


# Presentation by

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TVET Teacher Education:  
The Policy and Curriculum and  
development: The challenges of  
flexible delivery and technology

# Introduction-brief history of Botswana's TVET

- Formal government training initiatives started just after independence in 1966
- These saw the establishment of Botswana Brigade around the 1970's
- The country's Vocational Training Centres were established around the 1980's
- With these in place, there has never been proper training for TVET lecturers
- TVET gained momentum after the establishment of the second policy on Education around 1994 (RNPE)

# TVET Policy and curriculum Development

The recommendations of the RNPE included:

- The development of National Policy on TVET, with the objective of awarding TVET the status in skills development for the country's economic development
- National Policy on TVET was established in 1997
- A Presidential Task Force of 1996 reiterated the importance of the education system that adapts to changing needs of the economy.

# Policy and Curriculum Dev...Cont...

- The NPVET formulation led to the development of integrated national training system whose goals, content and organisation are uniform [BOTA] which was formed in 2000.
- This saw the shift towards increased financial support for TVET which led to the constructions of new colleges and development of new programs.

# Policy and Curr...cont....

- Botswana saw the need to develop a new teacher education program to train and up-grade the qualifications of its TVET lecturers
- DVET emphasised the importance of higher vocational and teaching qualifications for lecturers as an important element of effective job performance
- This form of training was to enable lecturers to adapt to technological and economic changes
- Diploma in TVE was established in 1999
- UB and MoE-DVET are the awarding bodies of the Diploma

# DTVE Design

- Integrates campus with professional placements in Technical Colleges
- Its is modular and competency based
- DTVE has 10 modules
- It is flexible and individualized- students determine the pace of their own progress and the pace at which pieces of evidence is collected for assessment
- Even though learners needs are different, they are all required to meet the course requirements

# Program Design Continues....

- Technology is used in a number of ways to support and deliver learning activities
- Its is assessed by portfolio assessment
- For each portfolio, students are provided with a verification outline [VO]- a document outlining the pieces of evidence to be placed in the portfolio
- After approval of pieces of evidence, VO is signed off as an indication of evidence been approved and placed in the portfolio

# Program Design cont....

- Assessors also collect evidence to support competence demonstrated by the students
- Final submission does not guarantee successful completion of the module

# Challenges faced

- Timing of feedback
- Tracking students' performance
- Meeting individual students' expectations
- Contact time deemed crucial
- Need for more resources (human and material) for successful completion of the work
- More time required for review of assessment processes; maintenance of assessment tasks; security and authenticity

# Challenges continue.....

- Need for support systems for student on distance mode
- Involvement of different personnel in assessment process
- Choice and sequencing of learning activities and its impact on collaborative learning and assessment
- Establishing a grading system for differentiation
- Provision of qualified personnel/staff
- Learner involvement in the assessment processes
- Involving third party assessors and third party evidence
- Program to-date does not cater for all lecturers in Technical Colleges

# Future projections

- More personnel to be trained
- Resources and facilities to be up-graded
- New more flexible online/distance courses are in the pipeline targeted to reach the furthest potential student in the country
- Bench mark the programs with similar programs in other countries
- Establish the grading system for differentiation



*The end!!!!!!*

*Thank you!!!*

*Questions and Comments*