



MINISTRY OF EDUCATION AND TRAINING

LESOTHO TECHNICAL AND VOCATIONAL TRAINING AND EDUCATION (LTVET) POLICY 2019



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EXECUTIVE SUMMARY

Most countries in the Sub-Saharan region and beyond are now engaged in the process of developing Technical and Vocational Education and Training Policies with the assistance and support of UNESCO. The governments of these countries are also beginning to allocate funds to improve their TVET systems. A significant development is that, almost all countries are not only thinking of improving the formal TVET system alone, but are also bringing in the informal and non-formal to cater for the out-of-school youth and lifelong learning. Other groups incorporated in this development are the vulnerable and disadvantaged people and the never been to school.

It is in this notion that Lesotho has also realised the need to engage in review of the TVET policy in order to address the question of unemployment facing the country today. Youth unemployment in Lesotho is highly recognizable and this poses a threat to the country since it is argued that an unemployed youth can lead to socio-economic instability and various mischiefs.

This document therefore serves as a TVET Policy. It is divided into seven chapters with each chapter focussing on a specific area. The chapters have been developed using the UNESCO format which seems to be the template for a number of TVET policies studied. The summary gives highlights of chapters as follows:

Chapter One provides an overview of the socio-economic context of Lesotho in which TVET operates. It highlights the socio-economic factors such as health, population and poverty and the influence they may have on the policy review. The chapter further highlights the characteristics/challenges of the present TVET system in Lesotho such as limited support from governments, enterprise and society, a supply-driven system not directed by the demand of the market, quality assurance of TVET is very weak and shortage of skilled labour alongside a huge demand for training places. It closes by giving several desired characteristics such as a demand driven and responsive system, a quality assured TVET system which produces quality graduates, a system that focuses on employer needs and reduces the level of poverty and impact of HIV/AIDS in the society through creation of employment and self-employment.

Chapter Two discusses the governance of the TVET system. It looks at how the system was governed by the Technical and Vocational Training Advisory Board which had very little private sectors members and had not executive powers rather advisory ones. The similar composition of TVT Boards has not performed well even in many countries. The Revised Policy introduces new ways which will improve the system. It stipulates that there be different Sub-committees to the TVT Board which should have more private sector involvement. Under the TVT Board there will be several committees and sub-committees performing different functions such as Skills sector analysis, curricular development, registration and accreditation and administration of the training funds. It will also draw attention to the fact that there should be a lot of involvement of stakeholders in the governing cadre to influence the stakeholders to support and fund TVET.

Chapter Three focuses on the financing Model of TVET. The new funding model is informed by the financing principles such diversification and security of funding sources, private sector and other stakeholders' involvement, prioritisation of national and sectoral needs: Improved governance structures, increased efficiency, effectiveness and economy, and single framework. The chapter also provides an ideal funding model which can be used to fund TVET in Lesotho comprising public sector funding (budget appropriation, indirect public funding, bursary /loan bursary, government grants and subsidies), private sector funding (skills development training levy, tuition fees) and donor funding. In order for Lesotho to successfully run the TVET system, there should be the Training Fund (TF) Sub-Committee whose responsibility shall be to advice the TVT Board on the fees and expenditure for TVET institutions and Government revenues, and training disbursements of funds to curb value for investments, and develop sound measures for the security and stability of expenditure.

Chapter Four addresses issues of access and participation of different groups including initial entry and re-skilling of the labour force (lifelong learning). The draft policy also caters for many vulnerable young people and marginalised groups who are denied opportunities of education and training due to their financial drawback which continues to entrap these groups in the cycle of poverty. Thus, the policy intends to give access and participation to all Basotho by formulation of open and flexible admissions, mobilisation

of all relevant stakeholders to engage in different forms of dialogue and contribution, expansion and strengthening of the existing TVET institutions and infrastructure, creation of centres for skills development, development of curriculum, capacity building of institutional staff, and provision of mobility within the TVET system.

Chapter Five discusses issues surrounding quality assurance of the TVET system. Thus the policy prescribes that there should be development of Quality Assurance guidelines and Assurance Framework, institutional training plans, and curriculum frameworks, quality standards and assessment strategies, registration and accreditation, and learning framework, and strengthening of the role of inspectors. Furthermore, the chapter talks about improvement of qualifications of instructors so that they are well equipped with relevant and up-to-date knowledge and skills in order to produce the quality product needed by the world today. It also points out the need to improve facilities for TVET so that quality maybe realised.

