogue and learning. In this programme of action, therefore, the focus is on themes that appear both to be of considerable importance to stakeholders in the majority of member states and particularly suitable for regional cooperation. As this is a regional strategic framework and programme of action, all proposals lie squarely within SADC’s mandate for regional support in the following areas:

- Harmonisation of policies and systems
- Monitoring
- Research and Evaluation
- Capacity Building
- Advocacy

A central theme within the strategic framework is the strengthening of partnerships for peer learning and capacity development to support system development in TVET and skills development in the region. All interventions proposed are based on the principle that Member States retain responsibility for all activities at national levels. The SADC programme of action will provide overarching regional support as defined by the SADC mandate in the strategic intervention areas. Key issues such as HIV and AIDS and gender will be mainstreamed across all activities.

The following five strategic priority areas of intervention at regional level were identified and agreed upon:

- Intervention 1: Policy development and harmonization
- Intervention 2: TVET Management of Information System, Research and Monitoring and Evaluation
- Intervention 3: TVET Staff Development/TVET Teacher Training
- Intervention 4: Systems Development
- Intervention 5: Institutional Development
- Intervention 6: Regional Coordination

<table>
<thead>
<tr>
<th>Priority areas</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TVET Policy Development and harmonization</td>
<td>1. To facilitate harmonization of TVET policies and standards in the region</td>
</tr>
<tr>
<td>2. TVET MIS, Research and Monitoring and Evaluation</td>
<td>2. To strengthen the regional knowledge base for planning, monitoring and evaluating TVET for improved policy,</td>
</tr>
</tbody>
</table>

1 Objective agreed at SADC regional workshop, April 2011
The Programme of Action develops proposals for activities in each intervention area. Wherever possible, opportunities for potential synergy and links between interventions have been identified. The intervention areas and sub-activities reflect the SADC mandate and commitment to capacity development, monitoring and evaluation and research and to peer learning.

### 6.0 Coordination and Implementation of the Framework

#### 6.1 Institutional Arrangements

The implementation of the Framework will require that clear roles and responsibilities are assigned to the different stakeholders. The following structures are proposed for coordinating and implementing the plan at the regional level:

##### 6.1.1 SADC Summit and Council of Ministers

Policy oversight for the Framework will be provided by the SADC Summit of Heads of State and Government. The Summit will adopt major regional policy framework such declarations which may be developed as part of operationalising this Framework. The SADC Council of Ministers will approve major policy and strategic issues that have major budgetary implications emanating from efforts to operationalise the Framework.

##### 6.1.2 SADC Ministers of Education and Training

The SADC Ministers of Education and Training will provide policy direction and monitor the implementation of the Framework. The Ministers will approve all policy and strategic outputs and recommend them to Council for Adoption. The Ministers of Education and Training are advised by Permanent or Principal Secretaries or Director Generals.

##### 6.1.3 Technical Committees on Technical and Vocational Education and Training

A technical committee on TVET will be established to facilitate technical implementation of the Framework. The Committee will be made up of TVET experts from all key stakeholders such as governments, TVET authorities and representatives of non-state actors such as youth, the private sector, students, teachers etc, and will have clear terms of reference. They will report to the Ministers of Education and Training through the Senior Officials. The SADC Secretariat will coordinate the meetings of the Technical Committee.

##### 6.1.4 Directorate of Social and Human Development and Special Projects (SHD&SP)

The Directorate is responsible for overseeing SADC’s response to social and human development issues. Within the Directorate, there is an Education and Skills Development
Programme that coordinates the implementation and monitoring of education and skills development programme in the Region. TVET falls within this Programme. At the minimum, one TVET specialist at Programme Officer level is required to facilitate the implementation of the Framework. The Programme Officer will be working together with the Senior Programme Officer for Education and Skills Development. Their role will include, amongst others, mobilisation of resources, facilitating partnerships with co-funders and other agencies involved in TVET, and leading, managing and supporting the operationalisation of the Framework.

6.2 Partnerships for Implementing and Monitoring the Framework
Strategic collaboration and partnerships need to be formed with organizations and professional associations dealing with TVET in the Region which have technical capacity and expertise. These include institutions, such as ADEA, UNESCO, ILO, and TVET Chief Executive Officer Forum. Such partnerships will include joint periodic planning and implementation, consultative meetings, and participation in meetings.

6.3 Budget and Resource Mobilisation
The key to the successful implementation of this framework is the availability of resources, financial, material and human. Limited technical assistance would also be required in the form of intermittent technical support or secondment of staff from Member States when required.

