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Topic: Technical and Vocational Education and Training (TVET) providers as the enabling agents for education for Sustainable Development: the case of Lesotho

Summary

The globe is faced with the challenges of improving human resources to respond to national development needs, global competition, rapidly changing worlds of work, technology, economy, and collectively to achieve sustainable development. Education through human capital investment and improvement at different levels is one of the strategies to be used to address the above mentioned challenges. In particular, Technical and Vocational Education and Training (TVET) is widely perceived as an appropriate strategy to sustain lives of people in different countries. The approaches to education for sustainable development such as Decades Education for Sustainable Development (DESD) are established, however, the issue of sustainable development is not a familiar concept among TVET providers. TVET providers therefore face challenges of providing the appropriate training to meet the above mentioned challenges. The focus of the paper is to present the picture of and gaps in the execution of TVET implementing strategies in Lesotho. It will also focus on opportunities and challenges to achieve the priorities of the country, which are supposed to be in line with national and international parameters for Education for sustainable development principles. Furthermore the paper will present the challenges and the opportunities of different bodies such as Technical and Vocational Education and training Department (TVD), TVET providers and TVE diplomats in Lesotho.

Background

Declarations and recommended strategies made in Education summits, international and regional conferences together with different organisations reports, widely perceive education as a means to promote further development. ILO: Decent Work, (1999) clarifies that a well functioning system of education and training enhances both economic and social integration by offering opportunities to many groups who would otherwise be excluded from the labour market. In order to achieve the recommended education strategies, the nations concerned have to draw legal and development frameworks that comply with the proposed declarations and recommendations. Lesotho is no exception in this mission. It is the reason the country developed Education Act, National Vision 2020, Poverty Reductions strategy paper (PRSP), Education policy, and Technical and Vocational Education and Training (TVET) policy (draft) are developed and in line with Millennium Development Goals (MDGs). The documents are used as guiding tools for implementation of education processes. The implementing parties such as TVET providers reflect on the opportunities and challenges in implementing education strategies. The reflections of implemented education plans are presented in indifferent modes: review missions, reports writing from monitoring process, research papers and other means of evaluation.

Lesotho College of Education (LCE) produces technical education teachers for secondary schools. Currently, TVE graduates from this institution are not only absorbed in schools but also in training institutions and in industries as managers. They are expected to equip the students with knowledge and skills both for wage and self employment, and to provide advisory service to the youth associations and their different communities, but the question is: do they have appropriate skills for the above mentioned responsibilities? Lerotholi Polytechnic (LP) is one of the main institutions providing TVET. Some of the graduates it produces whom are not absorbed into the working environment either through wage employment or self employment. The graduates resort to teaching as the nearest alternative employment and are hired to teach at secondary school and some technical and vocational schools in the country. Graduates from both institutions are expected to participate in policy making forums at different levels, and the question remains do they have enough skills? What is the missing link in the training provided by the institutions that ought to enable the graduates to serve their communities and institutions using sustainable approaches? It is the reason this paper reflects the opportunities and challenges of implementing TVET in relation to Education for Sustainable Development (ESD) in Lesotho, with reference to the two main TVET institutions: Lesotho College of Education and Lerotholi polytechnic.

The role of TVET in the development arena

As indicated in the summary of this paper, Education through human capital investment and improvement at different levels is one of the strategies to be used to address the Sustainable Development (SD) principles. In particular, TVET seems to be a hope to sustain lives of people in different countries.

In accordance with ESD principles, TVET has multiple roles relating skills acquisition to individual people and communities to sustain their livelihoods. Firstly, TVET delivers “both foundation and specialists skills to private individuals, enabling them to find employment or launch their own business, to work productively and adapt to different technologies, tasks and conditions. The ultimate economic objective of education and training is to improve personal and social productivity. Secondly, it equalizes the opportunities for people to earn their living through the acquisition of skills. Thirdly, it is used as a tool for achieving national economic and social objectives such as encouraging regional development and supporting priority industrial factors, expanding exports and raising wages”(Gasskov 2000:2-3). It is therefore obvious that TVE training providers have a critical role to play in improving productivity, income and equitable access to employment opportunities.

