

▶ A Regional Qualifications Framework for Southern Africa?

At the LLWF workshop in Gaborone in December 2000, participants identified the need to examine the development of a SADC regional qualifications framework as one of the priorities for the reform of technical and vocational education and training systems in the countries of the region.

A regional qualifications framework is seen as a means for structuring, classifying and valuing the many existing qualifications and awards from all areas of education and training within each Member State and across the region. The regional qualifications framework could therefore prove useful in facilitating the mobility of learners and skilled workers in the region.

This is particularly relevant for Southern Africa, where the smaller countries are highly dependent on education facilities and labour markets in neighbouring countries.

Regional as well as national qualifications frameworks must acknowledge that education and training systems are inter-dependent. Therefore, these frameworks cannot be limited to TVET, but must also take into account the relevant qualifications obtained in the general and academic systems, so as to provide open learning and career routes throughout life, where everyone can move to other levels and strands of education and training.

The UNESCO-UNEVOC International Centre and the International Labour Organization (ILO) are currently preparing for a Feasibility Study on a Regional Qualifications Framework for SADC countries.

▶ LLWF E-List

Soon after the initial LLWF workshop in December 2000, the UNESCO-UNEVOC International Centre in Bonn launched an E-List to facilitate exchange of information among LLWF stakeholders.

To that end, an e-mail address (LLWF@unevoc.unesco.org) has been established.

If you wish to subscribe, or if your e-mail address has changed recently, kindly send an e-mail message to

LLWF@unevoc.unesco.org

▶ More Information on LLWF

More information on the LLWF initiative is available on the UNEVOC web pages at

www.unevoc.unesco.org/southernafrica

The UNESCO-UNEVOC International Centre

The UNESCO-UNEVOC International Centre is UNESCO's specialised centre for technical and vocational education and training (TVET).

From its location in Bonn, Germany, it serves UNESCO Member States worldwide to develop and strengthen TVET.

It mainly focuses on:

- Promoting best and innovative practices in TVET,
- Developing TVET systems,
- Improving access to TVET, and
- Assuring quality of TVET.

The UNESCO-UNEVOC International Centre focuses on meeting the needs of developing countries, countries in transition and those in a post-conflict situation, especially for youth, girls and women, and the disadvantaged.

The UNESCO-UNEVOC International Centre uses tools such as:

- Networking,
- Knowledge sharing and publications,
- Interagency collaboration and partnerships,
- Advisory services, and
- Training and human resources development.

The most prominent of its networks is the UNEVOC Network, which consists of more than 220 specialised TVET institutions in more than 150 countries.

Further Information

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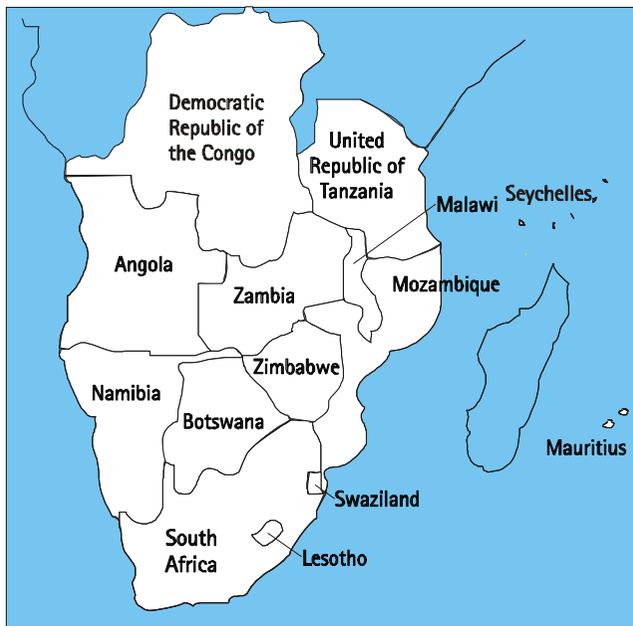
Stimulating Reform in Southern Africa

▶ What is LLWF?

The Initiative "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-Regional Co-operation" (LLWF Initiative) has been launched jointly by the Department of Vocational Education and Training (DVET) of the Ministry of Education of Botswana and the UNESCO-UNEVOC International Centre in Bonn, Germany. Its main objective is to develop sub-regional cooperation in technical and vocational education and training (TVET) in the 14 Member States of the Southern African Development Community (SADC), which currently includes Angola, Botswana, the Democratic Republic of the Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe.

Its purpose is to assist UNEVOC Centres and other TVET stakeholders in the sub-region to develop their systems of TVET in areas of common interest.

At the initial workshop held in Gaborone, Botswana, in December 2000, decision-makers from twelve SADC countries identified project proposals in eight areas related to technical and vocational education and training (see overview to the right).



▶ Why LLWF?

The UNESCO-UNEVOC International Centre encourages and facilitates regional cooperation in TVET. Countries within a given region often face similar problems. Solutions can be developed jointly, and best practice can be shared and adapted. Through south-south cooperation, stakeholders can learn from each other, thus reducing the need for external inputs from governments and agencies in the North.

"The motivation for this initiative was a response to a situation whereby Botswana and most of our countries in the subregion tended to have closer links to Europe than with each other in respect of technical and vocational education and training, referred to as TVET for short. This resulted in strong north-south links but few south-south links. No doubt there are some interesting projects in our various countries in the subregion through which we could learn from each other."

Mr K. G. Kgoroba, Minister of Education, Botswana
at the launch at the LLWF Initiative in December 2000



▶ SADC Ministers adopt LLWF

At the SADC Annual Human Resources Development Sectoral Meeting held in Mauritius in July 2002, the Ministers noted that the SADC Technical Committee on Intermediate Education and Training was collaborating with the Learning for Life, Work and Future (LLWF) Initiative spearheaded by the Government of Botswana. The Ministers approved the Strategic Plan which includes the work undertaken by the LLWF Initiative as an integral part of the Technical Committee activities and adopted the LLWF initiative as a SADC initiative.

▶ LLWF Projects

The following projects are considered of high relevance to SADC Member States for joint activities in the subregion:

- 1. Enhancing access to effective technical and vocational education and training: a feasibility study**
A large number of barriers to access to TVET have been identified, which will be addressed by the activities in this project proposal.
- 2. The development of a quality assurance programme**
The objective of this project is to establish quality assurance mechanisms for TVET up to diploma level in SADC Member States.
- 3. Professional staff development programme in TVET**
This project's objective is to improve the quality of the delivery of TVET in the SADC region through the development of further staff training mechanisms.
- 4. The development of an information and communication technologies programme**
The objective of this project is to facilitate the use of information and communication technologies in the world of work through the delivery of high quality TVET.
- 5. The development of a training programme for the unemployed and for the informal sector**
This project's objective is to develop training in entrepreneurial skills and job creation and to make it accessible for the unemployed and people working in the informal sector.
- 6. The development of a Regional Qualifications Framework**
The objective of this project is to establish National Qualification Frameworks in the participating countries, which will later be developed into a Regional Qualifications Framework with the ultimate goal to facilitate the mobility and transferability of an educated and skilled workforce.
- 7. HIV/AIDS in TVET staff development**
HIV/AIDS infection rates are particularly high in the region. Due to HIV/AIDS, a still growing number of young people are confronted with a declining number of available teaching staff. Therefore, all participants of society - including staff and students of TVET institutions - need to combat the further spread of the virus. The project will focus on several activities related to this.
- 8. Information, knowledge management, networking**
This project builds the basis for successful implementation of the other projects mentioned above. Its overall aim is to enhance the effectiveness of TVET departments in Member States' ministries through systematised sub-regional information sharing.