Proposals will be developed and presented to funding partners for consideration. Existing donor coordination forums will be used to present funding proposals. SADC will advocate Member States and donors to put in place and adopt policies and conditions for long-term sustainability, both in terms of funding as well as continuation of benefits beyond this framework and beyond specific donor funding cycles.

As depicted in the budget summary below, approximately US$5,770,000 will be required to operationalise the Framework from 2012-2016. This estimate may change when implementation begins, as the magnitude of challenges and opportunities emerge and the scope of work becomes clearer. Details of the budget are provided under the Programme of Action. While specific amounts cannot be established at this stage funding for the Framework is expected from SADC Member States, through regular budget to the SADC Secretariat and other Cooperating Partners. Member States are expected to mobilize resources for national implementation of the Framework.

6.4 Summary budget 2012-2016

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>Budget (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Development and Harmonisation</td>
<td>420,000</td>
</tr>
<tr>
<td>TVET MIS, Research, Monitoring and Evaluation</td>
<td>1,400,000</td>
</tr>
<tr>
<td>TVET Staff Development</td>
<td>1,050,000</td>
</tr>
<tr>
<td>TVET Systems Development</td>
<td>1,600,000</td>
</tr>
<tr>
<td>Institutional Development</td>
<td>650,000</td>
</tr>
<tr>
<td>Regional Coordination</td>
<td>650,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,770,000</strong></td>
</tr>
</tbody>
</table>

11
PART 2: PROGRAMME OF ACTION (2012 – 2016)

The Programme of Action is based upon the situational analysis, identified priorities by national stakeholders and opportunities available to SADC to respond to challenges facing TVET in the region as outlines in Part A. The Programme of Action provides an overview of priorities that will be the focus of regional efforts and an institutional framework for coordinating the implementation of the Programme of Action.

7.0 GOAL, OBJECTIVES AND EXPECTED OUTCOMES

7.1 Goal
The overall objective of the SADC TVET Regional Strategic Framework is “the improvement of TVET to contribute to the development of relevant human resources to drive socio-economic development, inclusion and technological advancement in the region”.

7.2 Objective and Expected outcomes

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Expected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate harmonization of TVET policies and standards in the region</td>
<td>Conducive policy environment to facilitate delivery of quality TVET in the region</td>
</tr>
<tr>
<td>2. To strengthen the regional knowledge base for planning, monitoring and evaluating TVET for improved policy, practice and impact.</td>
<td>Increased knowledge base that informs policy development and monitoring in the region</td>
</tr>
<tr>
<td>3. To strengthen capacity for TVET staff development in the SADC region</td>
<td>Availability of qualified and competent TVET instructors and educators in the region</td>
</tr>
<tr>
<td>4. To strengthen capacity to develop and implement effective TVET systems in the SADC region.</td>
<td>Improved quality of teaching and learning in TVET</td>
</tr>
<tr>
<td>5. To strengthen the capacity of TVET institutions in the region for effective and efficient provision of relevant TVET Programmes</td>
<td>Institutional capacity for delivery of effective and relevant TVET Programmes exists in the Region</td>
</tr>
<tr>
<td>6. To strengthen the capacity of the SADC Secretariat to coordinate TVET in the Region</td>
<td>SADC Secretariat has capacity and competency to manage and lead the Regional TVET Programme.</td>
</tr>
</tbody>
</table>

7.3 Strategic Priorities for Action and Activities
Based on the main priorities for the strategic framework, the Programme of Action 2012-2016 has identified the following priority areas of focus and activities:

7.3.1 Policy development and harmonisation
The major activities include:

- Facilitating agreement on definition, nature and scope of TVET in the region.
- Development of regional standards and benchmarks for TVET
- Facilitate peer learning on models for TVET that will be suitable for the region
- Advocating for the development of relevant national policies on TVET.
7.3.2 Strengthening TVET MIS, Research, Monitoring and Evaluation

The key activities are:

- Continuing the use of the SADC Monitoring tool and its further development
- Facilitate peer learning and knowledge management on key findings and result of monitoring TVET using the monitoring tool
- Strengthen the capacity for research on TVET.

7.3.3 Strengthening the capacity for TVET Staff Development or TVET Teacher training in the Region

Key activities include the following:

- Development of regional action plan for improving the quality of TVET staff in terms of qualifications and industry experience
- Determine feasibility of establishment of regional TVET educators/trainers qualifications pathways
- Facilitate the establishment of a regional exchange programme for TVET educators and practitioners in the region
- Facilitate the establishment of regional centre of specialisation for initial and continuing TVET staff development.

