



# TVET COUNTRY PROFILE BOTSWANA



# Table of Contents

Introduction	1
Policies	1
Governance	1
<i>Implementing Structures</i>	2
TVET Institutions	2
Funding sources	2
Private sector engagement	3
<i>Private sector authorities</i>	3
<i>Teacher training</i>	3
Informal TVET systems	4
Statistics	4
Infographic	5
Sources	6

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## Introduction

Through Technical Vocational Education and Training (TVET), the government of Botswana aims to create jobs for young people. The TVET system focuses on the development of competencies and has strong links to industry. TVET in Botswana is in a phase of transition with the purpose of establishing an outcome-based system.

The Ministry of Education oversees all the structures related to education in general, including TVET.

This paper highlights a country-level overview of the TVET system in Botswana looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

## Policies

TVET legislation is guided by the National Policy on Vocational Education and Training (NPVET) of 2000. In order to meet the recommendations of 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) (replaced by the Human Resource Development Council). In addition, the Education and Training Sector Strategic Plan of 2015 oversees the development of the education and training sector.

The following documents provide contextual information on the education system and economic indicators in Botswana as they relate to TVET implementation and policy.

- **Education and Training Sector Strategic Plan (ETSSP 2015-2020)** - The strategic plan for the education and training sector recommends for the

development of TVET, in particular by improving the quality of TVET to meet the needs of the labour market, expanding TVET and establishing credit transferability mechanisms, strengthening the skills of teachers, and improving the image of TVET for a better perception of the sector in order to increase enrolments.

- **National Development Plan 11, April 2017 – March 2023, Vol 1** - The National Development Plan (2017-2023) sets out the following main areas for the development of the education sector: revision of all curricula to best meet the needs of the labour market, teacher development and motivation, mapping of the training product to the needs of the industry, and development of the use of information and communication technologies.
- **National Policy on Vocational Education and Training (NPVET) (2000)** - Provides the general framework for the formulation of a policy to guide future development of vocational education and training in the country. The NPVET provides clear direction for future development of vocational education and training. Employment creation, productivity improvement, and overall human resource capacity building will be major challenges in Botswana's efforts to achieve economic competitiveness and sustained development.
- **Tertiary education | Repealed Acts. Act 4, 1999** - Provides for the establishment, powers, duties, and functions of the Tertiary Education Council.
- **Vocational Training Act (Act No. 22 of 1998) (Cap. 47:04)** - Provides for the integration and promotion of vocational training.

## Governance

The Ministry of Education has authority over all of Botswana's educational structures except the University of Botswana.



## Implementing Structures

Technical and vocational education and apprenticeship training programs are implemented by public and private structures.

**Botswana Training Authority (BOTA)** was established to coordinate and monitor the training provided by vocational training institutions. The BOTA was established in 2000 under the Ministry of Labour and Home Affairs as per the Vocational Training Act No. 22 of 1998 to ensure that quality skills were supplied to industry.

**The Botswana Qualifications Authority (BQA)** is a parastatal body created in 2013. The BQA is responsible for, inter alia, planning and maintaining the National Credits and Qualifications Framework (NCQF) and coordinating the quality assurance system of education, training, and skills development. The functions of the BQA are:

- Design, develop and implement a common quality assurance platform and regulate its compliance.
- Register and accredit qualifications, education and training providers, assessors, award bodies, moderators and learning programmes.
- Develop, implement, and maintain a national credit and qualification framework.
- Define teaching and learning standards for education and training providers; and
- Design qualifications and programmes for general and higher education, including technical and vocational education.

**Human Resource Development Council (HRDC)** is an advisory body, whose objectives are:

- Provide policy advice on all matters of the National Human Resource Development Strategy;
- Co-ordinate and promote the implementation of the National Human Resource Development Strategy;
- Prepare the National Human Resource Development

Plans; and

- Plan and advise on tertiary education financing and workplace learning.

## TVET Institutions

The government established the first government technical colleges (TCs) in 1997, formerly called vocational training centres (VTCs), alongside the numerous private vocational training institutions that already existed. 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).

## Funding sources

There are three major players in the funding of vocational education and training. All VTCs offered by various ministries and departments are all directly funded by government. The second are government-subsidised brigades which are autonomous community-based organisations. The third funding mechanism is the private sector through apprenticeships and training programme financing.

**The Human Resource Development Fund (HRDF)** was established by the Vocational Training Act of 2013, which had a provision that stipulated establishment of a fund for the purpose of financing the administration of vocational education and of a levy-grant system for encouraging training of staff by employers. The fund regulations were enacted after extensive consultation with stakeholders in government and industry.

The existence of a training fund in Botswana predates the establishment of the Human Resource Development Fund. The levy grant system was initiated by the then Botswana Training Authority in 2008 and was run by that organisation prior to extensive reorganisation of the Ministry of Education, which resulted in the Botswana



Qualifications Authority and Human Resource Development Council (HRDC) being formed to replace the Botswana Training Authority and the Tertiary Education Council. The Vocational Training Fund was transferred to the new HRDC and renamed the Human Resource Development Fund, in accordance with the Human Resource Development Council Act No. 17 of 2013.

## Private sector engagement

The private sector plays a role in funding the TVET system in two ways. Employers participating in the apprenticeship scheme pay the salaries/allowances and other requirements of the apprentices during the period of training. The private sector also finances two other types of vocational training programmes, namely, inhouse training centres operated by big companies like Debswana Diamond Company, BCL and some of the parastatal companies and the more profit-oriented institutions run by private entrepreneurs. Other private sector institutions such as the banks invest substantial resources in training.