According to ILO (1999) in the changing production systems there is increasing recognition of the pivotal role of both education and training for both economic and social goals. No society can succeed in a globalised environment unless people have adequate knowledge and skills. These are vital not just for maintaining competitiveness and ensuring adaptable and productive enterprises but also for achieving personal and social development. Education is to lead development, (education should) promote knowledge and skills for enterprise, which lead to fulfilling informal sector jobs, and promoting growth potential in the dominant informal and rural settings (Pavlova 2007). In order for technical education to be successful, it must be more responsive to market skills (Brunette 2007:154). The European Commission (2003:11) states that an ideal technical education curriculum in European schools and beyond should include: the development of closer and mutually beneficial links with industry; the development of practical activities set within real-life scenarios; developing technological literacy through consideration of the impact of technology on society; and the introduction of topics of relevance

to industry in the 21st century. The globe is expecting each country to make policies, educational strategies that include Education for Sustainable Development (ESD) principles. And to the implementing parties the question is, what is SD?

EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNESCO (2005) gives an account of the historical background of ESD as follows: ‘the Decade on Education for Sustainable Development (DESD) (2005-2014) is the result of a long process aimed at broadening awareness on development models, which began in 1972 at the Stockholm Conference. Twenty-one years later, in chapter 36 of Agenda 21, the international community affirmed the key role of Education, Sensitization and Training in attaining the objectives of SD. Ten years later, the Johannesburg enforcement plan confirmed the importance of ESD and recommended that the United Nations proclaim in 2005, the Decade relating to it. The Summit on SD in 2002, helped in deepening the commitments towards SD at all levels, from the local to the global. The Summit proposed the DESD, signaling that education and learning lie at the heart of approaches to SD.’

SD is one concept that does not hold one universal definition. The different definitions rend the concepts liable for multiple usages and adoption in numerous disciplines. The suitable definition with regard to the used criteria is the one that explicitly indicates the human development, and their well-being and others, and the environmental aspects. Mokuku et al (2008) define it as a “process which requires the use of environment and resources by one group of the people does not jeopardize the environments and well-being of people in other parts of the world or destroy the capacities of future generations to satisfy their reasonable needs and wants.” The above definition explicitly includes the three dimensions of SD. UNESCO (2005) puts the relationship between Education and sustainable development as follow:

Education is held to be central to sustainability. Indeed, education and sustainability are inextricably linked, but the distinction between education as we know it and education for sustainability is enigmatic for many. ESD carries with it the inherent idea of implementing programmes that are locally relevant and culturally appropriate. All sustainable development programmes, including ESD, must consider the three spheres of sustainability – environment, society (including culture), and economy. Because ESD addresses the local contexts of these three spheres, it will take many forms around the world.

ESD is intended to guide all education systems for the entire nation through these principles and measuring the relevance of sustainable TVET should be based on these principles because understanding and addressing these global issues of sustainability that affect individual nations and communities are at the heart of ESD. Since education is considered the key to effective development strategies, Technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development (Valmonte, 2006:2). The desirable outcome of TVET work is that its graduates have an impact on social, economic and environmental sustainability within local and global communities. Thus, it is important to recognize how TVET as an institution can perform sustainably(Pavlova, 2007: 16).

We can all adopt sustainable development, respecting both man and nature - and alter our production and consumption habits. Everyone can make a difference, starting right now (Pavlova 2007:17). Providing any education, that does not observe sustainability principles, will

not lead us to the goal. Sustainable development requires three cornerstones: economic, to provide adequate and fair standard of living for all; social, to develop institutions that promote values, practices and relationships that can sustain everyone equally; and ecological, to stay within the carrying capacity of the planet (Valmonte,2006). One key connotation to the issue of SD is that , as we are offering people knowledge and skills required for wage and self employment we should definitely not be “forgetting that the same person would have to interact with nature and people in other complex /dynamic aspects of living”. This should be an important factor for all TVET providers.

