# Learning for Life, Work and the Future

Stimulating Reform in Southern Africa through Subregional Co-operation

Proposals for Subregional Cooperation in Southern Africa in Technical and Vocational Education and Training

A Paper Prepared for the
Working Group for International Co-operation in Skills Development
Interlaken/Switzerland
13 to 14 September 2001
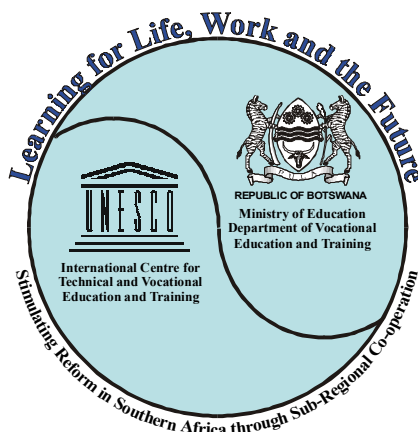
Gaborone and Bonn, 9 September 2001

A paper submitted jointly by:

UNESCO UNEVOC
International Centre for Technical and Vocational Education and Training
Centre international pour l'enseignement technique et la formation professionnels

Ministry of Education
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Introduction

A workshop entitled "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation" was held in Gaborone, Botswana, from 05-08 December 2000.

During the workshop, some 70 participating decision-makers and experts in technical and vocational education and training (TVET) from twelve Southern African countries (Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe) developed proposals for joint projects in TVET.

During the last day of the workshop, these proposals were discussed with local representatives of donor agencies and countries from Asia, Europe and North America.

The workshop report has been published under the title "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation".[1]

Background

The workshop was a consequence of UNESCO's Second International Congress on Technical and Vocational Education, which was held in the Republic of Korea in 1999. At that congress, participants had adopted a range of recommendations concerning the development and improvement of technical and vocational education and training in Member States.

While these recommendations received unanimous support, participants expressed the need to make them more operational and to promote their implementation, particularly for developing countries.

In early 2000, the Ministry of Education of Botswana offered to host a workshop for the Southern African region to help achieve that goal. UNESCO welcomed this initiative. The Department of Vocational Education and Training of the Ministry of Education of Botswana and UNESCO's International Centre for Technical and Vocational Education and Training in Bonn jointly elaborated a broader initiative entitled "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Co-operation."

The initiative received financial support from the Government of Botswana, from UNESCO and from the German Federal Ministry for Economic Cooperation and Development. A Call for Papers was issued in October, and an expert from the Department of Vocational Education and Training in Gaborone worked with UNESCO Centre in Bonn for several weeks to help prepare the workshop.

Why a New Initiative?

A large number of North-South projects for the development of technical and vocational education and training have been developed and implemented in Southern Africa. There are Ministries in the Southern African region that deal simultaneously with ten and more projects, each of them in cooperation with a donor agency from the industrialized countries.

Yet, in many countries, two sets of problems have not been settled in a satisfactory manner:

- Many of these international cooperation projects, although implemented within the same Southern African country, sometimes even within the same ministry, are not sufficiently interlinked. They maintain parallel but independent structures.

- Although many Southern African countries are facing similar problems in TVET, there are only a few examples of subregional, common approaches to solve common problems. In other words, parallel north-south cooperation prevails, and there seems to be a lack of professional south-to-south networking.

As the Minister of Education of the Republic of Botswana, Mr K. G. Kgoroba, pointed out in his opening speech,

> *"The motivation for this initiative was a response to a situation whereby Botswana and most of our countries in the sub-region tended to have closer links to Europe than with each other in respect of Technical and Vocational Education and Training ... 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 sub-region through which we could learn from each other."*

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[1]   The report is available in print form and can also be downloaded from www.unevoc.de/botswana

The workshop addressed a number of challenges which are common to the countries in Southern Africa, and developed them into individual follow-up project proposals.

The Project Proposals

This document presents proposals for subregional cooperation that have emerged from the deliberations at the workshop in Gaborone. Following the workshop, they have been elaborated further under the supervision of the Department of Vocational Education and Training of the Ministry of Education of Botswana, and with financial assistance from the UNESCO-UNEVOC International Centre under a Funds-in-Trust agreement with Germany.

Some elements of these proposals can possibly be accommodated within existing structures and budgets of the participating countries. Other elements are being considered for initial support by the UNESCO-UNEVOC International Centre. All of the proposals, however, also require external funding to be developed further and to be implemented.

The proposals are therefore being submitted to donor agencies for their consideration.

Ongoing Support by the UNESCO-UNEVOC International Centre

The UNESCO-UNEVOC International Centre is prepared to provide continued technical assistance and support to the initiative. While the Centre is not able to provide substantial funding for the emerging projects, it will be available

- to assist in the development of fully-fledged project proposals and to assist in the identification of donors;

- to contribute to a suitable infrastructure for information exchange and coordination among the projects (which already started with an initial electronic mail "LLWF List")

- to mobilize intellectual support and technical backstopping from partners within UNESCO, such as UNESCO Headquarters, the International Institute for Educational Planning, the UNESCO Institute for Education, the UNESCO Institute for Information Technologies in Education, and the UNESCO Regional Office for Education in Dakar

- to explore synergies that can be developed with other agencies, particular with the ILO

- establish linkages with appropriate external partners, including the private sector

- to establish linkages with appropriate external partners and relevant international events, including the private sector. e.g. the European Congress and Specialist Trade Fair for Education and Information Technology (LEARNTEC) in early 2002 or the initiatives on e-learning in South Africa

- to take an active part in their monitoring and evaluation (see section "Support Structure: Networking, Monitoring, Evaluation" (page 55).

A Pilot Approach

Given the high productivity of the innovative approach adopted for the stimulation of subregional cooperation in Southern Africa, the UNESCO-UNEVOC International Centre is currently exploring similar approaches in other regions: in West Africa, in South Asia, in the small Pacific Island States, and in the Arab States.

At least one proactive partner in the respective region is required to make this possible. In the case of the LLWF initiative in Southern Africa, the Department of Vocational Education and Training of the Ministry of Education in Botswana (which also is the UNEVOC Centre for Botswana) has been a highly effective partner.

Overall Rationale

A proposal to assist SADC[2] Member States

- to foster networking through a series of inter-linked projects to promote quality provision of technical and vocational education and training (TVET), and

- to develop a support structure for networking, monitoring and evaluation.

Introduction

Proposal was made at a meeting of Permanent Secretaries in Lusaka (February 1998) that the process of arriving at some form of action plan to address critical priorities facing the region in education policy and management should emerge from two options:

1. Strengthening existing forms of collaboration at a regional level and through professional exchanges and common standards and qualifications systems;

2. The proposal for an annual forum through which an institutional framework for the development of capacity and exchange of information and experience would be achieved.

A workshop (Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Co-operation, 5-8 December 2000) was organised by the Department of Vocational Education and Training (DVET) in the Ministry of Education of Botswana, together with UNESCO through its newly-established International Centre for Technical and Vocational Education and Training (Bonn, Germany). Country participants were from Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe. Angola and the Democratic Republic of Congo were invited, but did not attend.

It is to be emphasised that the role of the Department of Vocational Education and Training (DVET) in the Ministry of Education of Botswana is simply that of providing momentum and of being a catalyst by providing the opportunities and limited funding to start the ball rolling for the attainment of sub-regional cooperation.

Members at the workshop "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Sub-regional Co-operation" (LLWF Workshop) expressed the need for increased information sharing and networking in the field of TVET, and that this could be undertaken with SADC as the lead partner. It was recognised that policies and reforms to improve the quality of TVET in the region already existed, but there was need for a sustainable and coherent strategy for such implementation.

The LLWF Workshop which focused on TVET issues is consonant with the adoption of both options made in Lusaka, and seeks to engender regional cooperation through focused projects coordinated on a sub-regional basis of SADC Member States as well as through a formalised information system.

The aim of this proposal is therefore to conceptualise and provide a logical and cohesive framework to foster cooperation within a formalised structure for information-sharing, as opposed to informal networking with all the attendant breakdowns and risks, and to propose key project areas to seek assistance from donors in order to mobilise resources and expertise to address identified key issues. The purpose of this proposal is threefold:

1. To provide a framework to engender ways of fostering sub-regional cooperation within the TVET area.

2. To provide a formalised delivery mechanisms by which this may be achieved so that co-operation is not left to informal networking.

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2   Southern African Development Community, 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

3. To firm up some of the ideas and areas of needs identified at the LLWF Workshop attended by representatives from SADC Member States for the benefit of donors who may wish to provide resources (human, funding, equipment) to support joint sub-regional cooperation on specific projects within the domain of TVET.

The management of co-operation and networking is recognised to be costly in terms of human and financial resources, and requires inputs in terms of time and capacity building. National TVET departments are generally under-resourced in terms of skills and funding, and information on regional TVET initiatives is frequently scattered and fragmented because there is no common information system. This often results in duplication of research effort by personnel having to cover the same ground to prepare TVET country strategies, sector analyses, project plans etc. even though there are increasing policy similarities between Member States in the field of TVET, and a number cross-cutting implementation themes are common to nearly all educational programmes.

There is obviously a degree of local level co-operation that occurs informally rather than through more formal linkages between national TVET departments. However, information sharing between Member States is not undertaken on a systematic basis and this is mostly due to capacity problems. Required is some form of rationalisation and prioritisation to manage the incoming information and to serve as a delivery mechanism during the networking process.

Equally important to information sharing are the possibilities of enhancing cost effectiveness and efficiency of development planning through joint activities, studies and evaluations, parallel financing and 'lead-in financing followed by main-project financing'. This is an option that should be considered and exploited more fully by the SADC Member States and donor groups. Joint programmes promote the sharing of expertise, contribute towards the process of transparency, provide opportunities for all to learn from 'best practice' procedures, and facilitates the possibility of procedural convergence.

A "Sector-Wide Approach" (SWAp) with emphasis on a sustainable networking mechanism is proposed to initiate a series of inter-linked initiatives through various project-driven programmes. A SWAp approach to development assistance establishes the framework for a range of intervention programmes/projects within a particular sector area which provides a coherent set of economic and/or thematic activities not seen as being independent of other sectors, and which helps to obviate aid fragmentation.

Background of the Initiative

Factors affecting TVET quality which participants sought to address were wide-ranging: improvement of human resources; certification for local, regional and global credibility; regional standards and comparability of standards in the region; TVET compatibility with other systems of education; education to address the psychosocial needs of students/ trainees; quality standards to be driven and determined by industry; career guidance and counseling; marketing TVET; re-allocation of funding and resources to counter-balance trends towards general academic and university education; multi-skilling; and curriculum delivery models.

During the LLWF Workshop, key areas of concerns were narrowed and identified, which included, inter alia:

- The need to widen access and address equal opportunities to include disadvantaged groups.

- The need to increase formal sector opportunities for TVET graduates through targeted programmes.

- The need to improve the quality of training in the informal sector and for self-employment.

- The need to improve the quality of the teaching staff through professional development programmes.

- The need to harness the potential of the new information technologies to provide technology-based learning and widen access.

- The need to introduce proper articulation, accreditation and recognition mechanisms.

- The need to acknowledge and address the impact of HIV/AIDS on TVET structures and delivery.

The focus elicited during the workshop was on the need to improve the quality of TVET. Concepts and criteria of quality pursuance as identified by the various participants was broad-ranging but the central core was that TVET should be flexible, adaptable and innovative to meet the needs of both trainees and Member States, and take into consideration local, sub-regional and global concerns in terms of TVET content, delivery and assessment procedures.

Possible areas for intervention was eventually narrowed to:

- efficient information gathering and sharing processes and procedures;

- efficient TVET programming to assist the disadvantaged and those in most areas of needs;

- articulation of training assessment procedures and certification;

- effective TVET delivery through quality assurance;

- and, the recognition of new technologies in the workplace and for learning, most notably information technologies.

Proposal Contexts

SADC Member States Development

The SADC Members States all experience the same challenges although their capacity to meet the challenges in terms of finances and human resources may be different. Changing political conditions in the region and the inclusion of South Africa most recently, have provided conditions of peace and stability upon which Member States can capitalize to develop on a cooperative basis, though it is recognized that each country has its own conditions, contexts and constraining circumstances.

Existing policies among the Member States reveal areas of commonalities with respect to structural constraints within which they operate, the need and conditions they attempt to address, key areas of priorities, development strategies adopted, and implementation problems. Their capacity needs and priorities are often linked to poor physical infrastructures, lack of financial resources, weak and inadequate financial, physical and human resources, and weak management information systems. Consequently, such factors filter into the bedrock of management and administration leading to poor planning and management, weak coordination, lack of accountability and monitoring-evaluation mechanisms and processes, and inadequate communication and understanding of policies. (Employment and Labour: SADC February 1999; SADC Initiatives in Education Policy Development, Planning and Management: 1998. SADC/UNESCO).

Priorities within the Member States are twofold: capacity priorities and programme priorities. Capacity priorities issues are obviously linked to broader existing capacities at both sub-regional and individual Member State levels, as well as to narrower, specific proposals/projects which are running in individual countries or on an inter-Member State cooperative basis. Capacity priorities require focusing on

1. the creation of networks,

2. the strengthening of existing sub-regional programmes and projects for collaboration, and

3. the establishment of a regional centre for capacity building in policy development. (SADC Initiatives in Education Policy Development, Planning and Management: 1998. SADC/UNESCO). The proposals generated by the participants at the LLWF Workshop, and which are outlined in this document, seek to pinpoint the problems of 1 and 2, and to address such needs.

Programme priorities 'include the improvement of education at all levels and in all the areas of access, equity, quality, efficiency and relevance' (SADC Initiatives in Education Policy Development, Planning

and Management: p.x: 1998. SADC/UNESCO). Once again, the proposals made at the workshop focuses on all these areas within the overarching pursuit of quality delivery of TVET.

Education Issues within Member States

The education framework for addressing educational issues in developing countries was laid down at the Jomtien 'Education for All' Conference in 1990. This framework provided a policy plank to meet the challenges of declining educational access, equity, quality and relevance, and these considerations are also included in the Protocol on Education and Training (Article 4 Areas of Cooperation. Chap 3). Member States have begun a process of education policy reform to meet the challenges outlined by Jomtien[3], and which has further mobilized donors to support this process. It is to be noted that Jomtien is part of a much wider process involving public sector reform and initiatives.

Common and specific strategies and priorities were identified at Jomtien and these have filtered through into all the domains of education, including TVET. Thus, all Member States focus on access, but in practice the resources which exist are spread thinly across the board. This is especially true given that the priority of many countries is committed to keeping educational spending down congruent with the requirements of structural adjustment. The issue of quality is also a common theme, but again within fiscal constraints. Member States adopt differing strategies whereby some countries (Malawi, South Africa, United Republic of Tanzania and Zambia) seek to lessen the number of personnel employed (teachers, administrators etc.) but aim to improve instructional materials whilst others (Botswana, Lesotho, Namibia, Swaziland) have focused on the pre-service and in-service element to reduce the number of untrained teachers.

All Member States have sought to address the issue of the relevance of their educational provision to foster economic growth and social change, and to reduce their low levels of competitiveness given the challenges of a fast globalizing world. TVET specifically needs to address such issues and the participants were aware of this in their deliberations. Many countries are in the process of vocationalizing their education and new dimensions are being added - education for industry, education for self-employment and education for entrepreneurship etc. have become new key skills areas included in both the non-formal curricula and the formal one.

These aims are all given in the preamble to the Protocol on Education and Training which recognizes that the 'development of human resources to its fullest potential is the sine qua non for tackling socio-economic problems facing the Region'. The Protocol is also mindful that 'human resource development utilization and increased productivity must have both national and regional dimensions', and that 'concerted effort can only be effected through the implementation of coordinated comprehensive and integrated programmes of education and training that addresses the needs of the Region'.