Chapter Six pronounces the issue of relevance and impact of the TVET system. In order to meet the question of relevance and impact it is imperative that policy development must address the following pertinent issues design and develop curriculum and special training programmes to cater for the disadvantaged groups, Improving the quality and relevance of provision through better regulation of providers and a more competitive allocation of public funds, Initiate continuous research, and Interact constantly with partners elsewhere.

Chapter Seven guides that TVET system should be knowledge and evidence based to redress issues of the impact and trends of globalization. The TVET system should not only engage in the creation of skills for poverty alleviation but also consider skills for global economic competitiveness. Globalization is driven by information exchange, migration of people, labour, goods, services and capital flows across national boundaries. Learners should therefore be equipped with skills that make them competitive in the global market. It is imperative that the policy under review should promote research and acquisition of relevant knowledge, forge strong and clear links with industry, Identify the emerging trends that translate into new skills needed by the market, establish strong links between training institutions and employment organisations and Conduct of intensive tracer studies and evaluations to take stock of what transpired during the attachment periods.

1.1 Background

Status of TVET in Lesotho

The Technical and Vocational Department (TVD) of the Ministry of Education and Training (MOET) is charged with the responsibility for Technical and Vocational Education and Training in Lesotho. The mandate of this department is to develop skilled manpower for industry in order to alleviate poverty which has hit the country today (NSDP 2012/2013 -2016/2017). Due to this concern the skills development is given a high priority in the Government of Lesotho's Poverty Reduction Strategy (PRS). The development of skills at this point, however, should be understood against problems of the current labour market facing the country. Employment problems in Lesotho have been aggravated by the reduction of opportunities for migrant miners in the Republic of South Africa, the closure and decline of the industries. Given this scenario, the government has therefore recognized the need for skills development, as a way of offering alternative livelihoods opportunities for school graduates in both the formal and informal sectors. Thus the role that TVET plays in this regard is of paramount importance.

Currently technical and vocational education is offered in the following categories:

- Ninety-three (93) secondary schools offering basic education in Metal work, Woodwork, Technical Drawing and Design, Home Economics, Agriculture
- Seventeen (17) Skills Training Centres offering prevocational skills to primary school leavers, disadvantaged groups and retrenched mineworkers and deportees.
- Twenty (20) Technical and Vocational Training Institutions catering for post junior and secondary school leavers, offering automotive mechanics, bricklaying and plastering and home sciences, etc.
- Nineteen (19) industries and companies which provide experiential opportunity for traineeship schemes, industrial attachment purposes for trainees in post-secondary institutions.

Some of these institutions are owned by the government and the church while others are privately owned. The church owned ones were founded with a strong mandate to serve the

local communities surrounding them, and with a clear religious perspective coupled with a gender focus reflected in the curricula offered in such institutions. The management of these institutions has been church controlled while government has funded these institutions overtime. This may pose a challenge in regard to smooth partnership and collaboration with the government particularly when reforms are made, simply because the church has had its way of governing these institutions.

1.2 Challenges

It is revealed that currently many TVET systems, although undergoing some reforms have for a long time, been characterised by the following:

- Limited support from governments, enterprise and society
- TVET as education and training for the poor young people, the unemployed and out of school youth, although with marginal success in job preparation
- Curriculum based system with its content usually designed by educators who, more often than not, neglected the demand of the market
- Dissatisfaction with the quality of TVET graduates from public institutions
- A supply-driven system not directed by the demand of the market
- Shortage of skilled labour alongside a huge demand for training places
- Certification based on testing curriculum whose learning materials are outdated
- Low investment in training of the workforce and new entrants by the private sector
- Registration based on weak criteria and weak audit for compliance
- An unregulated apprenticeship system
- Weak governance and management structures at national and institutional levels
- Under- funding and under-performing of the Trades Training Institutions
- No operational links with the enterprise at national and operational levels

- Training tailored to meet the needs of small businesses and informal sector is very minimal
- The Non- governmental organisations have not participated much in the delivering of training and have not received support from government
- National Human Resource Development planning for skilled workers usually based on top down direction not bottom-up needs. This has resulted in supply driven training
- The budget is constrained and unstable which leads to inefficiency and ineffectiveness
- Quality assurance of TVET is very weak
- The impact of Human Immunodeficiency/ Acquired Immune Deficiency Syndrome (HIV/AIDS)

1.3 Vision

“Increasingly skilled workforce that contributes to improvements in living standards and economic competitiveness.” Through the effective implementation of a national skills development strategy.