TVET Providers and Sustainable Development

Though ESD principles are recommended in the implementation of education and development interventions, the issue of SD is not a familiar concept among TVET providers. TVET providers face challenges for providing the appropriate quality and relevant training to meet the idea of TVET which includes ESD principles. TVET providers in the modern training systems are professional educators and key change agents (Søren and Margareta, 2007: 57). However, not much has been said about TVET providers` role in implementing TVET with consideration of SD principles. Actually TVET providers are not yet seen as the key figures in the development. Technical teachers end up not know about development issues and never looking the contribution of TVET towards the development of growth. Yet these teachers “are increasingly involved in the shaping of TVET processes and the TVET system according to the needs of society and economy. They also have to assume a growing responsibility for societal development. As key stakeholders, teachers should develop the capacity to support vocational (education and)training policy development and to establish discussion platforms on reform initiatives, embedded in schools and fitting into their contexts, and in this way enable ownership and sustainability of vocational training reform (Indonesia TVET international conference 2008).” Therefore, a TVE teacher is central to the overall discussion on how to support policy learning in partner countries.

TVET in Lesotho

The Technical and Vocational Training Act of 1984 governs skills development programmes in Lesotho. Lesotho Educational Strategic Plan is a clear indication that Government recognizes the importance of adapting its training policies to produce workers with marketable skills who will be competitive in both local and regional markets, particularly in view of Lesotho’s unique geographic situation and limited employment opportunities. A number of documents indicate Government’s efforts to use TVET as the strategy to produce competent, skilled and productive labour force. These include documents such as: Vision 2020 and the National policy on Technical and Vocational Education and Training. The former reads; Lifelong learning, vocational, technical and entrepreneurial education will be the main focus in the education system. The education system will produce a competent, skilled and productive labour force. In this regard, Lesotho will serve as a service country exporting human capital to other countries whilst retaining a reasonable proportion in the country. ’ while the latter corrects and stipulates that “TVET in Lesotho will be successful if it is creative and responsive to the requirements of the labour market through research and development initiatives in order to provide competent, effective and efficient people who will make an economic impact locally, regionally and globally.”

This led to the Department of Technical and Vocational Training (TVD) of the Ministry of Education and Training establishment in 1987, to serve as the directorate of the Technical and Vocational and Education and Training (TVET) system in Lesotho. TVD is the umbrella regulatory body that aims to improve the quality delivery of systems and mechanisms through curriculum development; inspection and assessment; accreditation of programmes and institutions; administration of trade test to determine skills proficiency levels of workers; support in terms of provision of workshops and equipment, training of staff at TVET institutions and schools; and continuous assessment (Educational Strategic Plan, 2005-2015). There are eight TVET institutions and 21 Skills Training Centres in Lesotho that are governed by private bodies and others by the government. Though we have many institutions, TVET teaching in secondary schools, and technical and vocational schools are conducted by the graduates from two main institutions namely Lerotholi Polytechnic (LP) and Lesotho College of Education (LCE). This is because on completion at LP, graduates who do not get employment be it wage or self employment. Therefore they join LCE to get Diploma in Education Secondary (Technology) so that they can be easily absorbed in the education sector.

The TVET providers are central to the education system of any country. The quality of the products of an institution depend among other factors on the quality of the providers in their institutions. This is based on the saying that no educational system can rise above the level and quality of its teachers. It therefore follows, that, no “TVET teacher or Practitioner can do better or bring a change that he or she has not experienced, received or tested. What is happening with regards to TVET in some developing countries is typical evidences of backwardness, poverty, lack of orientation and lack of attaching values to educational development. Changes could come: If the agents of the change themselves, are changed” (Pavlova: 2007).