The specific area of cooperation within the Protocol on Education and Training relating to TVET (Art 6, Chap 3) emphasizes six aspects:

1. The need to 'move the vocational education and technical training systems towards comparability, harmonization and eventual standardization';

2. 'Joint development provision and exchange' of TVET materials;

3. Networking through the 'exchange of experiences, ideas and information to broaden knowledge base';

4. Development of an accreditation systems for TVET so as to move 'towards harmonized, equivalent and eventually standardized certification';

5. Increased networking through regional bodies and association; and

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3   Namibia, Towards Education for All: 1993;
      Botswana, The Revised National Policy on Education: 1994;
      Malawi, Policy & Investment Framework: 1995;
      Mozambique, National Education Policy & Strategies: 1995;
      South Africa, White Paper on Education & Training and the SA Schools Act: 1996;
      Tanzania, Education & Training Policy: 1995; Zambia, National Education Policy: 1996.

6.   'Development and support for the incorporation of entrepreneurships development' in TVET.

The Protocol on Education and Training also made provisions for Centres of Specialization to build capacity for regional training institutions to offer TVET training in 'critical and specialized areas and thereby increase the stock of trained personnel in the Region and to move towards the elimination of immigration formalities hindering staff and student movement' (Art 7, section E).

The Protocol on Education and Training gives responsibilities to the Member States to establish appropriate institutional mechanisms within the human resources development sector to render the articles of the document effective. These include the development and implementation of a 'common system of regular collection and reporting of information by Member States' to establish mechanisms and institutions so as to pool resources to facilitate and manage the development processes in various areas; to 'promote and coordinate the formulation and implementation of comparable and appropriate policies, (and) strategies ... of education and training '; and to 'work towards ... freer access' between Member States.

Assumptions and Risks

1.   The Risks and Assumptions of any initiative which seeks to work across the sub-region with 14 Member States are high given the political, economic and societal differences between the various countries. The differing economic and political capacities mentioned above therefore makes regional implementation of projects difficult, and political/economic regional stability is a pre-requisite for overall implementation, though successful implementation can be attained by individual Member States.

Even so, the basis for building on exiting regional strengths is positive:

- Firstly, the existent framework and acceptance of the Protocol on Education and Training by Member State provides a strong mechanism for regional cooperation.

- Secondly, an important factor that minimises the risks of sub-regional implementation is that most of the Member States are from an anglophone background given their former colonial background, and they thus share a commonality of language and of educational tradition which facilitates networking and at arriving at common goals and standards of TVET. Thus, for example, many are familiar with the English City & Guild system of certification and the O and A level system of education which was formerly in place in a number of countries. Even such countries such as Mauritius and the Seychelles operate bilingually (francophone-anglophone), and Mozambique, which recently joined the Commonwealth, is fast tracking to make English the language of work within government organizations.

- Finally, the workshop organisers anticipate that not all Member States may wish to be part of the whole range of initiatives; e.g. acceptance of a regional qualifications framework. Member States' prerogatives to choose the activities they may wish to engage and invest in is respected and will be on a case-by-case basis. This may be for socio-economic reasons, or other reasons such as perennial expenditure commitments, the proposed initiatives do not address top priorities at the moment, or simply because of the individual needs of certain countries and their technical skills and jobs requirements. Thus, South Africa, Namibia, the Democratic Republic of the Congo, Botswana and Zambia have strong mining industries whereas the Seychelles, Mauritius and Malawi may seek to develop other skills areas. Even so, there are a number of technical areas, such as information and communication technologies, which cut across regional economies and into the wider world.

2.   An important assumption, therefore, is that those Member States which enter into a cooperative venture must ensure government acceptance of the need to provide legislations and to have protocols in place. This is necessary given the aim of regional harmonisation in such areas as accreditation and certification, or that of mobility of trainers and students across borders. A strong motivating force, however, is the acceptance and signing of the Protocol on Education and Training in terms of Article

6, which relates to Co-operation in Intermediate Education and Training: Certificate and Diploma Levels.

3. An issue of equity to be addressed is that of 'sharing' the location of projects in an equitable manner, and how these are to be hosted and coordinated to ensure not only proper representation, but also accountability. The proposals do not put forward any system of project management or operational mechanisms, nor monitoring and evaluation procedures given that a number of donors have their preferred systems, but the way in which steering and coordinating committees are established will be of importance.

4. Linked to the above, is the moot point of the location of the information system 'hub' which acts as a central focus for information gathering and dissemination, as a decision-making support system, as well as a means for on-line conferencing.

5. A further risk to sub-regional implementation of various projects relates to the disparity of economic stability and growth of Member States. This may hinder acceptance of common regional proposals (e.g. acceptance of common standards of quality assurance), or which may lead to issues of equity of funding.

6. Funding risks have been reduced wherever possible. The heaviest burden of Member State contributions have been mostly reduced to 'in-kind' provisions such as nominating an in-country appointee to assist with the project development and subsequent implementation phase. In some instances, minimal financial contributions will be required such as meeting the local costs of workshops (venue, attendance allowance, lunch allowances and accommodation), but these may not necessarily be the same across the board and donors are flexible enough to variate requests for country contribution according to the financial capacity of Member States to meet such costs.

The risks of failure concerning regional co-operation project operations and activities can, to some extent, be minimized through agreement on the part of participating Member States with regard to the following:

1. Effective utilization of regional institutions such as SADC and of programmes identified as being examples of 'best practice'.

2. Ensuring that international development organizations and partners such as UNESCO's International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) in Bonn are harnessed to the fullest extent.

3. Agreeing to the free movement of students and staff across borders.

4. Accepting that some countries will struggle to meet project costs and to provide human and technical resources, and therefore that individual country contributions will vary.

Sustainability

Policy Support

The Government of Botswana supports the development of a centralised information system as well as the projects that are outlined in this document. The National Development Plans 7 and 8 make reference to the reform and expansion of the TVET system and, more specifically, this set of proposals is seen as being directly contributing towards those aims. The development of the TVET system is seen as an integral part of other Government policies concerned with economic and social development.

Initial contacts with Ministry of Education officials from Member States have indicated a willingness to support the overall programme. More specific information has been obtained with regard to the support of individual projects:

Lesotho, Malawi, Seychelles, Swaziland, Zambia, Zimbabwe, South Africa, Mozambique and Botswana have stated their willingness to consider active participation to undertake a research study as outlined in

Proposal 1: Enhancing Access to Effective Technical and Vocational Education and Training:
A Feasibility Study.

Lesotho, Malawi, Swaziland, Zambia, Zimbabwe, South Africa and Botswana have stated their willingness to consider active participation in Proposal 2: The Development of a Quality Assurance Programme

Lesotho, Malawi, Namibia, Swaziland, United Republic of Tanzania, Zimbabwe, South Africa, Mozambique and Botswana have stated their willingness to consider active participation in Proposal 3: Professional Staff Development Programme for TVET.

Lesotho, Malawi, Mauritius, Seychelles, Swaziland, Zimbabwe and Botswana have stated their willingness to consider active participation in Proposal 4: The Development of an Information and Communication Technologies Programme.

Lesotho, Malawi, Namibia, Swaziland, United Republic of Tanzania, Zambia, Zimbabwe and Botswana have stated their willingness to consider active participation in Proposal 5: The Development of a Training Programme for the Unemployed and for the Informal Sector.

Lesotho, Malawi, Mauritius, Seychelles, Swaziland, United Republic of Tanzania, Zimbabwe, South Africa and Botswana have stated their willingness to consider active participation in Proposal 6: The Development of a Regional Qualifications Framework.

We expect several countries to state their willingness to consider active participation in Proposal 7: HIV/AIDS in TVET Staff Development. The information about countries is not available as HIV/AIDS in TVET Staff Development was not initially listed as a separate project.

We expect that all countries will be prepared to consider active participation in the Project to develop a common information system.

Appropriate technology

Throughout there will be emphasis on up-to-date technology. It is the policy of the Member States that they should be able to compete on world markets and consequently apply up-to-date technology. The Information System will be equipped with and rely upon state-of-the-art technologies. The location of the Information System is yet to be decided, but one of the factors requiring consideration will be the ability to maintain the database, and to meet recurrent costs.

Environmental protection

The project proposals envisaged do not pose any form of environmental threat and require no protection consideration.

Socio-cultural aspect/women in development

The risk posed by HIV/AIDS is self-evident, and project delivery and operations are frequently adversely affected by high attrition rates. It is anticipated that flexibility will be built into the various projects to take account of these risks and by planning for excess capacity. In addition, the specific project (Proposal 7: HIV/AIDS in TVET Staff Development on how to address the needs to TVET trainers with respect to HIV/AIDS and to intensify HIV awareness should help to offset some of the impact of the pandemic.

Currently women are generally under-represented in the TVET systems of various Member States and the project will seek to involve women at all stages and to contribute to removing a number of the barriers causing this situation. Such barriers include the removal of stereotype attitudes and beliefs about gender roles, and addressing institutional policies and practices.

Poverty Reduction

The successful implementation of the above initiative should, in the end, contribute towards poverty reduction in Member States. Enhanced regional cooperation will lead to quality improvement in TVET programmes as well as increased access to such programmes. This, in turn, should lead to better employment opportunities and improved generating opportunities, thus poverty reduction.

Economic and financial analysis

Many of the benefits resulting from the project do not lend themselves to quantification in terms of conventional cost-benefit or cost-effectiveness measures because of the nature of the programme. However, the programme of project initiatives is anticipated to contribute to the overall objectives through increased efficiency of policy and project planning and development.

The resultant benefits will improve the recognition and transferability of qualifications and thereby improve the mobility of the workforce in Member States; retention of TVET graduates will be increased through HIV/AIDS awareness; improved access to TVET will reduce youth unemployment and promote equity in the labour market. The overall benefits will thus promote increased income for TVET graduates, improve productivity in industry and informal sector and reduce Member States' reliance on expatriate personnel and imports. Hence, there will be a resultant overall impact on poverty reduction in the participating Member States.

Some cooperating Members States' ability to provide counterparting funding for donor related projects is weak. The identified project have deliberately taken this factor into consideration and most project initiatives require Member States to provide only minimal cash funding for the project operations, but does require Member States to make counterpart contributions in kind - e.g. provision of staff, facilities, buildings etc. This is a strong factor to ensure sustainability since much of the funding provision is provided from the outset and will not increase substantially once the project ends.

The Proposals

The following proposals have been elaborated based on the outcome of the LLWF Workshop:

Proposal 1: Enhancing Access to Effective Technical and Vocational Education and Training: A Feasibility Study (page 13);

Proposal 2: The Development of a Quality Assurance Programme (page 23);

Proposal 3: Professional Staff Development Programme for TVET (page 29);

Proposal 4: The Development of an Information and Communication Technologies Programme (page 35);

Proposal 5: The Development of a Training Programme for the Unemployed and for the Informal Sector (page 39);

Proposal 6: The Development of a Regional Qualifications Framework (page 43);

Proposal 7: HIV/AIDS in TVET Staff Development (page 49)

and, finally, a cross-cutting "Support Structure: Networking, Monitoring, Evaluation" (page 55), which includes

Proposal 8: Information, Knowledge Management and Networking (page 59).

A central programme philosophy of networking centred around TVET issues will provide a mechanism for regional/institutional cooperation whereby the most efficient and effective programmes and policies within the SADC region can be shared.

The proposals made concerning key area interests identified during a work-shopping session are of an indicative nature, though these have been outlined through use of logical frameworks, as it is anticipated that donors interested to work with cooperating Members States will carry out their own more detailed

feasibility studies with related costs and time-frames. It is to be noted that this series of proposals have been negotiated with the various stakeholders and further stakeholder inputs are anticipated.

The scoping of the key area interests (A study on Enhancing Access; Quality Assurance, Information; Staff Development; Communication Technologies (ICT) in TVET; Unemployment and Training for the Informal Sector; Accreditation and Certification; HIV/AIDS) have been undertaken with a view to arriving at very concrete project results. Therefore limited project purposes and activities have been identified and put forward. However, the extent of the various projects which donors may wish to undertake is dependent upon their feasibility studies, and the proposals are by no means circumscribed by the narrow focus of the projects. Hence, indicative donor-recipient inputs are provided, but no attempt has been made to provide detailed specifications.

The various proposals fit within an overall unity of purpose. That is, to foster regional networking and cooperation among SADC Member States leading to improved quality of TVET provision based on a foundation 'best practice' considerations derived from within the region. Dissemination to other SADC Member States will be through the delivery mechanism of the information system.

Co-operation with the world of work

Most of the countries in the region recognise the value of the involvement of employers and the private sector in the development and implementation of TVET programmes and good examples can be found, for example, in both South Africa and Botswana. It is, therefore, the intention to involve employers and the private sector as much as possible in the implementation of the projects outlined in this document.

Seven Project Proposals for Subregional Co-operation in TVET

Proposal 1: Enhancing Access to Effective Technical and Vocational Education and Training: A Feasibility Study

This wide-ranging project proposal focuses on the problem of access to TVET in the SADC region. It does so by highlighting the key barriers to access and identifying a number of project components as interventions to address such barriers.

A full project feasibility study is therefore required to assess the possible areas enumerated in this 'paper' which could be turned into a either one full project, or could become part of a series of projects.

Appendix A (page 17) provides the basis of a study proposal for collaborative research and a tracer study with regard to TVET systems of SADC countries, and specifically information relevant to access to TVET in SADC, and the need to develop baseline information on Access to TVET in SADC specifically with respect to

- the contribution of TVET to human resource development in the respective countries;

- TVET policies and practice in the respective countries;

- current access to TVET and

- current participation in TVET by different beneficiaries.

Appendix B (page 19) provides possible project areas with regard to access to educational institutions and access to education of high quality.

Rationale and Justification

1. Globalisation and the development of knowledge and skills economies have compelled TVET to become responsive to the needs of our economies and societies. In response to the information era, knowledge-driven economies and its demands, particular, note should be taken of the changes in the world of work and the need for workers who are flexible, able to work in a team and communicate effectively. In this regard, TVET has an important role to play.

2. It should be noted that all countries generally have an unemployment problem. Jobs are not easily available to graduates from TVET institutions. The one way out of this problem is to design a training methodology for self-employment, to develop job creators as opposed to job seekers. The suggested methodology would have three stages namely:
(i) pre-training (business opportunity guidance),
(ii) training (technical skills training and entrepreneurial skills training) and
(iii) post training – extending services and follow up of students.
It is hoped that such an approach will decrease the high level of unemployment which exists in the SADC region.

3. The importance of TVET as a sector has been identified by the SADC Ministerial Committee which, in its Education and Development Report, states the importance of demand driven, rather than supply driven education and training.

4. The SADC region is increasingly becoming part of the international community. Within this context, the importance of a TVET sector which is able to respond to the skills requirements of the global economy, deliver the human resource requirements of the region, and respond to the social needs of the SADC region, has grown markedly.