1.4 Principles

The implementation of TVET Policy is based on the following principles and concepts:

- Diversification and security of funding sources
- Accountability, semi – autonomy, transparency and consistency
- Access and participation of private sector and other stakeholders’ involvement
- Prioritisation of national and sectoral needs
- Improved governance structures
- Increased efficiency, effectiveness and economy
- Increased quality assurance
- Relevance and impact
- Knowledge and evidence base

1.5 Policy objectives

The following objectives are a basis for this policy:

- Strengthening policy guidance and regulatory frameworks for TVET system in Lesotho
- Promoting a sound and efficient TVET governance system of the TVET system in Lesotho
- Improving access and participation in TVET activities for all groups
- Developing sustainable TVET funding model for Lesotho.
- Increasing income- earning capacities of vulnerable groups through skills development, lifelong learning and integration into the modern economy
- Providing learning opportunities, HIV and AIDS Education to the workforce to enable them to keep pace with the demands of the modern economy and maintain healthy lifestyles
- Ensuring quality, relevance and impact of TVET on the socio-economic development of Lesotho
- Create a pool of knowledge workers who shall effectively participate and contribute to the sustainable socio- economic development of Lesotho.

1.6 Policy statement

The government of Lesotho will develop

- Efficient and effective Technical, Vocational Education and Training system that must include participation of all relevant stakeholders in all matters related to the system.
- Clear strategies that must address the issues of quality and relevance of training, research, staffing, students, employability, collaboration between training institutions, accreditation, assessment, certification, facilities, internal and external quality assurance of programmes, funding and instructor training.

- Improvement of the TVET system, which encapsulates for those who would have left school and the more gifted to make a TVET from the lowest to the highest.
- A market demand driven training rather than a supply driven training whose skills development strategy is revitalized to respond to the emerging economic demands and adapts training to produce workers with marketable skills that will make the graduates competitive in both the local and international markets (NSDP2012/2013-2016/2017).
- TVET must be demand driven and responsive to the needs of the enterprise and learners, and should act as a cornerstone of economic growth
- A quality assured TVET system which produces quality graduates. TVET as a valid educational alternative with lifelong learning prospects, such as skills proficiency discipline or concurrent discipline that allow intermingling and interaction with the conventional education system
- A system that focuses on employer needs and reduces the level of poverty in the society through creation of employment and self-employment
- A competency based system with required competencies and qualifications identified by the enterprise
- A standard based registration system supported by a strong audit process to assure ongoing TVET quality
- Certification based on competency testing at national enterprise standards
- TVET institutions driven by enterprise demand in national and local partnerships substantial
- A TVET whose curriculum is substantially different from the existing one, implying a paradigm shift in teaching, learning and assessment processes.
- Intensive training and support for TVET teachers to acquire necessary skills to implement the new curriculum

- Forge links and partnership with employers to ensure that TVET teachers have a good understanding of workplace settings

2. Policy direction

2.1 Governance

2.1.1 Context

2.1.1.1 Overview of the Governance of TVET

The 1984 Technical and Vocational Training Act is currently the official document guiding and governing activities of the Technical and Vocational Education and Training in Lesotho. In terms of the Act, Technical and Vocational Education and Training therefore remains the responsibility of the Minister of Education and Training. This means the Minister may designate trades, make or recognise training schemes and make regulations that promote Technical and Vocational Education and Training

The Minister is advised by the Technical and Vocational Training Advisory Board (TVET Advisory Board) and appoints its members. The Board consists of fifteen members drawn from different bodies: Chair person is the Permanent Secretary of Education and Training, Deputy Chair being the Commissioner of Labour, Two (2) members representing the organised employers, two (2) nominees from the organised employees organisations, three (3) members representing church education secretaries, one (1) member representing ministry of finance, one (1) member representing the ministry of Planning , employment and economic affairs, one (1) member representing the ministry of industry, trade and tourism, one (1) for the Bureau of Women Affairs, and one (1) representing the National University of Lesotho (IEMS) and one Member representing technical assistance bodies. The Director of TVT is the ex-officio member and secretary to the Board. The administration and implementation process of the Technical and Vocational Education and Training Act is a responsibility of the Technical and Vocational Department (TVD) which functions also as the secretariat of the Board.