Pavlova (2007) further indicates that ESD as a policy is not enough to achieve substantial change. She cites Huckle who makes a distinction between two broad trends – (a) ESD as policy, and (b) ESD as a frame of mind and argued that it is extremely important to develop a particular mind set to be ready to behave in a particular way.” ESD as a frame of mind can be achieved through two general approaches towards interpretation of TVET for sustainable development: addressing sustainable development issues through the content of TVET studies; and assuming that quality TVET training that prepares students for the knowledge/information society will provide employment, and that employment will be sustainable due to the quality of training and thus, provide social and economic sustainability for communities. These approaches reflect two sides of the relationships between sustainable development and TVET: on the one hand, sustainable development should be addressed through teaching. On the other hand, there is the assumption that TVET inherently contributes to solving particular issues of sustainable development through alleviating poverty and providing skills for employability, citizenship and conservation.”

The distinction between broad trends presented is the main focus of this paper. We have documents at policy level that indicate elements of ESD but the implementation does not follow a frame of mind approach which includes knowledge, perspective, attitudes and values. As mentioned that ESD is guided by principles, Implementation of TVET as another branch of education should be measured against ESD principles. Even though In the case of Lesotho, there are opportunities in implementing TVET in line with ESD principles, some the challenges are also evident.

Opportunities and challenges in TVET Lesotho, and ESD principles

ESD is concerning everyone:

Quality education should support a rights-based approach to all educational endeavours. Education is a human right; therefore quality education supports all other human rights.

TVET is made accessible in different forms. The two institutions offer TVET in a fulltime enrolment in the institutions. The students who enrol in the institutions get financial support (loan bursary) to cater for everything required in the course of learning. LP has created more opportune steps in the provision of TVET by offering part-time enrolment for programmes such as plumbing and electrical installation. In the part-time modes entry requirements are lowered to the minimum entry qualification to Junior Secondary Certificate (JC). For these part-time programmes, classes begin after 1700hrs so as to make it accessible to everyone, including those who are employed. The institution includes the industries (in planning and attachment automotive programme) and technical schools representation in curriculum planning. LCE ensures that all students attend teaching practice which runs for one year in secondary schools. LCE includes TVD, secondary schools and National Curriculum Development Centre (NCDC) in planning Technical Education curriculum.

However, these TVET providers are faced with a number of challenges on accessibility. LP does not offer TVET in part-time basis, some of the courses such as bricklaying, welding, automotive, panel beating, and fitting and turning. The institution offers limited spaces for enrolment as number of spaces does not exceed 30 in the formal mode of learning. The limited number of places in the training is caused by the limited facilities (space, tools etc). LCE also offers the limited spaces, since it does not take more than eighteen (18) students in the formal mode of learning. As it is the case with LP, the limited number of spaces in LCE is caused by the limited of facilities. The college does not offer any part-time or in-service learning mode. Unlike at LP, the industries, technical and vocational schools representatives are not included in the planning of the curriculum. The other challenge for both institutions is that students use limited and small scaled materials for practicals and this does not allow them to technically proficient for the world of work.

ESD is an ongoing continuously process and contributes to acceptance of change processes in society:

Among other things, this principle includes providing the tools to transform current societies to be more sustainable societies. This means linking indigenous knowledge with new concepts, adapting to new approaches through re-training and attending conferences. Staff members for the two institutions occasionally attend short term training in order to get informed about the changing demands in the world of work. The institutions allow long term training for staff on the basis that she/he is going to do a course relevant to what she is teaching and it is her turn to attend such training as per the training plan. At LP staff members are allowed to attend the exhibitions in Republic of South Africa which in most cases they learn about new development and incoming materials. Staff members at LCE do not know if There is no open policy or

motivation that enables staff to engage in conferences or not. In the case of LCE there is academic planning Unit, but this does not guide staff on how to improve their quality.

ESD is a cross-disciplinary task and has an integration function;

All stakeholders need to cooperate to develop integrated TVET programmes and there should be a strong coordination mechanism in place. LP Curriculum planning and implementation involves industries and technical schools in the case of automotive. The institution has attachment relations with the industries particularly automotive course.