5. The problem of access to TVET has been identified by the SADC Ministerial Committee as one of the key problems to be addressed in education and training in the region. The protocols for Education and Training, developed by the SADC Ministerial Committee indicates, as one of it's objectives: "to work towards the reduction and eventual elimination of constraints to better and

freer access, by citizens of Member States, to good quality education and training opportunities within the region" (SADC, Protocols for Education and Training, 1997, p6)

Analysis of Actual Situation

A comprehensive and current situational analysis of TVET in the SADC region does not exist. The most recent study, undertaken by the World Bank in 1996, does not capture the changes in policies, systems and structures which have taken place since then. Furthemore, it does not capture the changing demographics of TVET in the SADC region. As such, discussion and comparisons of TVET in the SADC region may result in comparisons between systems which have different institutions, address different audiences, provide different programmes at different educational levels from further to higher education and which are managed, governed and financed differently. The role which TVET plays in responding to the social and economic needs of the SADC region has also not been determined. Further, despite the focus on access in this proposal, a baseline set of data on current participation in TVET, specifically in terms of the respective beneficiaries, has not been determined for each country in the region. In order to address this problem, this proposal suggests a feasibility study (outlined in Appendix A, page 17) as a first step to any further steps.

Despite these limitations, a focus group discussion, which included representatives from eight countries in SADC, provided information from these countries on the current barriers to access to TVET. The countries represented were: Mozambique, Lesotho, Botswana, South Africa, Zimbabwe, Zambia and Malawi.

Discussion showed that a number of barriers to TVET access were common to all the countries represented. They included:

- The extent to which particular sectors were, across all countries, excluded from access to TVET. These sectors included: women, historically disadvantaged, poor students, female students and learners other than youth.

- Language as a barrier to access to TVET was discussed in detail and the extent to which provision in English in the SADC region served to essentially exclude learners from access to successful completion of TVET programmes.

- The social attitudes held by students, parents and the general public in which TVET education were regarded as second rate education.

- The mismatch between the curriculum and the world of work as well as the level of certification not appropriate to the world of work

- The lack of student support including the need for financial and psychological support, extended services and career guidance.

- The quality and quantity of teachers.

- The way in which new policies are developed but not implemented.

- Current selection procedures.

- The low budgets made available to TVET in the region.

A number of barriers specific to certain countries were highlighted by the focus group. They included:

- The extent to which TVET contributes to socio-economic systems and vice versa, specifically the development of appropriate quality assurance, capacity-building processes and a national and regional qualifications framework.

- The small number of institutions available for TVET as a barrier to increased access.

- The management of TVET.

- The lack of parent support.

- The decrease in employment in the formal sector

- The entry and exit educational qualifications.

Definition of Access: The Focus of the Proposal

The traditional definition of access to education and training, used until the late 1980's, interprets access rather narrowly as entry to institutions. Recent research, however, defines access to education and training as the possibility for a learner to access educational institutions (termed entry barriers) , education and training of high quality (termed institutional barriers), and education and training which provides the learner with work opportunities (termed exit barriers). A broader definition of access to TVET is also used in SADC's Protocol on Education and Training. This definition was expanded by the working group to include the area of systemic factors which impact on access to education and training. As such, the definition of education and training used by the working group includes the following four aspects:

- **Entry barriers:**
  The disadvantages in communities (poverty, gender, education, etc.), negative attitudes to TVET training

- **Institutional barriers:**
  Insufficient financial, psycho-social, cultural and educational support for students, the use of a language as medium of learning and teaching in which there is insufficient competence, inadequate infrastructure, inappropriate curricula and the insufficient availability of technological support (ICT)

- **Exit barriers:**
  Restricted opportunities for employment, poor economic conditions and inadequacy of TVET to meet the needs of the labour market

- **Barriers at the systemic level:**
  National policies and the inadequate implementation of existing policies.

Problem Areas

The above four aspects comprise the domains of concern for four sub-groups. The focus groups identified a number of problem areas which function as barriers to access to TVET. These problems areas, which address all four of the definitions of access which we've used, spans 10 broad areas which are captured below. Many of the areas identified, are embellishments of the objectives identified in the SADC (1997): Protocol on Education and Training which includes discussion on the important need for co-operation in the SADC to enable increased participation. Specifically, the document suggests:

- The "relaxation and elimination of immigration formalities in order to facilitate freer movement of students and staff ... for the specific purposes of study, teaching, research and any other pursuits related to education and training" (8)

- "widening provision and access to education and training as well as addressing gender equality" (9)

- "increasing equitable access, improving the quality and ensuring relevance" (9)

The problem areas identified by the regional focus group include, inter alia, the following:

- Exclusion of specific sectors of the population from TVET institutions. These sectors are: female students, historically disadvantaged, poor students, African language learners and physically disadvantaged sectors.

- The low participation in TVET currently

- Limited number of training facilities available for TVET training (this problem, as discussed above, is not specific to all the countries)

- Lack of student support systems. Specifically, financial support for learners, psycho-social counselling, support to cope with the cultural orientation of TVET training, educational learning difficulties and HIV/AIDS

- The quality of education and teaching at TVET institutions

- The mismatch between the curricula and training provided at TVET and the lack of jobs in the formal economy

- The negative attitude to TVET, where technical education is regarded as inferior to academic education.

- The low budgets made available to TVET training in the SADC region

- The poor management and governance structures which exclude industry and other relevant stakeholders from active participation in shaping the learning and teaching approach and the curriculum content of TVET training

- The lack of deliberate access policies.

Components of the Proposal

A review of the projects included in Appendix B (page 19) shows that the projects include, a baseline study which aims to develop common terms of reference for use when discussing TVET as well as a baseline of information on current participation rates.

The four definitions of access were separately analysed with the aim to determine solutions to the problems inherent in each. The resultant discussions identified a number of solutions to the problems identified. These components (containing the problems identified, solutions, actions to achieve such and the main inputs and results which will be achieved are included as Appendix B.

The key activities include, inter alia, the following:

- Developing policy frameworks for access to TVET

- Developing and improving access to loans and grants for disadvantaged learners

- The creation of regional centres of excellence: this activity supports the objectives of SADC's Protocols for Education and Training, 1997 (see page 17).

- A series of strategies to share information, curricula and staff training opportunities within the SADC region, such as liaison, discussion, establishment of web based discussion boards, regional workshops, and other strategies for information sharing and exchange. Protocols for Education and Training, 1997 (see page 6 and 11).

- The development of strategies to address the responsiveness and relevance of TVET education, which include:
  (i) the development of partnerships between colleges and external stakeholders such as business, industry, government, other technical institutions and NGOs and
  (ii) undertaking tracer studies in the SADC region. Protocols for Education and Training, 1997 (see page 6).

- The development of knowledge base for action with respect to access in TVET in the SADC in the form of research projects, the development of databases and the development of common sites of economic information. Protocols for Education and Training, 1997 (see page 1 and 11).

- The development of appropriate and relevant curricula Protocols for Education and Training, 1997 (see page 11).

Appendix A – Initial Study Proposal

Problems	Objects	Main input	Main activities	Main results	External factors	Special consideration
No shared meaning of TVET across SADC countries		Collaborative research	Define TVET regionally. Define which institutions provide TVET in SADC region.	Shared understanding of the similarities and differences of meaning of TVET across SADC region		
No baseline on the extent to which TVET is currently responding to the social and economic needs of SADC region		Collaborative study focusing on this area Tracer study (see project components below)	Determine extent to which TVET is responding to HIV crisis in SADC region. Extent to which TVET is meeting the economic needs of region			
No baseline of current access policies and practices		Collaborative research	Determine which institutions are providing TVET in region	Shared understanding of the similarities and differences in access policies across SADC region.		
No baseline information of current participation (by respective beneficiaries)		Collaborative research	Determine current participation rate for each region, also by constituent groups	Shared understanding of the similarities and differences in current access to TVET		
Low national budgets available for TVET training - % of national education budget very small.	Increase Income generation to TVET	Trained personnel (trainers) Curriculum development. Start-Up Capital Facilitators Recurrent Capital	Encourage college partnerships by: Establishing partnership training programme Develop partnership offices Establish sectoral 'talk-shops'	Public-Private partnerships established	Availability of funding Commitment of partners Value of partnership to partners	
TVET not relevant to economic and social needs of region	Closer 'fit' between provision at TVET and requirements of the labour markets Establish procedures for gathering labour market information	Trained personnel Funding ICT Trained personnel ICT	Undertake collaborative tracer studies in SADC region Establish a labour market intelligence unit. Gather information from relevant sources	TVET system more aware of the relevance of training for the labour market. Will lead to more responsive TVET system	Accessibility of data Co-operation of data sources	
Limited TVET facilities and capacity for TVET training in some SADC countries	Increase TVET training facilities and capacity	Increased resources made available for expansion of TVET system, specifically: increased capital for improved infrastructure, equipment and running costs.	Establish distance training capacity Curriculum development for TVET needs to take place. These curricula need to respond to HIV crisis in region. Staff training Enhance existing provision Prioritise beneficiaries	Improvement in Access to TVET in those countries where shortage of TVET institutions.	Funding commitment of partnerships	
Poor management/ governance	Increase efficiency, effectiveness and responsiveness of TVET through stakeholder participation	Trained facilitators	Supporting the development of successful and functioning co-operative governance systems Stakeholder analysis. Development of partnerships with stakeholders	More appropriate manage-ment/ governance structure and style	Commitment of stakeholders	

Problems	Objects	Main input	Main activities	Main results	External factors	Special consideration
Quality of TVET is low	Improve quality of TVET	Trained Personnel	Establish criteria for 'quality' Establish benchmarks of 'quality'	Introduction of quality systems and practices	Commitment of partners	
Lack of deliberate access policies	Establish options for deliberate access policies	ICT	Establish more websites. Establish 'notice boards', for dissemination of policies and request and national research	Availability of information on current policies and policy initiatives	Commitment of partnerships Capacity and reliability of ICT	
New policies not implemented	Timely and comprehensive introduction of new policies	ICT trained personnel	Develop national, provincial and sectoral implementation plans.	Improved policy implementation	Commitment of stakeholders	

Appendix B – Possible Areas of Project Proposals Regarding Access

Access To Educational Institutions

Problems	Objects	Main input	Main activities	Main results	External factors	Special consideration
Exclusion of marginalized populations from TVET institutions	To make entry into TVET institutions easy and affordable for previously disadvantaged groups.	Human resources, equipment and funds (Upgrading of buildings and bursaries).	Modify existing TVET Institutions (To accommodate disabled) Establish fast, flexible and focused training programmes. Develop policy framework for equal enrolment opportunities and affirmative action. Provide loans/grants (Government, Industry, NGO's and Donors)	Increased access. Increased utilization of facilities. Poverty alleviation. Empowering the disadvantaged. Equal enrolment opportunities. Creation of centres of excellence in the region	Unavailability of funds. Resistance by policy–makers. Limited support from all stake-holders.	Sensitization of stakeholders is fundamental. HIV/AIDS ICT Recognition of prior learning.
Inadequate availability of training institutions	To create and share regional centres of excellence including distance learning.		"	"	"	"
			Creation and sharing of regional centres of excellence. Introduction of distance leaning. Maximum utilization of existing places. Paradigm shift: • Career shows. • Incentives (Grants) • Creation of role models Appoint gender-sensitive Selection panels			

Access to Education of High Quality

Problems	Sub-problems	Objects	Main input	Main activities	Main results	External factors	Special consideration
1. Student support	Finance/bursaries; Psycho-social; Cultural; Educational; Vocational HIV/AIDS	To create an environment that allows learners to maximize their potential and become well-adjusted citizens (acquire life-skills)	Student support policies and programmes; bursaries; trained counsellors; counselling centres; equipment; training grants	Liaise with SADC bodies (and others) collecting relevant information; Regional seminars/ workshops; Audits; Proposals of policies and programmes	Comprehensive policies; training programmes and manuals for counsellors responsible for student support	Increasing globalization; Increasingly become part of the Information Age, which emphasizes the need for highly developed knowledge-driven skills; Increasing technologization; The commitment to regional co-operation Availability of resources; Commitment of governments; Effective implementation by key facilitators Willingness of educators and learners to co-operate	Inadequate levels of literacy, numeracy, life-skills, proficiency in LoL/T Diversity in specific environments (metropolitan, large urban, semi-urban, rural); Special attention to rural needs; HIV/AIDS is a global priority that impacts on various facets of learners' life
2. Quality teaching	Language of L/T; Infra-structure; Curriculum; ICT	To promote effective learning and teaching: life-long learning, meet learners' and the labour market needs, learner-centred, skills directed and context-based; Enable self-employment.	Available cross-regional research results; Appropriate information from whole region; Funding for equipment; Information on curriculum development projects/Critical analyses of curricula; Information on SADC Authority bodies; Information on standardized curricula; Information on available ICT software	Research projects across the region; Applications for funding; Regional seminars/workshops; Audits; Proposals of policies and programmes; Training programmes on, for example, on curriculum development and ICT	Policy option proposals; Curriculum proposals; Training programmes and manuals for educators; Supply equipment	Increasing globalization; Increasingly become part of the Information Age, which emphasizes the need for highly developed knowledge-driven skills; Increasing technologization; The commitment to regional co-operation Availability of resources; Commitment of governments; Effective implementation by key facilitators Willingness of educators and learners to co-operate	Inadequate levels of literacy, numeracy, life-skills, proficiency in LoL/T; Diversity in specific environments (metropolitan x large urban x semi-urban x rural); Special attention to rural needs; HIV/AIDS is a global priority that impacts on various facets of learners' life; International, national and local competitiveness

Barriers to Access

Problems	Objects	Main input	Main activities	Main results	External factors	Special consideration
Lack of jobs	Match training to labour market demands	• Funds • Personnel • Labour Market Survey • Infrastructure/ equipment	*Invite people (NGOs included) from industry *develop curriculum accordingly	Minimize unemployment	Assumptions Industry will accommodate TVET graduates Risks The job market is unable to absorb TVET graduates	Special benefits e.g. tax rebates for the company/organisation that employs women
Attitudes	Improve and standardize qualifications of technical colleges	Same process	Run workshops and advocate for further training for TVET staff	Positive attitudes towards TVET through recognized regional and global certificates	Assumptions Willingness to change Risks People are resistant to change	• As far as possible ICT will be used in programme delivery • Programmes will be environment friendly
Historically disadvantaged classes, ethnicity, race, gender etc.	Get rid of certain societal beliefs	Same process	Hold sensitisation meetings in schools and community via radio, newspaper, television, etc.	Equal opportunity for all	Assumptions • Government will provide the necessary support. • Countries in the region will be willing to co-operate Risks • Government might not be willing to give support • countries in the region will not be willing to co-operate	For every course mounted, a quota should be reserved where society made barriers are almost non-existent.

Proposal 2: The Development of a Quality Assurance Programme

Project Summary

1. The key area of interest is that of developing a Quality Assurance programme and mechanisms to ensure the reliability of TVET standards among Member States, and to provide guidance on the regulation of assessment quality assurance, control and certification. Assessment based on defined standards provides a clear measure of performance achieved by candidates and will provide substantive basis for certification on a regional basis.   The initial area of interest and subsequent first draft proposal was undertaken by SADC Member State representatives from Zimbabwe, Namibia, Mozambique and Botswana.

2. Subsequent contacts indicate that Lesotho, Malawi, Swaziland, Zambia, Zimbabwe and South Africa have expressed a willingness to coordinate their efforts to develop a Quality Assurance programme with the technical and financial assistance of donors.

3. The aim of this project is to deliver quality vocational training through an improved system of quality assurance and mechanisms for the reliability of TVET standards up to diploma level in Member States.
Proposal is made for an initial donor feasibility study to assess the technical assistance and funding required to develop a Quality Assurance programme and regulating mechanisms. It is then hoped that donors will provide the necessary financial and human/technical resources to implement the project to its conclusion.

4. It is anticipated that such a programme will establish quality guarantee mechanisms for the reliability of TVET standards which will enhance the working competence of technical persons in various trades and professional areas and thereby contribute to the regional economic and societal development of Member States.