2.1.1.2 Reforms of the Governance of the TVET system

In an effort to reform the system, the study on the ideal governance structures has been developed. In this way, the measures to improve the situation are clearly understood. A Multi-stakeholder partnership, transparency, accountability and agility should be the guiding principles for the TVET governance reform. This calls for the Ministry of Education and Training to take the lead so that the key stakeholders reach an agreement regarding a task-appropriate governance framework. This should be complemented by an action plan with targets and deadlines that can be communicated to stakeholders and external funders.

It should be noted at this juncture that governance is not just about roles and responsibilities but ability to support long-term capacity building, to learn best practices from other countries and be responsive to structural changes in the labour market, globalization, climate change, technological progress and demographic pressures. This calls for efficient, open and involving communication and decision-making processes within the governance structures as a whole. The Ministry of Education and Training should therefore engage in a consultation process with all relevant stakeholders in order to develop a coherent TVET and life-long education/training for Lesotho citizens. This means the new TVET governance for the new policy should be more proactive than before and strive for making a new TVET system which moves away from being a second-chance option for school drop-outs to one which aims at provision of skills development to meet the demands of the world of work including those with capacity to take TVET as an option. However, there is need to realise that there are several institutional challenges that will come into play such as:

- Developing TVET into a valid educational alternative with lifelong learning prospects
- Developing and defining a strategy that brings together the different TVET actors
- The inclusion of stakeholders, like business associations, firms, local governments, parents, associations and trade unions, in policy setting and decision-making
- Promoting accountability in the provision of public services, and
- Enhancing the system's responsiveness to the social and economic needs of the country

In response to these some countries have opted for running the TVET systems through national coordinating bodies, which assist governments in the development and implementation of their TVET systems such as National Training Authorities (NTAs) which play a central co-ordinating role in planning, training systems, developing training policies, supervising national skills, testing and certification, distributing skills and labour market information.

The establishment of the NTAs with clearly defined roles and responsibilities for decision making, control over resources allocation and improving coordination seems to be an increasing strategy which many Sub-Saharan countries are following for example, VETA in Tanzania, NSA in South Africa and TEVETA in both Malawi and Zambia to mention a few. The establishment of the NTAs has proved to be a considerable improvement over the purely advisory boards which they have replaced. However, these training bodies need to have a well-balanced representation of major stakeholders. Successful NTAs have built strong national training systems with strong links to industry, quality training and substantial flexibility and responsiveness.

Basically the roles of these NTAs include:

- Achieving consensus between stakeholders on the broad aims of the training
- Managing national training funds
- Developing agreed standards and certification procedures
- Accrediting training institutions
- Analysing labour market and occupational trends
- Undertaking and disseminating research on training issues
- Delivering training, and
- Providing training-related services.

While aware of the main functions of these national training authorities, it is also important that the representation in these is balanced for the success of the national training strategies. It has been observed that if employers are not given sufficient power in decision-making process, training may not be adequately adjusted to serve the skills needs of the business

community. It is believed that a strong representation of the private sector stakeholders has the potential to forge strong industrial links, promote flexibility and responsiveness and foster training. It is therefore imperative that NTAs need to have some degree of autonomy over control of budgets, be truly representative and lack self-serving interests of government or any private groups and assume a responsibility over national skills development.

2.1.2 Policy statement

The government will improve the performance of the governing structures of TVET

2.1.3 Objective

- Reinforcing existing governing structures for effective operation of TVET system

2.1.4 Strategies

- The reinforcing the existing governance of Technical and Vocational Department and TVT Board which have both advisory and executive authority. The Department is responsible for the implementation of TVT Act, TVET policy and strategy. The TVT Board composition will comprise of major TVET stakeholders and stand as: The Chairman shall be the Permanent Secretary for Education; the Deputy Chairman shall be the Commissioner of Labour; two members from nominees of employers 'organisations; two members from nominees of employees' organisations; one member representing the Ministry of Finance; one member representing the Ministry of Planning, Employment and Economic Affairs; one member representing the Ministry of Industry, Trade and Tourism; one member representing the Bureau of Women's Affairs; three members representing the Church Education Secretaries; one member representing the National University of Lesotho (IEMS); one member representing technical assistance bodies, the Director of Technical and Vocational Training shall be ex-officio, Secretary to the Board.
- Establishment of other new Governance Committees to help TVD to perform its functions effectively. The TVET Board will establish committees as follow:

- A National Training Fund Sub-Committee which will advise TVD on issues relating to the administration and management of the fund, and in exploration of financing the system and strategic guidance on allocation of funds to maximise returns.
- Sector Skills Sub-Committee which will analyse skills requirements for their industry and develop industry skills plan, evaluate standards, advice on required national qualifications and related areas and required traineeships. Furthermore, this committee will also advise on issues of curriculum and assessment strategies to support qualifications and determine standards. Lastly perform overall evaluation and monitoring of education, training and development interventions. It must be realised that there are several skills oriented areas so under this committee there will be need to establish other sub committees with high potential of job creation. (Manufacturing, Tourism and Hospitality, Construction to mention a few).
- An Assessment Sub-Committee whose role will be to deal with establishment and maintenance of assessment standards and certification and advice TVD accordingly.
- An Accreditation Sub-Committee which will focus on the registration and accreditation of TVET providers and advise TVD accordingly.
- Curriculum advisory Sub-committee should design and develop the curricula and curricula materials in line with the national needs and development frameworks. The committee also verify the quality of staff and availability of facilities based on industrial trends and technological changes.

The external mechanisms will include:

- Statutory reporting and review requirements which include submission of quarterly, annual, and annual evaluation reports to the Minister

- A Code of Conduct which provides a set of codes governing the conduct of members of TVD and its governance committees
- Statutory removal and replacement for members who contravene the code of conduct
- A statutory requirement for annual financial statements and external audit which will require TVET to keep up to date financial records and statements. These should be available during audit sessions.
- An appropriate procurement and provisions system that displays fairness, equity, transparency, competitiveness, cost-effectiveness
- A statutory access to information requirement which expects TVET to provide the Minister and the Auditor-General and other interested persons with information or documentation when need arises

The internal mechanisms must focus on the following:

- Provision of a capacity building programme for members of the TVET Board and the staff of TVD
- Development of a performance agreement system for staff
- A clear and transparent system of financial and risk management, internal controls and internal audits
- Agreements for all providers of goods and services

2.2 Funding TVET

2.2.1 Context

The NSDP II 2018/19-2022/3 prioritise strengthening Human Capital through developing human capabilities. The Education Sector Plan 2016-2026 also echoes the development of the human capital through alignment of the education and training to the economic needs. This means there should be an inclusion of additional facilities and capital requirements for the expansion of existing institutions. In preparation for this more alternative sources of funding have to be considered as government faces complex policy choices as to how to prioritise funding in the future. To have Curricular and instructional materials relevant to the needs of Lesotho.

In fact, it is the common phenomenon that the sub-Saharan governments are increasingly reducing the state direct involvement in actual service delivery of TVET programmes and give way to the private sector and other stakeholders to participate in this system. Lessons learned from other countries have informed Lesotho to develop her own financial model that will improve production of quality labour force, reduction of the poverty and unemployment.

2.2.2 Policy statement

Government will establish a transparent, accountable and consistent funding of TVET

2.2.3 Objective

Improve the efficiency and effectiveness of TVET financing to open access and participation, quality and relevance

2.2.4 Strategies

- The funding model shall be informed by the following principles
 - ✓ Diversification and security of funding sources
 - ✓ Fund management system (accountability, semi – autonomy, consistency, integrated financial system
 - ✓ Private sector and other stakeholders’ involvement
 - ✓ Prioritization of national and sectoral needs
 - ✓ Improved governance structures
 - ✓ Increased efficiency, effectiveness and economy
 - ✓ Single framework
 - ✓ Risk management
 - ✓ Monitoring and evaluation

- Establishment of Training Fund (TF) Sub-Committee under the TVT Board whose responsibility shall be to advise on governance and management of fees, disbursements of funds and expenditure
- All funds shall be allocated to the National Manpower Development Secretariat who will liaise with the TVT Board for allocation of funds, disbursements of funds and expenditure on funds from government, private sector funding, and donor funds.
- New funding model

- ✓ Public sector funding:

- Budget appropriation

Additional funds are needed to augment existing budgetary appropriations for training.

- Indirect Public funding

Apart from MoET, there are other ministries which are indirectly financing some TVET institutions.