## Private sector authorities

The evolution of public private dialogue in Botswana has been intimately related to the initiatives of The Botswana Confederation of Commerce, Industry and Manpower (BOCCIM), which remains the principal private sector representative group in the country. BOCCIM is also a member of the Association of SADC Chambers of Commerce and Industry (ASCCI), the Pan-African Employers Confederation (PEC) and the East, Central and Southern Africa Employers' Conference (ESCAEC).

The Botswana Confederation of Commerce, Industry and Manpower (BOCCIM), which is the largest and most active representative private sector body in the country, has played a key role in the development of these two structures.

## Teacher training

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, 3 280 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 per cent of these 3 280 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, on completion of the training, obtain a diploma in Technical and Vocational Education (TVE).

## Informal TVET systems

Traditional apprenticeship is the most popular form of informal training. The duration of the training varies according to the profession. For instance, a skills development training programme was developed for out-of-school children over the age of 16 to provide them with vocational and entrepreneurship skills.

For the moment, the validation, recognition, and accreditation of non-formal and informal learning are conducted and endorsed by BTA. 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 informal training in their programmes, which do 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 MOESD, offer technical and vocational programmes to out-of-school learners.

## Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Botswana from 2011 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.

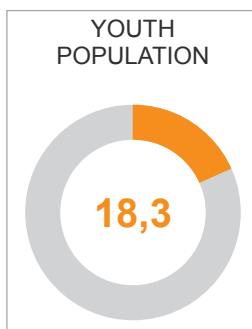
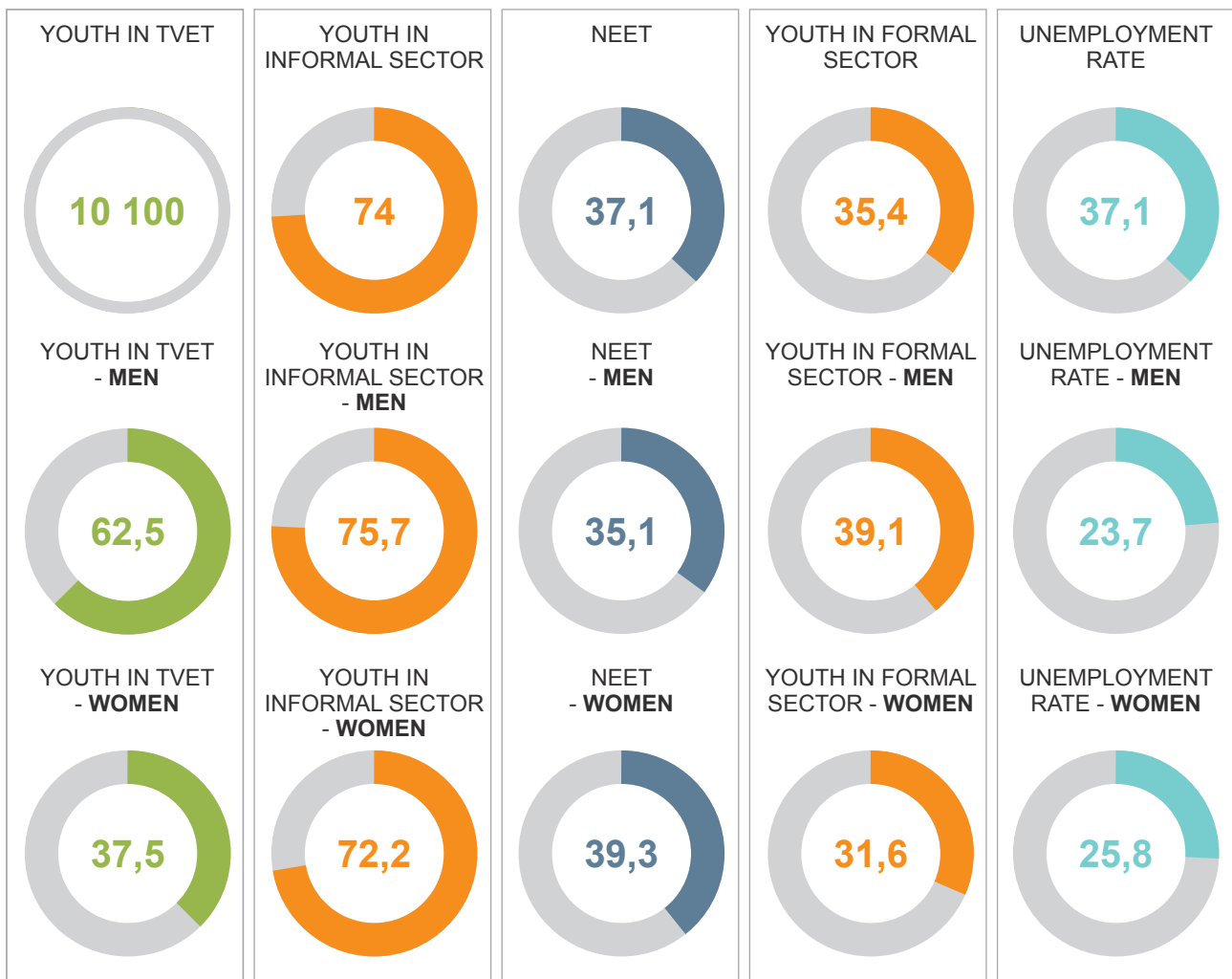


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# TVET-COUNTRY LEVEL OVERVIEW

## BOTSWANA



### GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



## Sources

UNESCO-UNEVOC: <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=BWA>

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