5. The project programme will seek to complement and enhance the quality assurance schemes of individual Member States that have already such programmes in place, and to build on the best practice findings of the project group.

6. Cooperation and networking with all Member States is an important aspect of the project as an overall linking aim of the various projects is to foster regional networking and cooperation leading to improved quality of TVET provision based on a foundation 'best practice'.

Project Background

Participants identified the relevant information concerning beneficiary region.

1. TVET refers to both Industrial Training and College-based Technical Education, where different criteria are applied for each.

2. There is an inability on the part of many Member State governments to provide future generations as well as the existing workforce with the knowledge and skills necessary to bridge the widening gap between rapid socio-economic growth, the changes in the sophistication of technology, and the constant shifting of the structure of the world economy.

3. TVET standards in the region are neither common nor formally equivalent which hinders mobility and transferability, and hinders the exchange of students and workers. TVET institutions in various Member States apply different standards, which often do not include quality control mechanisms to ensure reliability. This consequently poses problems of equivalencies and compatibility.

4. There exist a common pool of investors in the region who require labour with standardized skills. Therefore Member States need to move towards reliable modes of quality control which would be economically beneficial to the sub-region.

Project Rationale

At present the following factors are deemed to slow the economic development of the SADC region:

1. There is an increasing economic gap between the industrialised countries and SADC Member States, and between countries within the SADC region. In part, this is due to rapid technological developments in industrialized countries and skills retraining of workers in such countries. Industry and enterprises within Member States need trained, skilled workers to be able to compete for work and contracts given the rapid movement towards globalisation.

2. The participants felt that the TVET systems (human resources, facilities, programmes, systems, organizations) were poorly placed to provide quality training. They pointed to the lack of skilled trainers and a widening proliferation of teacher education/training programmes for TVET trainers in the SADC region. The development of good, quality TVET teacher training systems by each individual country was too expensive, and sustained improvement could only be achieved through a concerted effort by all the Members States pooling their resources.

3. Given the trend in the SADC region to move to more flexible, modularised/outcomes based teacher training programmes, TVET providers need to set common goals and standards in TVET teacher training in the SADC region.

Project Purpose

1. To give people the required skills for income-generation and to facilitate poverty alleviation.

2. To facilitate the quality of TVET so as to improve industrial training and technical education through the consolidation, rationalisation and integration of existing quality assurance mechanisms, and to assist those institutions which may not be providing quality TVET to attain the top-most levels.

3. To assure relevant competencies and outcomes to match the needs of the formal/informal sector, and to provide a clear measure of the standards of performance expected of candidates.

4. Most Member States have some form of quality assurance in place. The project however aims to assess the compatibility and equivalencies of national qualifications and credit transfer schemes and that these be properly assessed, to promote assessment instruments that gather sufficient valid and reliable evidence of ability to perform identified standards, and to promote a quality control system, that will ensure the consistent application of standards over time and where appropriate.

5. To facilitate the effective and competent management/operations of TVET quality assurance in SADC countries.

6. To enable Member States to compete economically within the SADC region as well as to compete globally by regulating the quality provision of services.

7. To assist with the provision of information to Members State countries in the area of quality assurance and how these become operational, and that such information be prepared and in-putted into a centralised information system data base.

8. To foster a culture of regional networking and cooperation.

Project Results

The anticipated results of the project programme will be to provide improved quality delivery of technical and vocational training and result through the following:

1. The regulation, improvement, maintenance and monitoring of the reliability of TVET quality systems across Member States

2. An assessment of Member States equivalencies of TVET training standards in compliance with qualification frameworks

3. TVET quality assurance information, and provision of criteria, descriptors and benchmarks and of systems and organisations which have been in-putted into the proposed data base hub on a country-by-country basis

4. A strengthened and institutionalised capacity of regional countries to work collaboratively to improve access to quality and relevant TVET in an equitable and efficient way. By doing so, this will help to maximise the utilisation of human resources and obtain optimum benefits from a narrow resource base

5. Improved training provision to students as a result of seeking to ensure congruent quality equivalencies between various Member States

6. Improved student qualifications leading to better job opportunities for students and/or further study.

Performance Indicators

No objectively verifiable indicators to ascertain attainment have been provided as these will be established by the feasibility study. However, 'Results' performance indicators are given to guide the donors with regard to expectations of outcomes.

1. Recommendations for a quality assurance scheme made with regard to criteria, descriptors and benchmarks for quality assurance systems and structures for TVET, and that project outcomes have informed the sector policies of Member State.

2. In-country skills development in TVET institutions will match the commercial, industrial, and societal needs of Member States.

3. Regional education and training data base allowing access to relevant information for all stakeholders will be established and operational, and relevant information will have been in-putted.

Project Activities

1. To survey quality assurance frameworks for TVET in Member States, to provide a definition of quality assurance, to scope international trends in quality assurance, and to scope quality assurance practice with regard to key principles - continuous quality improvement, establishing and maintaining goals and practices, principles of ongoing monitoring, and ensuring client satisfaction.

2. From the survey, to assess and to recommend 'best practice' criteria and mechanisms so as to establish a framework for systems and structures for Member States to adopt/adapt.

3. To provide recommendations with regard to quality assurance regulations for TVET, and means of assessing and verifying providers/assessors/moderators.

4. To assess the feasibility of regional compliance with regard to a quality assurance scheme.

5. To develop criteria, descriptors and benchmarks for quality assurance for TVET, and means of accreditation.

6. To develop recommendations with regard to mechanisms and processes of implementation (immediate, short-term and long-term), and resultant implications in terms of staffing, human and physical requirements, as well as the financial considerations for Member States.

7. To make recommendations with regard to the establishment of consultative procedures with Trade Unions, Employers Federation, Departments of Trades and Industries, Training Colleges and Technical Teacher Training Colleges etc. to ensure updating of curricula and of skills requirements.

Assumptions and Risks

1. Member States' acceptance of the need to provide legislations and to have protocols in place if a quality assurance framework is to become a reality. This only applies, however, to those Member

States who wish to become part of this initiative as some may not wish or may not be able to afford to have free movement of services.

2. Member States' acceptance of the International Standards Office (ISO) training standards to be adopted and used in the SADC region given that one of the aims is to enable Member States to tap into the global market.

3. The assumption is also of the willingness of Trade Unions and various Employers' groups and federations to participate in a consultative process

4. A central part of the initiative is to establish a centralised networking/data provision hub. Funding for the development, installation and continued maintenance of this system is therefore important, though a Quality Assurance Framework per se does not necessarily depend upon such a data base development.

5. Member State Governments will be expected to meet the local costs of workshop provision - venue, attendance allowance, lunch allowances and accommodation, materials (apart from the prepared print materials of technical assistance) etc., as well as nominating an in-country appointee to assist with the development and subsequent implementation phase.

Logical Framework Matrix:

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	To establish quality guarantee mechanisms for the reliability of TVET standards up to diploma level in Member States		1. Political/economic regional stability and diversification 2. Member States acceptance of 1998 SADC Protocol Art 6 3. Political acceptance of strategy 4. Continued support from Member States Governments 5. Funding available to implement Information System hub system 6. ISO training standards adopted and used in SADC region 7. Government acceptance, and legislations/protocols enacted/ in place 8. Working central hub system 9. Member States to cooperate on providing required information 10. Quality Assurance schemes already in place in some SADC regions 11. Means of implementing Quality Assurance across-SADC region 12. Member States acceptance of common criteria/ descriptors and benchmarks standards 13. Trade Unions/Employers' willingness to participate in consultative process
Project Purpose	1. The regulation, improvement, maintenance and monitoring of the reliability of TVET quality systems across Member States 2. Across sub-regional Member States equivalencies of TVET training standards in compliance with qualification frameworks 3. TVET Quality Assurance information and criteria/descriptors/ benchmarks and systems/organisations in-putted into proposed data base hub country		
Results	1. Quality of TVET to improve in both industrial training and technical education through the consolidation, rationalisation and integration of existing Quality Assurance 2. Relevant competencies and outcomes to match the needs of the formal/informal sector 3. Compatibility and equivalencies of NQFs and CATs schemes assessed 4. Effective and competent management/operations of TVET quality assurance in SADC countries 5. Information in-put into Information System hub	1. Recommendations for Quality Assurance scheme made and data has informed Member States sector policy 2. Skills matching to country commercial/industrial/societal needs 3. Regional education and training data base allowing access to relevant information for all stakeholders is operational	
Activities	1. Survey Member States to establish Quality Assurance schemes in place and to assess best practice criteria and mechanisms in establishing a framework for systems and structures 2. Regulations of providers/assessors/moderators verified 3. Asses feasibility of regional compliance with respect to Quality Assurance schema 4. Develop criteria/descriptors and benchmarks for Quality Assurance system for TVET 5. Develop Quality Assurance recommendations with respect to policy and administrative structures, physical facilities, human resources development and to what level, compliance with RQFs, and compliance with Govt regulations. 6. Facilitate the information sharing of systems and structures across Member States 7. Develop recommendations with respect to to mechanisms and processes of implementation (immediate, short-term and long-term) 8. Develop recommendations with respect to to the establishment of consultative procedures with Trade Unions, Employers Federation, Departments of Trades and Industries, Technical Colleges and Technical Teacher Training Colleges etc. to ensure updating of curricula and skills requirements etc. 9. R & D system/operations analysed/evaluated and feedback	1. Survey report produced 2. Feasibility report produced 3. Criteria/descriptors and benchmarks for Quality Assurance systems /structures for TVET established 4. Recommendations made, discussed, negotiated and accepted by Member States for Activities 4, 5 and 6	

Indicative Inputs

Donor	Technical Assistant (one person for 36 months)
Donor	Funding for regional travel and expenses
Donor	Funding for technical assistance equipment and other expenses
Counterpart contribution	In-country coordinators
Counterpart contribution	Seminar arrangements
Counterpart contribution	Office space/equipment etc.
Counterpart contribution	Printing materials etc.
Counterpart contribution	Translation costs

Indicative Inputs

Proposal 3: Professional Staff Development Programme for TVET

Project Summary

1. The key area of interest is that of developing a distance professional staff development programme for TVET staff on a regional basis. The initial area of interest was considered by SADC Member State representatives from Botswana, Malawi and Zimbabwe, but the present form of the intervention has subsequently been considerably modified.

2. Subsequent contacts indicate that countries have expressed a willingness to coordinate their efforts to develop a professional development programme for TVET staff on a distance basis with the technical and financial assistance of donors.

3. The aim of this project is to upgrade the professional skills of TVET staff, especially those who have had little opportunity to attend in-service programmes since their initial training, and thereby to provide a better quality of TVET course management, assessment, quality assurance and delivery. Such a programme will also provide staff with an incentive and opportunities to direct their own professional development. A focus of the project will also be to investigate means of improving the institutional processes and systems within TVET institutions. A possible route of programme delivery could be through modularised components within a credit framework and have recognised value in the region.

   The effect of these measures will benefit students through better learning, the promotion of an institutional ethos and services more geared to the needs of students, and the eventual economic well being of Member States. Improved cost effectiveness through better utilisation of facilities and ability to meet demand for training places without significant increases in costs

   There will also be the added value of increased the mobility and marketability of staff through nurturing the TVET Human Resource capacity in line with new modalities of learning, communications technology, quality assurance and whole college development.

   A proposal is made for a full initial donor feasibility study to assess the technical assistance and funding required to assess the expressed need for such a professional development project and its relevance to TVET training within the sub-region, to delimit programme scope, to assess human resources and other non-physical requirements, and to consider issues of sustainability, quality assurance, accreditation and complementarity to other existing TVET training projects and initiatives

   It is then hoped that donors will provide the necessary financial and human/technical resources to implement the project to its conclusion.

4. The project programme will seek to complement and enhance the programmes of individual Member State initiatives, and it is anticipated that much of the materials and courses can be derived from existing professional development programmes. This can serve as a practical realisation of regional cooperation with those countries that have already funded the development of such programmes being able to pass on their knowledge, skills and experiences to other Member States.

Project Background

1. Participants identified that growth and development of vocational education in a number of Member States was hampered by inadequate numbers of trained teachers and support staff, and that qualified TVET staff often leave their posts in search of better prospects within the country or abroad.

2. Participants agreed that TVET staff were generally handling large classes in often less than satisfactory teaching-learning environments, and that many were using obsolete and inadequate equipment and facilities. They also pointed to the general under-utilisation of ICT in training.

3. It is recognised that there are differing strengths in the region and that some countries already had professional staff development programmes either in place or in the pipeline

4. Many TVET institutional practices have not developed with the more modern teacher-learning practices and curriculum development and management.

5. There is also a need to for institutional strengthening in support of strategic planning for whole college development.

Project Rationale

1. A number of staff within TVET institutions require 'refresher' staff development courses, especially if they were trained before the spread of 'new vocationalism' and emerging employment patterns including the need for multi-skilling, to cope with frequent job change, retrenchment and the need for the workforce to be adaptable and flexible. This has forced training providers to take a fresh look at their curriculum offer and its relevance in the face of technological advances and many other economic and social changes in recent times.

2. The professional development project would not just be outward looking and focus on the needs of students as our clients, but would enable participants to reflect and to assess their own professional practice over the course of their careers and enable them to select from a menu of options most suited to their career plan.

3. The modern trend for TVET is more focused towards meeting the demands of students and trainees and their requirements for lifelong learning, which require generic skills, rather than training trainees to fulfil certain narrow skills based job areas on a strict supply basis. The turn-around in perception is more process-oriented and geared to empowerment of the individuals and moves distinctly away from utilitarian principles of matching trainees for specific job areas. The training of the staff and professional staff must match these trends.

4. A number of Member States provide little opportunity for TVET staff to improve their skills through regular on-going professional courses, usually because of a combination of inadequate funds and little importance attributed to the needs of staff to upgrade their skills. This project therefore seeks to support new initiatives that will provide some form of formalized and systematized professional development.

5. Participants believed that the full objectives of this proposal and attainment of its stated outcomes would only be met through external funding.

Project Purpose

1. To upgrade the professional skills of TVET staff, especially those who have had little opportunity to attend in-service programmes since their initial training, and thereby to provide a better quality of TVET course delivery.

2. To provide TVET staff with an incentive and opportunities to direct their own professional development, to actively structure a career path, and to give them lifelong generic skills.

3. To improve the institutional processes and systems within TVET institutions, and thereby to promote an ethos and service more geared to the needs of students.

4. To facilitate the introduction of quality assurance in TVET institutions, and thereby to improve industrial training and technical education through the consolidation, rationalisation and integration of existing quality assurance mechanisms, and to assist those institutions which may not be providing quality TVET to attain the top-most levels.

Project Results

The anticipated results of the project programme will be to provide improved quality delivery of technical and vocational training and result through the following:

1. A cohort of trained professional development staff whose skills match regional requirements and needs.

2. Improved professional generic skills among TVET staff.

3. Improved learning of TVET students as a result of better professional staff in TVET institutions

4. Improved match of assessment to curriculum delivery

5. Improved institutional processes and system (exams, tutorial support, college systems, guidance and counselling, and general college policies)

6. The acceptance of the need for quality assurance systems to be in place within TVET institutions

7. Improved TVET institutional practices.

Performance Indicators

No objectively verifiable indicators to ascertain attainment have been provided, as these will be established by the feasibility study. However, 'Results' performance indicators are given to guide the donors with regard to expectations of outcomes.

1. A resource centre from which a distance professional staff training programme becomes operational.

2. Increased awareness for the need of professional development among TVET staff within the sub-region.

3. A Modularised professional development menu - changing annually - with materials on professional development in TVET institutions adapted and/or developed with a credit framework and credit-based system in place with a regional value.