- Bursary/ Loan bursary

An additional funding for the recurrent costs of training is that the Government- in addition to the present budgetary appropriation to TVET from the MOET, the NMDS and appropriations to TVET from other Ministries-increase the allocation to TVET.

- Government grants and subsidies

Direct grants from the government should form part of funding as it allows institutions to accept students from marginalised groups for full financial support and offer subsidy where necessary in order to increase enrolment.

- ✓ Private sector funding

- Skills development training levy

Skills development training levy may be charged on organisations that benefit from TVET.

- Tuition Fees

Tuition fees for TVET should continue to be charged to students.

✓ Donor funding

- Donor funds should be attracted to support both the recurrent costs of targeted training - training for out-of-school youth, the underemployed in the small and informal sectors and disadvantaged groups- and for upgrading the TVET infrastructure – plant, equipment, systems, learning frameworks and human resources.

• Implications of the new funding model

- Institutions will no longer be assured of full funding for their training activities as accessing funding will now be based on a competitive and performance based criteria instituted
- The TF must develop appropriate disbursement mechanisms so that the training of the disadvantaged learners and those who qualify for subsidised training be taken on board too. It is important at this juncture that other alternative funding modalities for support may also be used
- Administration costs for TVET will be handled by the MoET recurrent budget which is normally allocated to TVD for the administration.
- Establishment of an Investment Funding Window whose role would be to support the upgrading of the TVET system, for example

upgrading of the training providers, national and sectoral training systems and a cadre of quality TVET practitioners

- The policy proposes four Funding Windows to be established focussing on distinct labour market segments
 - ✓ Window 1: Funding for institutions for pre-employment training and attachment
 - ✓ Window 2: Funding the workplace experience component of traineeships and apprenticeships
 - ✓ Window 3: funding for subsidising pre-service and in-service training of formal sector employees and managers, and training providers (instructors)
 - ✓ Window 4: Funding training in the small enterprise and informal sectors
 - ✓ Window 5: Funding for the administration of TVD

2.3 Access and Participation

2.3.1 Context

The National Strategic Development Plan 2012/13 -2016/17 stipulates that although labour is abundant and literacy rate is 85% in Lesotho, the country still experiences high unemployment, relatively low productivity and limited technical skills to perform blue collar jobs in the leading sectors.

It is observed that close communication and linkages of the private sector with the education system is beneficial to both, for the education system focuses on the provision of relevant skills which in turn improve performance in the private sector. This condition once again underscores the vital role of TVET in improving the lives of the communities. It is important at this juncture that different avenues are critically studied to help the system to accommodate more people in the training.

2.3.2 Policy statement

The government will ensure access and participation in TVET to enable Basotho to improve their skills in order to effectively contribute to socio – economic development

2.3.3 Objective

Increase/open access and participation of all groups in TVET activities

2.3.4 Strategies

- Formulation of open and flexible admissions to make TVET institutions and training centres accessible to the students and the community at large.
- Mobilisation of all relevant stakeholders to engage in different forms of dialogue and contribution of technical and financial support towards reconstruction and reform of TVET system to accommodate the disadvantaged people.
- Expansion and strengthening of the existing TVET institutions and infrastructure to cater for more students from the formal and informal sectors.
- Creation of centres for skills development to accommodate the vulnerable and disadvantaged persons.
- Development of curriculum that provides relevant quality skills and knowledge to meet the demands of the market and national needs.
- Capacity building of institutional staff in line with technological changes reflected in curriculum.
- Provision of mobility within the TVET system (skills centres to vocational to technical to polytechnic).

2.4 Quality Assurance

2.4.1 Context

In order to improve quality, the following aspects have to be taken on board: qualifications, courses, and providers. These aspects are internationally recognised as a way of addressing quality in TVET. Along with these is the need to take on board the Vision and mission of the national educational initiatives of the country. From a quality perspective the “new”

TVET should be seen as an instrument for skills development geared towards serving individuals and communities in a knowledge –economy. This can be achieved through a broader and more relevant curriculum, better teachers, a higher quality of students entering TVET, better teaching and learning processes and testing, clear qualification of standards, accreditation and better monitoring and evaluation systems.