For LCE, the attachment is made through teaching practices office where partnership is made with secondary schools. The TVET programme offered at LCE include the design and material science which deals with problem-solving, analysing, cost of materials and pricing, understanding the use and properties of different materials, technology and society, impact of technology in our lives ,etc. The educational part introduces the graduates with an idea on social issues.

The main challenge here is that, TVET is not treated as a process, the planning at national and institutional level does not involve all stakeholders and therefore programmes are not integrated. There is limited relationships between companies/industries and institutions for the programmes offered in both LP and LCE. The two institutions are faced with the task of establishing relationships with other institutions. Excluding industries representation in curriculum planning promote lack of confidence by employers in trade training institute and its graduates. But their involvement allows the private and public sector to determine the content, skills and methodology and thus producing competent human resource in economic growth.

ESD wants to improve living conditions of mankind:

Academic knowledge and technical skills are of equal importance in the new technological education model, and should be integrated and contribute to a “knowledge and skill based economy”, rather than only a “knowledge based economy” Brunette (2007:338)

LP graduates in Automotive and electrical installation get wage employment from the industries they were attached to. Some of them after certain period in wage employment change to self employment. In LCE most of the graduates get wage employment in schools and TVET institutions. Very few of the graduates get self-employed and these are that students who would have graduated from the technical and vocational schools before joining LCE. The education and training at LCE equip them with design concepts (analysis skills, problem solving skills and procedures) and material science (understanding of strength and behaviour of different materials) which boosts their confidence in tools handling and understating of the materials. To a certain extent the acquired knowledge and skills at the two institutions (LP and LCE) make them more equipped for self employment

The limited support of industries` less commitment of enterprises to provide training as a long-term investment in human resource management, limit learners in developing essential technical, practical and entrepreneurial skills.

ESD supports global responsibility:

Quality education views the learner as an individual, a family member, community member, and a global citizen and educates to create individual competency in all four roles; and it should take into consideration the social, economic, and environmental contexts of a particular place and shapes the curriculum or programme to reflect these unique conditions. Quality education is locally relevant and culturally appropriate; Planning of TVET programmes in all levels should be guided and measures against these tools. The legal and development frameworks with components supporting sustainable education are there, e.g. Poverty Reduction strategy paper 2004/05-2006/07, vision 2020, The Education Strategic plan 2005-2015 is one of the available documents.

There are a number of challenges in line with this principle: TVD does not have a working policy as the policy is awaiting policy approval. Staffs from both institutions are not familiar with education development frameworks, some are not aware that they are such documents let alone the purpose of these documents. It is clear that there is a problem with regard to the attitudes, perspective and values of one profession if such professionals are do not understand the purpose of these documents. There cannot deliver the training service with a broad perspective that includes social, economic and environmental aspects of education for sustainable development.

In LCE for instance of the programmes do not emphasis the issue of environment. There is no element of business management or entrepreneurship yet technical education teachers are expected to plant the concepts at the early age of future generation (secondary pupils) and in technical schools. The graduates are faced with the problems of not getting employment both by the industries and self employment. For those who would like to start their business fail because they do not have capital or any sources of funding. In other cases, some students do not start business because they feel not well equipped with all the skills.

In general, the challenges are clearly states the ministry of education which has acknowledged the following factors that continue to compromise the realisation of TVET mission (Educational Sector Strategic Plan 2005-2015, 2005:70-1):

- lack of confidence by employers in trade training institute graduates, demonstrated by the very low placements rates
- trade training are under-funding and under-performing
- absence of planning for TVET in the form of national, industry or institutional skills development plans through which skills requirements can be identified. This has resulted in training being largely supply-driven.
- Unregulated an stagnated apprenticeship schemes
- Weak governance and management of TVET at national and institutional level with private participation in the TVET being largely symbolic
- Limited training tailored to the needs of small business and formal sector.
- Weak quality assurance
- No TVD accreditation system