4. Modes of delivery and tutor support established.

5. Course assessment or achievement procedures in place

6. Regional agreement on certification and accreditation, and acceptance of its value in terms of professional career paths and increased emolument.

Project Activities

1. To establish a resource centre from which a distance professional staff development programme will operate. This will involve considerations of ICT infrastructure, adaptation/production system for materials etc.

2. To promote the concept and culture of regional professional development within Member State TVET institutions.

3. To investigate the possibility of certification (e.g. module/programme certification) and accreditation with respect to quality assurance mechanisms and control, course validation, approval from stakeholders etc., and put system in place.

4. To consider the functionality of the centre in terms of policy admission to courses, guidance and support to students, ground rules etc., and put system in place.

5. To investigate issues of programme delivery in terms of systems and support delivery (internet, self-access, peripatetic face-to-face, regional workshops etc.), and put system in place.

6. To consider areas of professional development, for teachers and managers, to be offered on a modular basis, covering such areas as

    *   assessment of learners' needs;

    *   planning and preparing for effective learning;

    *   new perspectives on assessment;

- providing learners with support;

- evaluating learning sessions and reflecting upon and assessing one's own professional practice;

- developing threshold services in your college;

- how to improve college utilisation, etc.;

and put programmes in place.

7. To produce/provide appropriate comprehensive high quality learning packs for teacher-students and accompanying staff packs based on module specifications to enable independent learning and to support interactive modes of delivery based on principles of adult learning.

8. To examine assessment and achievement procedures for a distance learning programme (security, authenticity, reliability, rigour), and put system in place.

9. To look at ways to promote flexible institutional development through the involvement of staff, and to promote synergy between curriculum developments, organisational and resourcing changes, and quality systems.

Assumptions and Risks

1. The perceived needs for a professional development course programme for TVET staff may not be immediately acceptable as it may be seen as peripheral to subject specific course content. Therefore beneficiary value perception is critical. This will also require good articulation of the programme to needs of participants.

2. The risk of duplication of certain aspects of courses on offer within TVET institutions in some countries may be high.

3. Accreditation required and accepted if the programme is to obtain credibility, and incorporated within remuneration structures of member State otherwise staff may see no value in following this kind of course programme.

4. Member State Governments will meet local costs of workshop provision - venue, attendance allowance, lunch allowances and accommodation, materials (apart from the prepared print materials of technical assistance) etc., as well as nominating an in-country appointee to assist with the development and subsequent implementation phase.

Logical Framework Matrix

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	Improved quality delivery of technical and vocational training benefiting regional economies		1. Low perceived needs for a professional development course programme for TVET trainers
Project Purpose	1. Upgrade professional skills of TVET trainers 2. Provide trainers with incentives/opportunities to structure own career path 3. Improve the TVET institutional processes 4. Facilitate the introduction of quality assurance in TVET institutions		2. Accreditation required and accepted, thus Member States acceptance of common criteria/descriptors and benchmarks standards 3. Duplication of certain aspects of courses on offer 4. Member State to meet local costs of workshop provision
Results	1. Trained cohort of professional dev. trainers 2. Improved generic skills and training skills 3. Improved learning of TVET students 4. Improved match of assessment to curriculum delivery 5. Improved institutional processes and system 6. Quality assurance systems in place 7. Improved TVET institutional practices.	1. Recommendation made and professional development upgrading informed Member States sector policy 2. Improved TVET training, institutions curriculum and learning to meet Member States societal/ industrial/ commercial/ needs 3. Regional education and training data base allowing access to relevant information for all stakeholders is operational	
Activities	1. To establish a resource centre professional staff development 2. To promote culture of regional professional development 3. Certification, accreditation and quality assurance mechanisms with respect to courses 4. Establish functionality of resource centre 5. Recommend/implement modes of programme delivery 6. Recommend/implement areas of professional development, for teachers and managers 7. Produce/provide learning packs for teacher-students and trainers packs 8. Recommend/implement assessment procedures 9. Establish flexible institutional development programme	1. Resource centre operational. 2. Increased awareness of need for professional development 3. Modularised professional development menu provided 4. Materials on professional development developed 5. Credit framework and credit-based system in place 6. Modes of delivery and tutor established. 7. Course assessment procedures in place 8. Regional agreement on certification/accreditation 9. Increased emoluments accepted.	

Indicative Inputs

Donor	Technical Assistants (2 persons for 36 months each)
Donor	Funding for regional travel and expenses
Donor	Courses development/publishing software/printing materials etc.
Donor	Funding for technical assistance equipment and other expenses
Counterpart contribution	In-country coordinators
Counterpart contribution	Participant costs for local seminar arrangements
Counterpart contribution	Office space/equipment etc.

Proposal 4: The Development of an Information and Communication Technologies Programme

Project Summary

1. The key area of interest is that of developing an Information and Communication Technologies (ICT) programme among Member States. The initial area of interest and subsequent first draft proposal was undertaken by SADC Member State representatives from Swaziland, Mauritius, Seychelles and Botswana.

2. Subsequent contacts indicate that Lesotho, Malawi, Mauritius, Seychelles, Swaziland, Zimbabwe and Botswana have expressed a willingness to coordinate their efforts to develop an Information and Communication Technologies programme with the technical and financial assistance of donors.

3. The aim of this project is to facilitate the use of information and communication technologies in the world of work through delivery of quality vocational training, and to raise ICT awareness as well as to familiarise trainers and trainees with computers, its uses and basic applications.

4. Proposal is made for an initial donor feasibility study to assess the technical assistance and funding required to develop an ICT programme. It is then hoped that donors will provide the necessary financial and human/technical resources to implement the project to its conclusion.

5. It is anticipated that such a programme will facilitate not only the use of information and communication technologies in the world of work, but also in the personal life of individuals. This will therefore improve the quality of life of individuals and contribute to the regional, economic and societal development of Member States.

6. Cooperation and networking with all Member States is an important aspect of the project as an overall linking aim of the various projects is to foster regional networking and cooperation leading to improved quality of TVET provision based on a foundation 'best practice'.

Project Rationale

1. Member State representatives at the workshop noted that there were distinct differences with regard to access, availability, and levels of familiarization with computers among Members States. The following country characteristics of group members were noted.

   Botswana
   Technical and Vocational Education is carried out by 41 Brigades and 6 Technical Colleges situated in different part of the country. There are approximately 7,000 trainees in these institutions. The curriculum includes topics of information and communication and communications technology. ICT has been identified as one of the keys for the new national curriculum.

   Mauritius
   Enrolment at the Primary Level is about 99%, at the Secondary Level it is 55%, at the Upper Secondary Level it is around 22%.   Around 12% of the cohort attend tertiary education and training institutions. Electricity and telephone is available all over the island, and 112 community centres 52 social welfare centres and 12 women's centres have been provided with computers. Government policy is to make ICT accessible to all the citizens. Computers exist in a number of Primary Schools and in most Secondary Schools.

   The Seychelles
   Enrolment in Primary and Secondary Education is about 99%, and the literacy rate has been described by many organizations to be one of the best in the region. Electricity and telephones are available to the majority of the population. Most secondary schools have been equipped with computers and provided with Internet facilities. A number of public training institutions and private training centres are providing access to computer training to the general public. Basic infrastructure for ICT already exists, and this is being upgraded to provide faster access to the 'superhighway'.

Swaziland

The economy is closely linked to that of South Africa, which gives Swaziland a relatively sound infrastructure, namely, telecommunications system, electricity roads and water supply. This provides a strong base from which to establish and information and communication technology (ICT) network in the urban and peri-urban areas. A limited number of schools have computers. Recently the government obtained a loan from the African Development Bank to introduce vocational education in 16 high schools. This project has an ICT component with 40 computers and a computer laboratory in each of the 16 schools. An ICT competency based curriculum has been developed.

2. The following factors were deemed to hinder the overall development of ICT in the SADC region:

- The use of information communications technologies could have a cultural alienating impact

- There were few properly qualified and competent instructors available, and there was a need for teacher-trainer programmes.

- Access to telephones and other forms of communications was limited in rural areas.

- A regional ICT programme would harness the resources of the various Member States to develop an ICT program, to share curricula, and to develop joint core competencies, and which could provide regional accreditation and assessment in terms of quality control and assurance.

- Cooperation and networking with all Member States is an important aspect of the project as an overall linking aim of the various projects is to foster regional networking and cooperation leading to improved quality of TVET provision based on a foundation 'best practice'. ICT lends itself to this overall philosophy of networking and sharing as it is a relatively new area of most Member States, and a major ICT application is that of networking computer systems.

3. The experience of personnel on the BETEP programme noted that basic literacy and numeracy competencies, as well as levels of general education, have a determining effect upon the facility and rapidity with which participants became familiar with the use of computers and their various applications.

4. A number of Member States (e.g. South Africa, Swaziland and Botswana[4] have ICT courses in operation, and therefore much material from these course programmes can be either taken over wholesale on a 'stand-alone' basis, or integrated into already developed course programmes.

Project Purpose

1. To develop a cadre of teacher-trainers within the region in the field of ICT to facilitate the introduction and/or improvement of ICT curricula/ programmes in Technical Colleges and Technical Colleges Training.

2. To increase familiarisation and the use of computers in such institutions.

3. To assist with the provision of appropriate hardware/software in Technical Colleges and Technical Teacher Training Colleges.

4. To foster a culture of regional networking and cooperation.

Project Results

The anticipated results of the project programme will be to provide improved quality delivery of technical and vocational training through the following:

1. Increased accessibility to and use of computers in TVET institutions for students and trainers for e-learning and networking.

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4   The Botswana BETEP courses is already endorsed with the Scottish Qualifications Authority and therefore recognised by overseas institutions

2. Development of a cadre of teacher-trainers to spearhead the introduction of ICT in TVET institutions.

3. TVET teacher training ICT curricula developed and integrated into existing programmes

4. Trainers and trainees become familiar with and able to use computers in their ordinary everyday work situation, as well as in their home life.

5. A strengthened and institutionalised capacity of regional countries to work collaboratively to improve access to quality and relevant TVET in an equitable and efficient way.

Performance Indicators

No objectively verifiable indicators to ascertain attainment have been provided as these will be established by the feasibility study. However, 'Results' performance indicators are given to guide the donors with regard to expectations of outcomes.

1. Increased provision of computers in TVET training institutions

2. Increased use of learning technologies in TVET training institutions and in homes

3. ICT course programmes developed, delivered and in use

4. In-country/regional workshops organised/run

5. E-learning bulletin updates posted on hub

6. Regional education and training database allowing access to relevant information for all stakeholders established and operational.

Project Activities

1. To identify best practices in developing ICT programmes and to consider possible routes for ICT teacher training programmes (e.g. Cisco programme based on a cascade system with on-line training and regional centres)

2. To familiarise and train TVET trainers with the use of ICT - (internet/interactive multi-media etc.), and to assist trainers to run workshops based on training units developed with technical advisor in supporting roles

3. To upgrade core TVET trainers of all subject areas in the use of ICT and computers

4. To assist with the development of ICT learning modules in such areas as Computer Systems, Word processing, Spreadsheets, Graphics, Introduction, Database, Electronic communications, Computerised Accounting, Programming concepts, and Automated Office with the aim of providing a Key Skills 'Foundation' and 'Certificate' programmes suitable for the working environment of trainees

5. To assist with the development of programme monitoring schemes (e.g. Learning and Assessment Plans, Evidence Requirements Charts, Assessment Instruments and Record Sheets etc.)

6. To produce e-learning bulletins to be posted on the hub.

Assumptions and Risks

1. The main assumption is that Members States will have the necessary telecommunication system to support internet and to make it available to TVET training institutions either at no cost, or low cost. Some Member States are using e-learning through sophisticated communication networks as the usual speed bands are too limited to download information, but uses of alternative means (e.g. CD-ROMs) will need to be investigated to ensure that all Member States are able to afford and run ICT programmes.

2. The second main risk and assumption is one of capital investment. Governments will have to accept the initial provision of computers for TVET institutions, though it is anticipated that donor funding will relieve some of the financial burden from those Member States whose economy is fragile. However, ongoing maintenance and upgrade of software is necessary to ensure the viability of the programme.

Logical Framework Matrix

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	1. To improve the quality of life of persons in Members State regions through use of ICT 2. To facilitate the use of information and communication technologies in the world of work		1. Political/economic regional stability 2. Funding available implement central Information System hub system
Project Purpose	1. Review existing ICT technologies 2. Create awareness of ICT within the TVET sector and its application 3. ICT curricula/programmes in Technical Colleges and Technical Colleges Training improved 4. Provide appropriate hardware/software in Technical Colleges and Technical Teacher Training Colleges		3. Suitable telecommunication system to support internet 4. Member States maintenance of hardware 5. Member States funding for upgrades of software
Results	1. ICT awareness and application for TVET trainers raised 2. TVET teacher-training ICT curricula developed, and integrate into existing programmes 3. Modularised ICT materials developed 4. Increased facilities/use of e-learning in Technical Colleges and Technical Teacher Training Colleges 5. Regional network to Information System hub established and in use	1. Increased use of learning technologies 2. ICT course programmes developed and delivered 3. Modularised ICT subject content core course materials developed 4. Increase in the recorded 'hits' of use of the Information System network	6. Working central hub system 7. Cultural/psychological willingness to accept e-learning. 8. Acceptance of best practice procedures by all 9. Availability of relevant source materials 10. Lack of funding capacity from some Member States for on-going local maintenance 11. Lack of funding capacity from some Member States for ongoing upgrades of software 12. Information System hub in place
Activities	1. Identify best practices in developing ICT programmes 2. Familiarise TVET trainers with the use of ICT – internet/interactive multi-media etc.) 3. Upgrade core TVET trainers with respect to e-learning and ICT in Member States countries where required 4. Assist with development of ICT learning modules 5. Establish 'computer rooms' in Technical Colleges and Technical Teacher Training Colleges where required 6. Produce e-learning bulletin to be posted on hub	1. Survey finalised and reported 2. In-country/regional workshops organised/run 3. In-country/regional workshops organised/run 4. Core materials produced 5. Technical Colleges with computer rooms 6. Bulletin on-line and up-dated	

Indicative Inputs

Donor	Technical Assistant (2 persons for 36 months each)
Donor	Series of short-term consultancies to Member States to assist with development of ICT subject content modules
Donor	Funding for regional travel and expenses
Donor	Funding of the establishment of computer rooms in Technical Colleges and Technical Teacher Training Colleges
Donor	Funding of regional workshops
Counterpart contribution	Funding of in-country workshops
Counterpart contribution	Office space/equipment etc.
Counterpart contribution	Ongoing upgrades of software and local maintenance of system

Proposal 5: The Development of a Training Programme for the Unemployed and for the Informal Sector

Project Summary

1. The key area of interest is that of developing a Training Programme for the Unemployed and Informal Sector. The initial area of interest and subsequent first draft proposal was undertaken by SADC Member State representatives from Zimbabwe, Botswana, Malawi, United Republic of Tanzania, Lesotho and Swaziland.

   Subsequent contacts indicate that Lesotho, Malawi, Namibia, Swaziland, United Republic of Tanzania, Zambia and Zimbabwe have expressed a willingness to coordinate their efforts to develop a programme with the technical and financial assistance of donors.

2. The aim of this project is to provide accessible training to the Informal Sector in entrepreneurial skills and the unemployed for job creation, and to make low-level grants or loans accessible to such groups as a means of poverty reduction in Member States.

3. Proposal is made for an initial donor feasibility study to assess the technical assistance and funding required to develop accessible training project to the Informal Sector for job creation as a means of poverty reduction in Member States. It is then hoped that donors will provide the necessary financial and human/technical resources to implement the project to its conclusion.