7.3.4 TVET Systems Development

- Facilitate peer learning and exchange of experiences on different aspects of TVET systems such as curriculum, governance, quality assurance, assessment etc.
- Establish an inter-regional cooperation programme to benchmark performance of national systems in the SADC region with TVET systems in other regions.
- Facilitate capacity building on various modes of TVET delivery such as the use of Open and Distance Learning in TVET.
- Facilitate harmonisation of TVET qualifications as part of the Regional Qualifications Framework.

7.3.5 Institutional development

- Establishment of a capacity building programme for TVET providers and institutions focusing, amongst others, on leadership, management and strengthening of teaching and learning in TVET institutions.

7.3.6 Regional coordination, management and resource mobilisation

- Mobilising human, technical and financial resources for regional programmes.
### 7.4 Summary table of objectives, activities, results and budget

<table>
<thead>
<tr>
<th>Priority for Action</th>
<th>Major Activities</th>
<th>Expected Results</th>
<th>Performance Indicators</th>
<th>Time frame</th>
<th>Responsibility/Partners</th>
<th>Budget (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1: To facilitate harmonization of TVET policies and standards in the region</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy and standard development and harmonization</td>
<td>Facilitate agreement on definition, nature and scope of TVET in the region</td>
<td>Conductive policy environment to facilitate implementation of quality TVET in the region exist</td>
<td>Agreement and greater understanding of the nature and scope of TVET</td>
<td>1 Year</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>50,000</td>
</tr>
<tr>
<td></td>
<td>Develop regional standards and benchmark for TVET</td>
<td>Minimum standards for TVET established</td>
<td>1-3 years</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>200,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitate peer learning on models and taxonomies for TVET</td>
<td>Consensus on TVET models suitable for the region</td>
<td>1-5 years</td>
<td>SADC Secretariat and partners</td>
<td>150,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocating for the development of relevant national policies on TVET</td>
<td>All Member States have national TVET policies</td>
<td>1-5 years</td>
<td>Technical Committee and Member States</td>
<td>20,000</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>420,000</strong></td>
<td></td>
</tr>
<tr>
<td>Priority for Action</td>
<td>Major Activities</td>
<td>Expected Results</td>
<td>Performance Indicators</td>
<td>Time Frame</td>
<td>Responsibility/Partners</td>
<td>Budget (USD)</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------------</td>
<td>------------</td>
<td>------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Objective 2: To strengthen the regional knowledge base for planning, monitoring and evaluating TVET for improved policy, practice and impact.</td>
<td><strong>Capacity development for use of Monitoring Tool</strong></td>
<td>Develop training programme for the use of SADC Monitoring Tool</td>
<td>Increased TVET knowledge base that supports policy, planning and monitoring</td>
<td>Number of workshops held and number of participants trained</td>
<td>Year 2</td>
<td>Member States and development partners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate updating and refinement of SADC Monitoring Tool</td>
<td></td>
<td>Improved SADC Monitoring Tool</td>
<td>Year 4</td>
<td>SADC Secretariat and TCTVET</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate peer-learning and regional sharing meetings on monitoring and TVET MIS.</td>
<td></td>
<td>Number of regional peer learning meetings held and number of participants</td>
<td>1-5 years</td>
<td>SADC Secretariat and TCTVET</td>
</tr>
<tr>
<td></td>
<td><strong>Capacity building for TVET MIS</strong></td>
<td>Facilitate the development of capacity building programme on TVET MIS</td>
<td>Number of trained participants and Improved data on TVET</td>
<td>Year 3-5</td>
<td>SADC Secretariat and TCTVET</td>
<td>500,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish a regional database or knowledge management system of monitoring and evaluation reports</td>
<td>Information on national monitoring reports available and easily accessible</td>
<td>Year 2-3</td>
<td>SADC Secretariat and TCTVET</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop inventory of TVET institutions</td>
<td>Institutions offering TVET are known</td>
<td>Year 2</td>
<td>SADC Secretariat</td>
<td>70,000</td>
</tr>
<tr>
<td>TVET Research Agenda</td>
<td>Develop a regional TVET research agenda</td>
<td>Regional research priorities established</td>
<td>Year 1</td>
<td>SADC Secretariat</td>
<td>80,000</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design a regional programme of postgraduate research</td>
<td>Regional programme of postgraduate research established</td>
<td>Year 3-5</td>
<td>SADC Secretariat and TCTVET</td>
<td>300,000</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal | 1,400,000 |