2.4.2 Policy Statement

The government will develop and endorse a nationally approved quality assurance Framework for TVET

2.4.3 Objective

Improve the quality of TVET programmes through development of quality assurance frameworks to match the ever- changing demands of the world of work

2.4.4 Strategy

- Development of Quality Assurance guidelines setting the Institutions’ total quality management
- Development of a Quality Assurance Framework providing a framework for implementing management processes and performance indicators to measure effectiveness
- Development of monitoring and evaluation system
- Strengthening of the role of inspectors
- Development of institutional training plans in line with the skills plan prepared by the sectoral skills committee in order to access funding from the National Training Fund
- Development of curriculum frameworks, quality standards and assessment strategies
- Development of TVET learning framework consisting of the following bands:
 - ✓ An adult skill band focussing on self-sufficiency skills and income generation skills, this will be equivalent to the pre-vocational skills
 - ✓ A technical vocational and occupational band which will be equivalent to or below the school leaving level in the academic system.

- ✓ A vocational and occupational band of skills training to be equivalent to post senior secondary school level
- Establishment of core competencies required across all workplaces. These competencies should be part of all learning in the TVET.
- Development of a Quality Management of Providers and Assessment. This means that all TVET providers must be registered and accredited. Details of quality will be developed. To avoid having too many people involved as evaluators other systems should be used to assess the skills such as: audit forms, auditors from other educational institutions.
- The proposed system of assessment is that:
 - ✓ All assessment should be in line with qualifications framework or learning standards registered on the TVET Learning Framework (TLF)
 - ✓ All assessment practitioners should be competent and understand agreed set of national standards
 - ✓ More TVET assessment should happen in the workplace including recognition of current competencies
 - ✓ Summative assessment should be regulated and authorised by the Assessment Committee under TVT Board
 - ✓ All information pertaining to certification and learner records should be kept in a central data base.
 - ✓ Development of a traineeship system with clearly spelt out guidelines and procedures
 - ✓ Development of clear guidelines and procedures of trade testing (Recognition of Prior Learning).

2.5 Relevance and impact

2.5.1 Context

Lesotho also recognises that there are many young people who are outside the formal system, poor people, especially women and children, and other vulnerable groups whose lives are entrenched in the web of hunger and malnutrition, inadequate healthcare, limited access to education, and low self-esteem. Young unemployed people without any productive usage of their time are easily entrained into crime and violence. In this way poverty, then becomes a threat to national stability and good governance. Thus the need to equip these groups with basic technical and vocational knowledge and skills is of utmost importance bearing in mind its relevance.

2.5.2 Policy statement

The government will enhance the relevance of TVET programmes

2.5.3 Objective

Facilitate relevant skills development to meet the labour market requirements

2.5.4 Strategies

- Design and develop curriculum that responds to the labour market requirements.
- Design special training programmes to cater for the disadvantaged groups in line with the needs of the market.
- Improve the quality and relevance of provision through better regulation of providers, a more competitive allocation of public funds, better public distribution of information about training providers and their performance.
- Initiate continuous research to update curriculum on the relevant content to teach
- Interact constantly with partners elsewhere in order to share developments and initiatives undertaken to improve TVET for the disadvantaged people.

2.6 Knowledge and evidence base.

2.6.1 Context

. The TVET system should not only engage in the creation of skills for poverty alleviation but also consider skills for global economic competitiveness. Globalization is driven by information exchange, migration of people, labour, goods, services and capital flows across national boundaries. Learners should therefore be equipped with skills that make them competitive in the global market. Furthermore, globalization calls for evidence base knowledge so that people are able to keep abreast with the rapid technological changes and information systems at the workplace today. Evidence based knowledge also calls for innovation and creativity, issues of monitoring and evaluation and efficiency of the TVET systems from the global perspective.

2.6.2 Policy Statement

The government will collaborate and cooperate with other TVET institutions locally, regionally and internationally.

2.6.3 Objective

Forge links and partnerships with other TVET institutions for the improvement of TVET system in Lesotho

2.6.4 Strategies

- Research and acquisition of relevant knowledge to inform the system
- Establish strong and clear links with industry in order to respond to demands of the labour market at national and global levels
- Engage in identification of the emerging trends that translate into new skills needed by the market
- Establish strong links again between training institutions and employment organisations to take stock of the system's responsiveness to the market.
- Conduct of intensive tracer studies and evaluations to take stock of what transpired during the attachment periods.

- Monitor and evaluate the TVET system in order to use data collected to inform any developments of TVET.