4. It is anticipated that such a programme will initially identify labour market skills trends, and thereafter recommend and assist with the development of a regional programme to meet sectoral and occupational skills shortages. The global aim of this project will raise the level of entrepreneurial skills among the informal sector, and will provide assistance to the unemployed sector through provision of basic and generic skills. This will contribute to regional, economic and societal development of Member States, and thereby alleviate poverty endemic in the region.

5. Cooperation and networking with all Member States is an important aspect of the project given that an overall linking aim of the various projects is to foster regional networking and cooperation leading to improved quality of TVET provision based on a foundation 'best practice'.

Project Background

1. The 'Unemployed' was defined as 'any person (15 years and older) who is looking for a job, but does not have one'. Unemployment was identified as being prevalent amongst those who have never been to school, school dropouts, the retrenched, the disadvantaged, the disabled, and retired persons. The effects of unemployment lead to societal problems (crime, break-up of families, increased HIV/AIDS incidence, and commercial sex) and economic problems (low productivity and poor competition in the global market).

2. The Informal Sector was defined as being 'largely unrecognised, unrecorded and unregulated scale activities ... small enterprises with hired workers, household enterprises using family labour, and the self-employed.' (ILO: World Employment Report: 1998).

Project Rationale

1. The development of a training programme for the informal sector targets a major section of workers engaged in economic activities within Member States.

2. The development of a training programme for the unemployed provides a means of poverty alleviation by increasing the employment of disadvantaged persons group and by contributing directly to the Gross Domestic Product, thus fostering a sense of well being within a country.

Project Purpose

1. To identify the labour demand-supply and market trends of the region with a focus on the unemployed sector.

2. To develop accessible and relevant training programmes with a focus on basic and generic skills development for entrepreneurial activities that are geared to the needs of informal sector target groups.

3. To facilitate Member States' process of giving unemployed persons key entrepreneurial skills as well as access to initial capital, loan programmes and other kinds of funding

4. To recommend possible outreach activities for the informal sector and the unemployed (e.g. mobile Business Development Services) and to facilitate the process of implementation.

Project Results

The anticipated results of the project programme will be to provide improved quality delivery of technical and vocational training through the following:

1. Training (or re-training) areas of needs established for the unemployed and key entrepreneurial skills training for persons working in the informal sector,

2. Course programmes developed to suit the educational level of target groups.

3. Increased access to information and training for the unemployed and informal sector groups through mobile Business Development Services and other outreach activities.

4. Savings and Credit Societies established or strengthened, and access to funding provided.

Performance Indicators

No objectively verifiable indicators to ascertain attainment have been provided as these will be established by the feasibility study. However, 'Results' performance indicators are given to guide the donors with regard to expectations of outcomes.

1. The Survey report inclusive of proposals for actions to be completed, discussed and accepted for presentation to Member State Governments.

2. A course programmes in place for the development of entrepreneurial skills among the unemployed and those within the informal sector.

3. Proposals and costings for the implementation of mobile Business Development Services and other outreach activities completed, discussed and accepted for presentation to Member State Governments.

4. Proposals and costings for the development and strengthening of Savings and Credit Societies completed, discussed and accepted for presentation to Member State Governments.

Project Activities

1. To provide an overview of labour market and skills trends, and to identify areas of greatest needs, as well as to determine regional constraints with regard to job creation and boundaries of economic activities for each Member State given their differing capacities, resources and strategic/geographical aspects (island states, landlocked).

2. To assist with the development of a regional programme to meet sectoral/occupational skills shortages, and to focus on the unemployed with respect to income-generating activities and the development of small enterprises.

3. To identify basic and generic skills (basic-intermediate) for training of entrepreneurial skills.

4. To identify delivery mechanisms and structures consonant with the project's findings on ways to assist the unemployed and informal sector, and to assist with the development of regional and national linkages to provide technical advice.

5. To network with Non-Governmental and Civil Society Organizations working in the areas of concern.

6. To identify practical outreach mechanisms, such as mobile Business Development Services, and key geographical (rural as well as urban) target areas to provide information, training and assistance with regard to job search, marketing and available training.

7. To assist with the establishment of links between businesses and informal sectors, and with relevant line ministries

5. To assist with the establishment of savings and credit societies, and/or to strengthen existing institutions through information and training so as to provide access to initial capital, loan programmes and other kinds of funding.

6. To assist credit societies and financing agencies on how to appraise and monitor schemes aimed at the implementation of small-scale community sub-projects in the areas of health, education, small infrastructure and credit.

Assumptions and Risks

1. A major assumption is that each country involved in this regional project will have to fund a major part of its own outreach programme, though donor-funding assistance is envisaged to certain Member States. This will largely depend upon the economic stability of a country, donor funds available, and a country's structural adjustment programme and economic priorities.

    A possible way of reducing the financial burden on various Member States might be to provide access to initial capital and other kinds of funding to target groups through loan programmes instead of outright grants, which would have the aim of developing a culture of repayment. However, such a proposal would have to be accepted by the countries across the region given the possible consequences of different countries adopting differing strategies.

2. Establishing access to information, training and funding with a bias to the urban unemployed as opposed given severe communication and logistical problems in some countries.

3. Strategies to ensure that training and credit access to the rural unemployed will have to be devised and procedures put in place to ensure that the programme is not just focused within urban centres.

Logical Framework Matrix

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	To provide quality accessible training to the Informal Sector for job creation as a means of poverty reduction in Member States		1. Political/economic regional stability 2. Political acceptance of the need to focus and to fund outreach programmes. 3. Funding availability for strengthening credit societies etc. 4. Concentration of programmes on urban centres and exclusion of rural areas.
Project Purpose	1. To provide accessible training and skills development which focuses on informal sector target groups. 2. To assist Member States to identify possible practices to establish Business Development Services for the informal sector		
Results	1. Training areas of needs established 2. Course programmes established 3. Business Development Services established 4. Savings and Credit Societies established	1. Survey report undertaken 2. Course programmes in place 3. Business Development Services in place 4. Savings and Credit Societies in place	
Activities	1. To identify target groups and conduct training needs analyses. 2. To develop curricula and courses appropriate to the educational level of entrants 3. To identify delivery mechanisms and structures. 4. To network with Non-Governmental and Civil Society Organizations working in this area of concern 5. To assist Member States to make available training institutes, facilities, resources to implement the program 6. To assist Member States to identify possible practices to establish Business Development Services in key target areas to provide information, training and assistance with respect to job search, marketing, available training. 7. To establish links between businesses and informal sectors 8. To assist Member States to develop a policy position for providing funding and financing to the informal sector by the respective Member States Governments 9. To assist with the establishment of savings and credit societies and/or to strengthen existing institutions through information and training.	1. Analysis report completed, discussed and accepted 2. Courses developed and programmes being delivered 3. Report on means of implementation completed 4. Technical Colleges, Technical Teacher Training Colleges, NISTCOLs etc. open for course participants 5. Business Development Services operational 6. Links established 7. Policy paper for Member States Governments to consider funding program 8. Saving/credit societies operational	

Indicative Inputs

Donor	Technical Assistant (3 persons for 36 months each)
Donor	Funding for regional travel and expenses
Donor	Funding for technical assistance equipment and other expenses
Counterpart contribution	In-country counterpart officer costs
Counterpart contribution	Funding to establish and maintain Business Development Services
Counterpart contribution	Funding to promote the training of persons in the Informal Sector
Counterpart contribution	Availability of training institutes/trainers
Counterpart contribution	Office space/equipment etc.

Proposal 6: The Development of a Regional Qualifications Framework

Project Summary

1. The key area of interest is that of developing National Qualifications Frameworks (NQF) leading to a Regional Qualifications Framework (RQF) for Member States. The initial area of interest and subsequent first draft proposal was undertaken by SADC Member State representatives from Mauritius, Seychelles, Swaziland and Botswana.

2. Subsequent contacts indicate that Lesotho, Malawi, Mauritius, Seychelles, Swaziland, United Republic of Tanzania, Zimbabwe and South Africa have expressed a willingness to coordinate their efforts to develop a Regional Qualifications Framework with the technical and financial assistance of donors.

3. The aim of this project is to deliver quality vocational training through an improved system of accreditation with more developed linkages to employers; curriculum development; enhanced trainer training to improve staff capacity; improved training delivery and flexible scheduling. Training standards will be established in accordance with Member States' National Qualifications Frameworks, and later a Regional Framework, which will form the basis for accreditation and determination of equivalencies of qualifications including accreditation of trainers. The accreditation process will include the validation of standards of teaching, assessment and grading. A register of accredited training institutions and programmes and awards they offer as well as awarding bodies shall be compiled and reviewed periodically.

   Proposal is made for an initial donor feasibility study to assess the technical assistance and funding required to strengthen the regional certification and accreditation process and mechanisms of certain Members States, and to assist Member States to identify best practice with regard to establishing a qualification's framework and Credit Accumulation and Transfer Scheme (CATS) in the region. It is then hoped that donors will provide the necessary financial and human/technical resources to implement the project to its conclusion.

4. It is anticipated that such a programme will enhance the mobility and transferability of an educated and skilled workforce to support regional economic and societal development. It is also intended that the development of a Regional Qualifications Framework will promote lifelong learning and employability.

5. The project programme will seek to complement and enhance the programmes of individual Member State initiatives, and to build on 'best practice' findings of the project group consonant with the experiences derived from the establishment of National Qualification Frameworks of other Member States.

6. Cooperation and networking with all Member States is an important aspect of the project as an overall linking aim of the various projects is to foster regional networking and cooperation leading to improved quality of TVET provision based on a foundation 'best practice'.

Project Background

1. Participants identified a National Qualification Framework as typically having:

   - a hierarchy of levels, normally between 5 to 10;

   - a definition of the levels in terms of complexities of skills and knowledge, in terms of credits in educational institutions, or against 'landmarks';

   - national qualifications assigned to one of the levels;

   - an indication of the providing education/training institutions.

In addition, vocational qualifications in a qualifications framework should normally be tagged according to occupation (e.g. complexities of skills and knowledge, responsibilities for self and others) as well as to level. It is noted that some vocational qualifications are achievable through learning in the workplace.

2. The SADC 'Protocol on Education and Training' specifically identifies regional accreditation and certification as a major goal of attainment, and decision to develop and implement a regional qualifications framework was endorsed by SADC Ministers of Education and Training in 1999 as part of the protocol. Furthermore, an SADC Technical Committee on Accreditation and Certification, based in Swaziland, has been established to facilitate the development of a regional framework. The participants envisaged this proposal as part of a process to assist the SADC Technical Committee in its work.

3. The participants recognised the differing strengths in the region and that some countries were far in advance with their research concerning the establishment of a national qualifications framework, and that mechanisms for implementation and the necessary legislation had already been enacted. The development of such a wide body of national frameworks was seen in a positive light since it would contribute greatly to the work of the project and 'best practice' examples could be derived to form part of the Regional Qualifications Framework. It was also noted that a number of Member States, including the host country of Botswana, were on the point of developing their own country qualifications framework, and the work of the project would greatly assist such countries in their own endeavours.

4. It was further pointed out that the British colonial influence with British qualifications systems, language, structures and modes of operations amongst most of the Member States would facilitate a common system of certification and accreditation.

5. Discussions at a later stage indicated that the project should investigate the possibility of establishing a Regional Authorising Board similar to the CARICOM (Caribbean Community).

6. The Protocol on Education and Training made provisions for Centres of Specialization to build capacity for regional training institutions to offer TVET training in 'critical and specialized areas. This will thereby increase the stock of trained personnel in the region and to move towards the elimination of immigration formalities hindering staff and student movement' (Art 7, section E). It was noted at a later discussion that this project initiative could be based in one such Centre of Specialization and thus build up a regional institution which could lead, organize and manage the regional qualifications programme.

Project Rationale

1. A National Qualifications Framework (NQF) provides a means for simplifying, structuring and classifying the many existing qualifications and awards from all areas of education and training within each Member State. A Regional Qualifications Framework (RQF) will provide the same quality in information and analysis for qualifications across all sub-regional Member States, and will seek to clarify the relationships between qualifications.

2. Such a framework will identify the 'qualification routes', academic or vocational, to provide guidance to employers and employees, as well as to TVET providers and students, with regard to possible progression routes to support life-long learning and career advancement.

3. The development of a sub-regional Credit Accumulation and Transfer Scheme (CATS) will increase student transferability, mobility and access to further and higher learning by providing a credit value for all learning undertaken.

4. Work has already started in developing national frameworks in some countries, and in some cases is far advanced (e.g. South Africa), but little progress appears to have been made with regard to development of a regional framework.

5. Participants believed that the full objectives of this proposal and attainment of its stated outcomes would only be met through external funding.

Project Purpose

1. The overall purpose of the proposed project programme will be to create an educated and skilled society that will support economic development, alleviate poverty and enhance inward investment through the development of qualifications framework for lifelong learning and employability.

2. This will be done through 'best practice' identification with regard to establishing a qualifications framework and CATS in the region, as well as establishing organisational structures and mechanisms leading to a Regional Qualifications Framework and Credit Accumulation and Transfer Scheme (CATS), and thereby establishing regional standards.

3. As a result of the above activities, the project will help to plan, promote and deliver skills training for Member State workforces to meet specific standards and quality target defined by all stakeholders and thus improve the image and status of TVET in the region, and enable employers to obtain greater confidence in the qualifications being issued.

4. Finally, all information concerning national qualifications of Member States, their mechanisms and organisations for implementation and means of assessment will be held on a central data-base, and will serve as means of fostering a culture of regional networking and cooperation. This is similarly true for information with regard to a regional qualifications framework.

Project Results

The anticipated results of the project programme will be to provide improved quality delivery of technical and vocational training and result through the following:

1. Strengthened and institutionalised capacity of regional countries to work collaboratively to improve access to quality and relevant TVET in an equitable and efficient way. By doing so, this will help to maximise the utilisation of human resources and obtain optimum benefits from a narrow resource base.

2. Accreditation and certification acceptable on a regional basis, for students who complete their course programmes through the transferability and portability of qualifications and credits.

3. Improved training provision to students as a result of seeking to ensure congruent equivalencies between various SADC countries.

4. Improved student qualifications leading to better job opportunities for students and/or further study.

5. Increased employment opportunities through better institutional linkages with enterprise to create a supportive ethos.

6. Improved institutional linkages between Government TVET providers and Private Enterprise and Trade Unions.

7. Availability of life-long learning opportunities within the sub-region.

8. Enhanced image and parity for TVET

9. A regional database allowing access to relevant information for all stakeholders.

Performance Indicators

No objectively verifiable indicators to ascertain attainment have been provided as these will be established by the feasibility study. However, 'Results' performance indicators are given to guide the donors with regard to expectations of outcomes.

1. National and Regional Qualifications Frameworks recommendations made, negotiated and accepted.

2. Credit Accumulation and Transfer Scheme recommendations made, negotiated and accepted.

3. Mechanisms for the implementation of a qualifications framework either through a Regional Authorising Board, or some other accrediting structure made, negotiated and accepted.

4. Regional education and training data base allowing access to relevant information for all stakeholders will be established and operational, and information on the National Qualifications Frameworks, accepted equivalencies, and other relevant information will have been in-putted.

Project Activities

1. To produce a report on the basis of a survey of SADC member States that will:

    - review the existing qualifications in region

    - establish equivalencies of all TVET qualifications of SADC Member States through comparative analysis

    - identify best practice with regard to TVET Qualification Frameworks and CATS

    - make recommendations with regard to suitability and country-to-country compatibility

    - review international trends in this domain, and

    - establish regional standards

2. To in-put and integrate the information into a database, and to disseminate the information through workshops, seminars and via the Internet.