<table>
<thead>
<tr>
<th>Priority for Action</th>
<th>Major Activities</th>
<th>Expected Results</th>
<th>Performance Indicators</th>
<th>Time frame</th>
<th>Responsibility/Partners</th>
<th>Budget (US$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 3: To strengthen capacity for TVET staff development in the SADC region</td>
<td><strong>Staff Development</strong></td>
<td>Develop a regional plan of action through consultation for improving the quality of TVET staff</td>
<td>Availability of qualified and competent TVET instructors and educators in the region</td>
<td>Regional capacity building plan developed.</td>
<td>1 Year</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
</tr>
<tr>
<td></td>
<td>Facilitate the establishment of regional centre of specialization for TVET instructors/teachers</td>
<td>Regional Centres of Sepcialisation established</td>
<td>Year 2</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>100,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facilitate the establishment of regional exchange programme for TVET educators</td>
<td>Exchange of experiences and expertise facilitated in the region</td>
<td>Year 3-5</td>
<td>SADC Secretariat and partners</td>
<td>300,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carry out feasibility study for establishment of TVET teachers and instructors qualifications pathways</td>
<td>Feasibility of TVET teachers and instructors qualifications pathways established</td>
<td>Year 5</td>
<td>Technical Committee and Member States</td>
<td>150,000</td>
<td></td>
</tr>
<tr>
<td>Priority for Action</td>
<td>Major Activities</td>
<td>Expected Results</td>
<td>Performance Indicators</td>
<td>Time frame</td>
<td>Responsibility/Partners</td>
<td>Budget (US$)</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Objective 4:</strong> To strengthen capacity to develop and implement effective TVET systems in the SADC region.</td>
<td><strong>Systems Development</strong></td>
<td>Facilitate capacity building on various modes of TVET delivery i.e. ODL</td>
<td>Delivery of TVET through ODL piloted in the region</td>
<td>Year 3</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate peer learning and exchange of experiences on different aspects of TVET systems</td>
<td>At least eight regional information sharing meetings held</td>
<td>1-3 years</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>300,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Facilitate inter-regional cooperation with other regions through study tours, attachments</td>
<td>Number of study tours and attachments facilitated</td>
<td>1-5 years</td>
<td>SADC Secretariat and partners</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,600,000</td>
</tr>
<tr>
<td>Priority for Action</td>
<td>Major Activities</td>
<td>Expected Results</td>
<td>Performance Indicators</td>
<td>Time frame</td>
<td>Responsibility/Partners</td>
<td>Budget (US$)</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>-------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Objective 5: To strengthen the capacity of TVET institutions in the region for effective and efficient provision of relevant TVET Programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional development</td>
<td>Develop a capacity building programme for TVET for TVET providers</td>
<td>Institutional capacity for delivery of effective and relevant TVET programmes exists in the Region</td>
<td>Institutional Capacity building Programme in place</td>
<td>Year 3</td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>US$110,000</td>
</tr>
<tr>
<td></td>
<td>Implement the capacity building programme e.g. regional twinning arrangements, study tours</td>
<td></td>
<td></td>
<td></td>
<td>SADC Secretariat and Technical Committee on TVET</td>
<td>500,000</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>650,000</td>
</tr>
<tr>
<td>Priority for Action</td>
<td>Major Activities</td>
<td>Expected Results</td>
<td>Performance Indicators</td>
<td>Time frame</td>
<td>Responsibility/Partners</td>
<td>Budget (US$)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Coordination and resource mobilization</td>
<td>Coordinate resource mobilisation</td>
<td>Resources for implementation available</td>
<td>Resource mobilisation proposals developed</td>
<td>Year 1-5</td>
<td>SADC Secretariat</td>
<td>20,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of donor coordination meetings</td>
<td>Year 1-5</td>
<td>SADC Secretariat</td>
<td>10,000</td>
</tr>
<tr>
<td>Regional Coordination and Management</td>
<td>Establish and convene Technical Committee on TVET</td>
<td>Regional structure for TVET in place</td>
<td>Number of meetings held</td>
<td>Year 1</td>
<td>SADC Secretariat</td>
<td>120,000</td>
</tr>
<tr>
<td></td>
<td>Recruit technical expertise to coordinate the Programme</td>
<td>Capacity to lead and manage TVET Programme in place</td>
<td>At least one technical expert recruited</td>
<td>Year 1-5</td>
<td>SADC Secretariat</td>
<td>500,000</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>650,000</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,770,000</td>
</tr>
</tbody>
</table>