FOREWORD



The Government of Lesotho acknowledges that the Country's human resource is one of the most critical elements needed in the development of its economy. It also acknowledges that for the individual people to contribute to the development of the economy, they must have developed sufficient and relevant occupational skills. The key to obtaining the skills is contained in a demand – driven Technical and Vocational education and Training (TVET) system. Such a system should be of quality and accessible to all people.

The Ministry of Education and Training (MoET), through its Technical and Vocational Department (TVD) is responsible for TVET in Lesotho and its core mandate is to provide TVET policy and strategic direction, and their implementation. The Lesotho Technical and Vocational Education and Training (LTVET) Policy has been formulated to guide the TVD mandate. The journey in the development of this policy has been long, inclusive and consultative. After the initially conception of the policy at the Consultative Congress, further refinements with key stakeholders: World Bank, donor organizations, industry, institutions, sister ministries, and MoET staff were done and consolidated.

The overarching objective of this policy is, in conjunction with other key Ministries, to increase the number of skilled personnel to participate in the national and regional economic activities. The policy unfolds the following strategies: enhance TVET quality and access to all Basotho regardless of their socio – economic status and provide relevant and demand – driven TVET in accordance with potential economic waves as guided by NSDP II, ESP 2016 – 2026 and other regional and global parameters such as Sustainable Development Goals. It further introduces the issues of effective governance structures and research-based approach in the TVET system.

It is my sincere hope that, this policy will enable the smooth funding of TVET system, monitoring its financial performance and regulation of fees charged by public training providers. In implementing the National Policy on TVET specific attention will be paid to recent MoET reforms and other Government initiatives. Included in these, will be three tier streams, HIV/AIDS programme, developing entrepreneurial skills, environmental awareness

and the gender programme. I firmly believe that this National Policy for TVET in Lesotho provides the basis for the development of the human resource for the benefit of the Basotho nation as a whole.

A handwritten signature in black ink, consisting of stylized initials and a surname, positioned above a horizontal line.

Professor Ntoi Rapapa

Hon. Minister of Education and Training

Maseru

August 2019

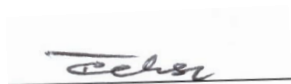
PREFACE



The need to put in place the TVET guiding framework has been long overdue. It is only when such a framework is in place that we can tap into the potential of the TVET to achieve the national target of realising the private sector led economy. The policy guides on the key pillars of TVET system for the professionalization of the sector.

It also brings for the necessary diversity in funding, access and relevance. On the funding part, the time is right to allocate the targeted funds for pre-employment training, workplace experience component of traineeships, in-service training of formal sector employees and managers and small enterprise and informal sectors. The similar sentiments extend to the access of training which should also be at initial and pre-employment, continues professional development (CPD), considerate hierarchical skills need from managers to the operators and the informal sector. The issues of relevance are strategically handled in its wide ranges from the industry to operators' level, identifying the skills needs from research-based guidance. Therefore, the implementation of the policy is very important and should extend to the key players in the provision of the TVET such as the sister ministries, public and private institutions, industry and other stakeholders.

I want to thank those who contributed in its development at different levels: World Bank, UNESCO, IDM, sister ministries, public and private educational institutions, industry and other stakeholders such as NGOs.



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PS – Higher Education

Maseru

August 2019

LIST OF ABBREVIATIONS

AIDS	-	ACQUIRED IMMUNE DEFICIENCY SYNDROME
ESP	-	EDUCATION SECTOR PLAN
LHDS	-	LESOTHO HEALTH DEMOGRAPHIC SURVEY
MDGS	-	MILLENNIUM DEVELOPMENT GOALS
NSDP	-	NATIONAL STRATEGIC DEVELOPMENT PLAN
NMDS	-	NATIONAL MANPOWER DEVELOPMENT SECRETARIAT
NTA	-	NATIONAL TRAINING AUTHORITY
PRS	-	POVERTY REDUCTION STRATEGY
QMS	-	QUALITY MANAGEMENT SYSTEM
RSA	-	REPUBLIC OF SOUTH AFRICA
SADC	-	SOUTHERN AFRICAN DEVELOPMENT COMMUNITY
TF	-	TRAINING FUND
TTI	-	TECHNICAL TRAINING INSTITUTIONS
TVD	-	TECHNICAL AND VOCATIONAL DEPARPTMENT
TVT	-	TECHNICAL AND VOCATIONAL TRAINING
TVET	-	TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
UNESCO	-	UNITED NATIONS EDUCATION AND SCIENTIFIC ORGANISATION