3. To identify and recommend mechanisms and structures for managing the implementation of National Qualifications Frameworks, as well as a Regional Qualifications Framework. This is to be inclusive of the accreditation process and of the validation of standards of teaching, assessment and grading, and the review process.

4. To compile a register of accredited training institutions and awarding bodies, and the programmes and awards such institutions and organisations offer.

5. To support Member States with regard to implementation processes through:

    - presenting the recommendations to Member States for negotiation and comments to facilitate decision-making with regard to implementation. Thus, the task team will act as an information source and decision-making support group with regard to means of implementation of the proposals

    - lobbying for the establishment of regional standards within an accepted regional framework

    - lobbying for the establishment of a Regional Authorising Board or some other accrediting structure, and finally

    - pilot testing the recommendations.

Assumptions and Risks

1. Member States' acceptance of the need to provide legislations and to have protocols in place if a Regional Qualifications Framework and Credit Accumulation and Transfer Scheme is to become a reality. This only applies, however, to those Member States who wish to become part of this initiative as some may not wish to encourage the mobility of workers across borders.

2. A second assumption concerns the willingness of Trade Unions and various Employers' groups and federations to participate in a consultative process

3. A central part of the initiative is to establish a centralised networking/data provision hub. Funding for the development, installation and continued maintenance of this system is therefore important, though an RQF and CATS scheme per se does not necessarily depend upon such a data base development.

4. Member State Governments will meet local costs of workshop provision - venue, attendance allowance, lunch allowances and accommodation, materials (apart from the prepared print materials of technical assistance) etc., as well as nominating an in-country appointee to assist with the development and subsequent implementation phase.

Logical Framework Matrix:

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	1. To enhance the mobility and transferability of an educated and skilled workforce to support regional economic and societal development. 2. To develop a Regional Qualifications Framework for lifelong learning and employability.		1. Political/economic regional stability 2. Continued support from Member States Governments 3. Suitable telecommunication system to support internet 4. Funding available to implement central Information System hub system 5. Government acceptance, and legislations/protocols in place 6. Working central hub system 7. Member States to cooperate on providing required information 8. Information readily available 9. Timeous provision of information 10. Information System hub in place 11. Regional unity with respect to acceptance of equivalencies, RQFs etc. 12. SADC funding to implement proposals
Project Purpose	1. To assist Member States to identify best practice with respect to establishing a qualifications framework and CATS in the region. 2. To assist Member States to identify best practice with respect to establishing organisational structures and mechanisms 3. To assist Member States to develop a regional qualifications framework RQFs 4. To assist Member States to develop a CATS scheme and criteria/benchmarks of equivalencies 5. To input into proposed data base hub country NQFs, for TVET		
Results	1. Regional Qualifications Framework (RQF) established 2. Credit Accumulation Transfer Scheme dev eloped and established 3. RQF and CATS database established and running	1. RQF recommendations made 2. CATS recommendations made 3. Regional education and training data base allowing access to relevant information for all stakeholders is operational	
Activities	1. To survey existing qualifications in SADC region 2. To establish equivalencies of all TVET qualifications in SADC region thru comparative analysis 3. To identify best practice with respect to to TVET Qualification Frameworks and CATS, and to make recommendations with respect to suitability and country-to-country compatibility 4. Data gathering to integrate into Information System hub 5. Disseminate information through workshops, seminars and the Internet. 6. To make recommendations with respect to implementation mechanisms/procedures 7. To support SADC with respect to implementation processes through pilot testing of the recommendations	1. Survey finalised and reported 2. TVET Equivalencies Report + criteria established 3. RQF/CATS recommendations made 4. In-putted data in electronic form in Information System hub 5. Workshops held, reports posted on Information System bulletin board, 6. Recommendations made, discussed, negotiated, accepted 7. SADC piloting	

Indicative Inputs

Donor	Technical Assistant (1 person for 36 months for research and development phase)
Donor	Funding for regional travel and expenses
Donor	Funding for technical assistance equipment and other expenses
Counterpart contribution	In-country counterpart officer costs
Counterpart contribution	Funding of regional implementation body
Counterpart contribution	Office space/equipment etc.
Counterpart contribution	Printing materials etc.
Counterpart contribution	Translation costs

Both the UNESCO-UNEVOC International Centre and the International Labour Organization (ILO) have voiced their interest in participating in the above project, and to provide input as appropriate.

Proposal 7: HIV/AIDS in TVET Staff Development

Project Summary

1. The key area of interest is that of developing a staff development programme focused on HIV/AIDS information and education, and the promotion of a 'Health and Safety' human resources policy in TVET institutions and in workplaces The initial area of interest was joined to ICT and general vocational teacher training, but this was subsequently de-linked. The first draft proposal was undertaken by SADC Member State representatives from Botswana, Malawi and Zimbabwe.

2. Subsequent contacts indicate that several countries have expressed a willingness to coordinate their efforts to develop an HIV/AIDS programme specifically geared to the needs of TVET institutions with the technical and financial assistance of donors.

3. The aim of this project is to strengthen the Technical Vocational Teacher Education and Support Staff training with regard to HIV/AIDS, and to ensure that the HIV/AIDS awareness message is received and understood by all TVET trainers and trainees in all training institutions.

4. It is anticipated that such a programme will engender a TVET professional staff and students with knowledge and understanding of HIV/AIDS modes of transmission and life skills on how to cope with HIV colleagues, students and personal families, and that students will have knowledge of human resources policies in the world of work. The programme will complement the HIV/AIDS programme of individual Member States and contribute to breaking the 'long wave' cycle of asymptomatic infectiousness.

5. The nature and spread of HIV/AIDS forces governments, institutions, business organisations and individuals to understand and accept the risk which HIV/AIDS poses to communities, and which require openness. It also requires businesses and other organisations to put in place an human resources 'Health and Safety' policy.

Project Background

1. A number of patterns of spread have been identified according to geographical locations related to socio-economic and cultural-behavioural propensities. The epidemiological pattern found in sub-Sahara Africa tends to be:

   - Transmission is mostly through heterosexual men and women.

   - Male to female ratio is less as a consequence of social factors and the biologically greater efficiency of male-female transmission.

   - Transmission via infected blood and skin piercing is significant with implications for small accidents in industrial situations.

   - National prevalence of HIV infection of the 15 to 49 years age group is high.

2. The implications of the above are that:

   - The long period of asymptomatic infectiousness "makes it a long wave disaster" and established coping responses are likely to be inadequate to confront an epidemic already well-established in a population. The costs of dealing with the epidemic are already high by the time it is recognised.

   - The AIDS epidemic is already negating or reversing the gains of childhood survival achieved in Africa over the past few decades (Fleming: 1993). In South Africa an 'Aids Review 2000' report (UNAIDS) reveals that that the risk of a 16 year old boy contracting AIDS is 68%, and that 4.2 million of the population is currently infected.

- The prolonged latent period of the infection implies a pyramidal scale so that for every one AIDS case there are three to ten persons with AIDS-related complex (ARC) and 50 to 100 HIV positive asymptomatic persons (Whiteside: 1993).

- There is a rapidly increasing incidence of endemic diseases (tuberculosis, malaria, measles meningitis) which at one time seemed to be coming under reasonable control with consequent implications for industrial efficiency.

3. The likely impacts of HIV/AIDS infection on population groups in Africa are major:

- Direct costs in caring for HIV-related illnesses, which is closely linked to the country's wealth, and consequent implications for government resource allocation.

- Major sections of the trained and skilled manpower groups will be affected, and only half the expected manual skills and professional competence relative to the total population in Africa are likely to emerge. This leads to the social consequences of serious demographic imbalances as well as the loss of elite groups.

- The epidemic will distort spending and production, and economic growth will be seriously affected. AIDS will impact on firms and industries as well as on subsistence and commercial agriculture. The latter is important given that "Africa is the only continent in which there has been a long-term decline in food production over the past 20 years." (Barnett and Blaikie: 1993).

- For example, Zambia lost 1,300 teachers, mostly attributable to AIDS, in the first 20 months of 1998, the equivalent of about two-third of all teachers trained annually. In Zimbabwe the output of communal agriculture has fallen by approx 50% over the last 5 years largely because of the AIDS. Maize production has declined by 54%. In Kenya, sugar production has drooped 50% in the ratio of processed sugar recovered from raw cane between 1993 and 1997 through loss of working days.

- Impact will be at the household level in terms of financial and emotional effects.

4. Neither cure nor vaccine for the prevention of AIDS has been found so far, thus:

- Education concerning the epidemic in Africa is vital and addressed especially to those on the upward slope of the curve of the 15 to 24 year old bulge.

- Behaviour modification is the only effective defence against AIDS which we possess (Cross: 1993).

- Education programmes may be successful in disseminating information (and even then it is subject to much confusion which limits behavioural modification efficacy (private information: Benoy, Sher, O'Keeffe: 1996; FitzSimons: 1993), but they have been far less successful in bringing about behavioural change (Sher: 1996; Southall: 1993). "The challenge for the 1990s is to translate knowledge about the dangers and risks into changes in behaviour and maintenance of those changes" (FitzSimons: 1993).

- Health education programmes which have met with success are those which coincide with other aspects of social change, for example significant improvements in living standards and in the role of women (Southall: 1993).

- Finally, however, the challenge of translating knowledge about the dangers and risks of AIDS into behaviour modification and maintenance of change lies with the individual rather than with a project.

Project Rationale

1. Staff development programmes with a focus on HIV/AIDS in TVET institutions will seek to ensure awareness of HIV/AIDS transmission and prevention, and provide coping life skills to staff and students with regard to stress management. Staff development programmes will provide a further

outlet for HIV/AIDS information, education and counselling to those already provided by national and NGO programmes.

2. Such a programme will contribute to increased national transparency on issues of HIV/AIDS, and will also facilitate poverty alleviation measures of Member States, and seek to ensure a healthy and well-motivated work force.

3. An important aspect of this programme will be to provide staff members in TVET institutions with the knowledge to advise students on the kind of human resources policies which should be in place in the workplace.

Project Purpose

1. To strengthen the Technical Vocational Teacher Education and Support Staff training with regard to HIV/AIDS.

2. To ensure that the HIV/AIDS awareness message is received and understood by all TVET trainers and trainees in all training institutions, and that knowledge misconceptions are clarified.

3. To link in and to provide technical support to community-based AIDS activities in the areas of care of HIV/AIDS patients.

4. To reduce the incidence/impact of HIV/AIDS among staff and students in TVET through education in pre-in-service training programmes, and to consider means of alleviating staff/student stress.

5. To develop human resources policies and practices (within the legal and ethical parameters of respective Member States) for TVET institutions, and to make graduates aware of the kinds of human resources policies which should be in place in the workplace.

6. To contribute and reinforce to Member States' HIV/AIDS programmes

Project Results

1. A TVET professional staff with knowledge and understanding of HIV/AIDS modes of transmission and life skills on how to cope with HIV colleagues, students and personal families.

2. Graduates from TVET institutions going into the world of work with knowledge of human resources policies in the world of work

3. Increased and better linkages with other community and government HIV/AIDS programmes

4. Decreased rate of HIV/AIDS incidence in Member States' populations

Performance Indicators

1. Barriers to the successful implementation of the HIV/AIDS programme are clearly identified and systematically managed and monitored as part of the overall programme.

2. An increased awareness of HIV/AIDS and sexually transmitted diseases within organisations and the larger community.

3. The inclusion of a First Aid/Guidelines for controlling infectious diseases in the Induction Programme for all Staff. Universal precautions with regard to the accidental transmission of HIV/AIDS must also be incorporated.

4. Links with Health Workers/Clinics/NGOs forged.

5. Incorporation of the following characteristics in TVET institutions:

   - on-going process of HIV/AIDS education
   - HIV/AIDS awareness integrated into exiting training provided to Staff, Teachers and Students.
   - establishment of peer educator group

- involvement of people with AIDS (PWAs) in education programmes.

Project Activities

1. Collaboration between the concerns of various stakeholders (management, teachers, support staff and students) to clarify roles and responsibilities with regard to the prevention of HIV/AIDS within the broader community, and their position within the education sector particularly. To forge links with local NGOs and other government HIV/AIDS programmes.

2. The establishment of an HIV/AIDS prevention programme in core TVET training areas to include such possible areas as:

   - Relevant, accessible (in terms of language and literacy) and culturally sensitive information. Community members may also be included in TVET staff programme thereby increasing the number of people.

   - A review of the particular socio-economic factors that contribute to the increased risk of HIV/AIDS transmission in the workplace, and to include local employers to advise on specific internal human resources Policies that may assist in risk reduction e.g. housing policies, recreation and family support.

   - Life-skills and other education programme to provide people with coping skills concerning the various issues that surround the impact of HIV/AIDS - e.g. safer sex; condom use; attitudes, myths and misconceptions about HIV/AIDS; stress management; risk of traditional practices (scarification, sexual cleansing etc.); legal and ethical issues; women's issues; living with HIV/AIDS; caring for people with HIV/AIDS; coping with death and dying.

3. The development of human resources policy and practice within the legal and ethical parameters of Member States to be developed for TVET institutions and which should also make trainees aware of the contribution they can make with regard to establishing an AIDS policy in their places of work if none exist.

Assumptions and Risks

1. Member State governments, institutions, business organisations and individuals need to understand and accept the risk which HIV/AIDS poses to communities, and require to be open in dealing with the various issues which may be culturally sensitive or taboo. This includes transparency with regard to statistical data of HIV positive persons, deaths from aids related cases, acceptance of people with AIDS (PWAs) and the role of traditional practices and institutions in combating the spread of AIDS.

2. Willingness of various governments to fund the development and costs of running HIV/AIDS staff development programmes in TVET institutions, and for such institutions to provide the staff, facilities and time available to run staff induction programmes.

3. Acceptance by businesses and other organisations of the need for human resources policies in work places to include HIV/AIDS, and that such policies are not perceived as threats to working practices.

Logical Framework Matrix

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	To review the impact of HIV/AIDS on Teachers and Support Staff		1. Government transparency with respect to HIV/AIDS
Project Purpose	1. To strengthen the Technical Vocational Teacher Education and Support Staff training with respect to HIV/AIDS. 2. To reduce the incidence/impact of HIV/AIDS among staff in TVET through education in pre-in-service training programmes. 3. To make trainees aware of human resources policies with respect to an AIDS		2. Resources made available to implement an HIV/AIDS Relevant legislations to prevent discrimination of people with AIDS programme in TVET institutions. 3. Induction programmes for staff in TVET institutions 4. Personnel transparency and willingness to deal with such culturally sensitive issues 5. Willingness of businesses to implement appropriate R policies
Results	1. TVET staff with knowledge and understanding of HIV/AIDS modes of transmission and coping lifeskills 2. Graduates with knowledge of human resources policies in the world of work 3. Increased and better linkages with other community and government HIV/AIDS programmes 4. Decreased rate of HIV		
Activities	1. To identify the core elements of successful HIV/AIDS prevention and education programmes. 2. Collaboration between the concerns of the parties i.e. Management, Teachers, Support Staff and Students in expressing their concerns in their roles and responsibilities with respect to the prevention of HIV/AIDS within the broader community and their position within the education sector particularly. 3. The establishment of an HIV/AIDS prevention programme which will cover the following areas: • Awareness campaigns • Risk reduction programmes • Basic principals of infection control • Education Programme beyond I&E but provide people with coping skills • Condom distribution in TVET centres 4. The development of human resources policy and practice within the legal and ethical parameters of Member States	Barriers successful implementation of programme clearly identified and systematically managed and monitored Development of successful HIV/AIDS Education programmes Increased awareness among staff and students Establishment of a Committee to establish human resources Policies Guidelines for staff Induction Programme in place Inclusion of Health Workers / Clinics in programme	

Indicative Inputs

Donor	Technical Assistant (1 person for 36 months for research and development phase)
Donor	Funding for regional travel and expenses
Donor	Production of resource materials
Counterpart contribution	Local workshops
Counterpart contribution	Office space/equipment etc.
Counterpart contribution	Printing of materials etc.
Counterpart contribution	Translation costs

Support Structure: Networking, Monitoring, Evaluation

Successful Project Implementation

In the earlier chapters of this document all the seven individual project proposals were described. This information should be enough for donors to identify in which of the projects they would like to get involved. Once a clear indication of interest from the part of donors has been received, the presentation of the project proposals can be refined in order to be in line with individual donors' requests.

The initiative "Learning for Life, Work and the Future: Stimulating Sub-Regional Cooperation in Southern Africa", however has an additional dimension. During the years of project implementation, there should be a mechanism to ensure an effective and efficient management of the projects, to promote networking among the individual projects and to monitor progress and evaluate results.

Networking

A number of networking mechanisms are foreseen in order to ensure that the experts can

- exchange expertise;

- view their particular project in a larger context;

- solve their problems jointly;

- draw on resources from outside the project consortium; and

- ensure that the activities of individual projects are coherent and do not overlap.

For the purpose of networking, steering committee meetings will be held regularly, a newsletter will be published and email discussion lists will be put in place.

The **Steering Committee** will consist of local representatives per project, one representative of each donor agency that finances a project, and a representative of the UNESCO-UNEVOC International Centre. The ILO and SADC will be invited to join. Others, such as interested donors, can be accepted on a case-by-case basis as observers. In order to emphasise the regional aspect of the projects, the Steering Committee Meetings will be held at different project-related locations. The Steering Committee Meetings will be organised by the institution in whose country it takes place, in close cooperation with the UNESCO-UNEVOC International Centre. The chairperson will be from the organising institution.

The Steering Committee will meet once at the beginning of any project activities in order to kick off the projects. It will be followed by a seminar on project management for the project coordinators.

In the following years, the Steering Committee meetings will take place once at the end of each project year and can again be followed by training seminars for the project coordinators, as need arises. During these Steering Committee Meetings, the participants will discuss the progress achieved during the past year and present the planned activities for the subsequent year. This will allow the projects to coordinate with their colleagues and to make last adjustments to their plans. In addition, the Steering Committee Meeting is a forum that allows the coordinators to meet regularly with representatives of their donor agencies.

As an additional networking activity, a **sub-regional Newsletter on TVET** will be established. It contains up-to-date information about the projects and important developments in TVET elsewhere. The Newsletter is distributed to a wide public, also outside the project consortia. Participants from two SADC Member States have expressed interest in working on the Newsletter. If needed, the Newsletter can initially be edited at the UNESCO-UNEVOC International Centre; but in the long-term it will have to be published by someone from the region.

An **email discussion list** will facilitate the day-to-day work of the project and allow for a rapid exchange of information within and among the project teams as well as with the outside world. During

the first months of operation, the UNESCO-UNEVOC Centre will distribute the emails; and later someone from the region will take on board this responsibility.

Knowledge Management is another major activity. Knowledge Management is being understood as a platform for information exchange, i.e. the purchase and installation of a server and relevant software and the feeding of the server with all documents that are relevant to TVET in the region. These documents can be made accessible to all participants of the projects. Documents to be put on the server are legal texts, curricula, course contents, teaching materials and any proceedings from the projects. The information is administered in a way that it is easily accessible to everyone with an Internet connection who has received authorisation to access the documents.

In order to decide which institution from the region will be best equipped in terms of human resources and IT capacity, a feasibility study will be carried out.

The question of how to best feed and utilise the information can be the content of a seminar for project coordinators, linked to the Steering Committee Meeting (see above).

Monitoring and Evaluation

In order to monitor the progress of the individual projects, each project will be visited once, after completion of the first year of operation. Additional monitoring visits will only take place, if needed.

During the monitoring visits, the activities planned at the beginning of the project will be compared with the results achieved. If there are discrepancies, the monitoring team will look for the reasons and try to help overcome difficulties. In the worst case, a new project coordinator might be proposed to the project team and the donor agency.

In order to be independent and have an overview of all ongoing projects, a team of two experts, one from the UNESCO-UNEVOC International Centre and one from the ILO will carry out the monitoring visits. Representatives from the respective donor and other international agencies will be invited to participate.

At the end of a three-year period the quality of all of the individual projects will be evaluated. This will be done by evaluation experts hired by the UNESCO-UNEVOC International Centre. This will guarantee independence from any interests of individual donors or project staff. At this stage, it will be decided if the projects will be carried further or if the objectives have been achieved in a satisfactory way with sustainable results.

The above-mentioned coordination and networking mechanisms are particularly important given the number of individuals, institutions and countries involved in the project, to facilitate sharing of information across the projects, and to avoid duplication of work within these project. The tables on the following page show in which projects the workshop participants were interested in either participating or coordinating:

Interested Partners in the SADC Region

Interest in **participating** in joint projects was voiced by partners from the following countries:

	Botswana	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Zambia	Zimbabwe
1. Access	X	X	X		X			X	X		X	X
2. Quality Assurance	X	X	X						X		X	X
3. Staff Development	X	X	X		X			X	X		X	X
4. Information and communication technologies	X	X	X				X		X		X	X
5. Unemployed, Informal Sector	X	X	X			X			X		X	X
6. Regional Qualifications Framework	X	X	X				X	X	X			X
7. HIV/AIDS and Staff Development *	X											
8. Database, Knowledge Management	X	X	X	X	X	X	X	X	X	X	X	X

Interest in **coordinating** joint projects was voiced by partners from the following countries:

	Botswana	Lesotho	Malawi	Mauritius	Mozambique	Namibia	Seychelles	South Africa	Swaziland	Tanzania	Zambia	Zimbabwe
1. Access			X		X						X	
2. Quality Assurance											X	
3. Staff Development			X		X	X		X				
4. Information and communication technologies	X		X				X		X			
5. Unemployed, Informal Sector		X				X				X		X
6. Regional ualifications Framework		X		X			X	X	X			
7. HIV/AIDS and Staff Development *												
8. Database, Knowledge Management *	X											

:

** This item developed into a separate project later

Proposal 8: Information, Knowledge Management and Networking

Project Summary

1. Proposal is made for an internet based 'hub' system, located in one of the SADC countries which has good telecommunications infrastructure in the region and which will be able to meet the ongoing expenses of maintenance and upgrades once the hub is established. The 'hub' will be accessible from anywhere in the region (or the world, for that matter).

2. The use of the system will require an Internet connection, and an Internet browser. This is really the only viable model for a system of ongoing networking with participants in 14 countries wishing to access a database for the region focused on TVET issues, and within a limited budget.

3. The initial 'project' element is to design, establish and implement an information system that will support the broader objective of this initiative which is to engender regional country networking and co-operation to achieve quality in TVET.

4. The function of the 'hub' will be to:

   - serve as an information repository

   - to provide analytical assistance

   - to serve as a decision-support system

5. Participants at the workshop indicated the need for a database, and a number of the proposals submitted included the element of recording information on a database. Subsequent contact with Member States indicated that the establishment of a TVET-focused database met with approval and these countries have expressed a willingness to coordinate their efforts to maintain such a system either in terms of human resources, or through funding or simply by providing electronic data of TVET news and information from their country.

6. An information and knowledge management system will facilitate networking and the sharing of knowledge, expertise, resource materials, and best practices. Thus it will increase the effectiveness and efficiency of the seven substantive cooperative projects.

7. Cooperation and networking with all Member States is an important aspect of the project given that an overall linking aim of the various projects is to foster regional networking and cooperation. This will lead to improved quality of TVET provision based on a foundation 'best practice'.

Project Rationale

The proposal to establish an Internet 'hub' system stems directly from the felt needs of the workshops participants (Learning for Life, Work and the Future) to have recourse to some form of database and to be able to access information on TVET with relative ease. It is also a proposal that is consonant with the Lusaka (February 1998) recommendations as it provides a means of strengthening existing forms of collaboration at a regional level and through professional exchanges.

The aim of this proposal is therefore to conceptualise and provide a logical and cohesive framework to foster cooperation within a formalised structure for information sharing, as opposed to informal networking with all the attendant breakdowns and risks. Information sharing between Member States then becomes systematic and is no longer dependent on the goodwill and initiative of TVET specialists. In addition, the high attrition rate of trainers, students and officials (mainly due to HIV/AIDS) often leads to communication and information breakdowns whereas an effective information system will minimise the impact of staff losses. The establishment of a database will therefore lead to improved management (in terms of rationalisation and prioritisation) of incoming data.

By formalising the process and creating a centralised data-base, there will be overall enhanced effectiveness of TVET departments in Member State Ministries, especially as there is increasing policy

convergence and cross-cutting implementation themes among country TVET programmes given the trend towards globalisation.

Project Purpose

1. To establish an efficient and effective information retrieval and networking system that will:

   - provide a filing system for regional groups with a full text indexing system.

   - enable information to be readily accessible by all parties, with public disclosure

   - establish partnerships through conferencing to identify and share expertise

2. Such a system will provide a database on information germane to TVET issues. For example: quality assurance and standardisation; labour market skills analyses on a regional basis; list of key sector indicators to assist decision-making procedures with quantitative measures; best practice proposals/programmes; and training material; equivalencies for accreditation and certification - RQF/CATS/RS/Qualifications Frameworks etc.

3. The hub will also function as a mechanism to assist regional countries to:

   - Evaluate training impact in informal sector

   - Identify key areas in TVET teachers roles

   - Establish monitoring and evaluation mechanisms

   - Provide a common structured baseline format for regions to develop common terms of references with respect to Access and Equity

   - Develop staff training needs assessments

   - Develop ICT educational policies

   - Collect data on the impact of HIV/AIDS on labour needs

Project Results

1. The results of the project programme will be to provide improved quality delivery of technical and vocational training.

2. Provide a systematised information sharing mechanism between Member States

3. Establish a data-base on TVET policies, labour market skills needs, TVET training programmes and materials on various subject-specific areas, regional and national qualifications frameworks, regional and national quality assurance schemes, lists of resource persons etc.

4. Enhance the effectiveness of TVET programmes and policies.

5. Improve ways to establish, organise, manage and deliver projects.

Project Activities

Activity 1: To establish the functionality of the system: The details of what functionality will be provided by the system should be defined by interviewing a cross section of the kinds of people who will be using it. This will involve:

1. researching the requirements and defining the types of users

2. investigating user ability to operate and maintain a system

3. defining the full scope of requirements

4. developing a system specification

5. producing a programme specification

6. designing the system

7. writing the software program

8. testing the software program

9. performing maintenance on the system

The anticipated required functionality for this system and the integration of the system into user communities will require each country to:

1. provide data that will be fed into the system

2. prepare the data for inclusion into the system, and uploading it.

3. view the reports/data bases etc.

4. be aware/adopt/adapt the information system thereby making effective use of the system for decision making procedures

5. utilise the conferencing facility to network and share expertise, as well as to bring problems to the fore

6. publish in the regional domain if/when required.

Activity 2: To make recommendations on the most appropriate technology in terms of user operations, user maintenance, and country communication systems.

A possibility will be for a technology that dynamically interacts with databases, and uses a web browser interface for its entire interface. It is anticipated that the programme will be "web-enabled", which has a significant advantage in that any person who has access to the Internet will be able to use the information.

1. Establish the hub system

2. Maintain the system

3. Data in-putting

4. Data verification

5. Training

Activity 3: To set-up the central hub and the regional centres in Member States.

1. to provide technical back-up with running the hardware aspects of the system at the hub and on a regional basis and training function.

2. to advise and purchase software/hardware upgrades on an ongoing basis

Activity 4: Management of the database. One person designated to maintain the information on the system that is competent with database technology.

1. to assist with the preparation of data as it is anticipated that in the initial stages there will be a sizeable amount of electronic data which will need to be inputted. The database administrator will solicit the requisite data from all parties, and input it into the system. They should also run all the reports in all the forms available, and verify them against the reports produced from other agencies, where such exist.

2. to ensure that the data being received is cross-checked given the disparate sources of information. The system design must therefore take into account mechanisms to validate data that is entered into the system.

3. to produce a bulletin of events, updates on a continuous basis, and to assist with the production of an electronic regional TVET news-sheet. The proposed 'calendar' of forthcoming events would be a dynamic function and would require the system administrator to add these events onto the system. This information could also be kept in a separate table in the database, and a part of the system

should provide a mechanism for the administrator to update the database of events, and to delete past events. A visitor to the web site who views the calendar of events would have a dynamic view of events, which would be read from the database and be presented on screen.

Activity 5: Training

1. Training activities of key personnel in all Member States and to ensure that suitable human resources back-ups are in place

2. Run regional meetings on the hub and its uses, upgrades and advise on all related matters

Time-frames

The project time frame to include system's specification, establishment of the hub, and technical assistance to run and maintain the programme inclusive of regional training is for a period of 36 months.

The anticipated initial phase will be to scope regional needs and to produce a system of knowledge management.

Assumption and Risks

1. The location of the hub is a decision to be reached by Member States. In effect, the hub is only a server with technical assistance. Funding must be available to implement central Information System hub system

2. The system requires a country with a good telecommunication's infrastructure, and which will be willing and able to fund the ongoing expenses of maintenance and upgrades once the hub is established. This obviously requires ongoing access to technical expertise given the need for servicing.

3. Willingness to share information and policies.

Logical Framework Matrix

	Intervention Logic	Performance Indicators	Assumptions and Risks
Overall Objectives	To enhance overall effectiveness of TVET departments in Member State Ministries through systematised sub-regional information-sharing.		1. Political/economic regional stability and diversification 2. Acceptance of 1998 SADC Protocol Art 6 3. Continued support from Member States Governments 4. Suitable telecommunication system to support internet 5. Funding available implement central Information System hub system 6. Systems maintenance by Member States 7. Willingness to share information and policies
Project Purpose	1. To establish an efficient and effective information retrieval and networking system 2. To in increase sub-regional cooperation within a formalised structure for information-sharing leading to more efficient working practices and less duplication		
Results	1. Improved quality of TVET through improved information-sharing 2. Regional data base with respect to TVET policies, labour market skills, training programmes. 3. Facilitation of quality assurance issues; 4. Facilitation of national and regional qualifications frameworks CATs 5. Trained personnel in place to manage hub 6. Improved ways to establish, organise, manage and deliver projects.	1. Data shared has informed Member States TVET sector policies 2. Data sharing on labour market skills etc. led to skills supply-demand matching 3. RQFs, NQFs, CATs etc. information shared 4. Personnel in place and trained 5. Improved management	
Activities	Establish Functionality • research requirements and define types of users • scoping requirements • system specification • programme specification and design • write the software programme and testing Systems maintenance • Data preparation • Data inputting • Data updating Regional Training	1. Needs analysis report produced, and accepted 2. Systems specification completed 3. Programme designed 4. Software in place and working 5. Data prepared and inputted 6. Updated bulletin board in use 7. Information being shared 8. Training programme devised and workshops in sub-regional countries held	

Indicative Inputs

Donor	Technical Assistant (2 persons for 36 months each)
Donor	Funding for regional travel and expenses
Donor	Funding for equipment, software and upgrade
Donor	Funding for TA equipment and other expenses
Counterpart contribution	In-country coordinators
Counterpart contribution	Internet hosting
Counterpart contribution	Office space/equipment etc.