Conclusion

Strong economic performance and broad-based wealth creation will only take place in countries where governments are committed to delivering a stable and transparent legal and regulatory

framework and a public administration matched with policies, laws and practices that observes principles of sustainable development. Principles and outcomes of ESD even in the case of TVET objectives are achieved if good strategies, strong coordination mechanisms and good governance systems are in place. This is not the case in TVET execution in Lesotho. The paper concludes that VET in Lesotho is suffering from misconception, mis-match and mishandling and this compromise the sustainability aspect of TVET practise. There is no strong coordination mechanism to practice participatory planning, establish partnerships and cooperation with stakeholders, ensuring adaptation of new and relevant concepts such as sustainable development concepts and to ensuring quality assurance. TVET providers are central to making changes of TVET practices but they are the less informed people with regards to national and international parameters, and ESD concepts. They do not take into consideration the social, economic, and environmental contexts of a particular place and shapes the curriculum or programme to reflect these unique conditions. This also compromise the relevance and significance of TVET to sustainable development.

In this juncture, Sustainable development is quality factor, which should be included into the VET system so that the system itself leads to inclusive approaches and prolong growth. It requires influencing the mindset of people and society leading to the value chain approaches - so that the impact reaches all the sectors and levels of society and makes it more like a movement. It is the reason why TVET providers have to approach the practice with the purpose of building knowledge, life skills, perspectives, attitudes and values.

Recommendations

Accessibility of resources

Access to technical and vocational education is still low compared to the expected influx of primary and secondary schools graduates. The two institutions should develop strategies which aim at expanding training provision with regard to the numbers and different modes of making TVET more accessible. LCE should be providing in-services training courses to the unqualified TVET providers who are already in the institution and schools teaching. This would not be a new exercise to the college as it was once offered the in-service programme to the technical teachers who were doing Secondary Technical Teaching Certificate (part II). LCE should also facilitate workshops on pedagogy for instructors who are recruited without undergoing a technical teacher training programme. LCE should start taking cognisance that it is providing Technical teachers who teach in secondary schools, technical and vocational schools, skills training centres, therefore the college should provide relevant programmes to the institutions. LP should be providing part-time courses on other courses that it is offering fulltime mode of learning only. Such courses are bricklaying, welding, automotive, panel beating, and fitting and machinery. It should also be involved more into the offering of part-time on most of the courses that it offers.

Improved curriculum for TVET institutions

The crucial challenge is that both of these teacher roles are now changing. Vocational schools as partners in training for businesses should an essential contribution to the qualification of these young specialists. Vocational schools must react to changes in the system of vocational training rapidly, by being able to readjust to optimum functionality. "New requirements for teachers can be identified: the main duty of TVET teachers is no longer just to teach, but they have to develop and provide learning environments for their students and apprentices in

cooperation with industries, targeted at the industries' needs, and with the objective to qualify youths to participate in a civil society. TVET teachers are increasingly involved in the shaping of TVET processes and the TVET system according to the needs of society and economy. They also have to assume a growing responsibility for the societal development" (First World Congress on Teacher Education for Technical and Vocational Education and Training, 2008). In order to develop the required quality of TVET teacher education, all available resources have to be used, such as the academic excellence of universities in research and development, the knowledge and competence of the economic sectors, and the perspectives that lie in the international exchange of knowledge and experiences. Brunette opines that that the real-world challenges should be brought into classrooms as the starting points for learning, around which curricula and subject content can be integrated.

Establishment of networks and partnerships

There are no industries involved in planning and implementation of courses. Firstly, the industry should be bound to support TVET by contributing to the community development and schooling activities. Secondly, as technological education prepares learners for the world of work and it should therefore be financed by the stakeholders that benefit directly from it, namely employers. For example, private enterprises will sponsor materials or provide schools with excessive equipment and provide opportunities for learners to experience the world of work firsthand. Another way to generate funds for technological education is to expect enterprises to pay a special technological education levy. TO support the self-help employment there should be a pool of resource (financial)

The TVET technical committee should be established so that they establish links between the technical schools and local private enterprises. And form Cooperation with influential international organisations such as the ILO, UNICEF and SADC committees for Education and Training are to take place.

Staff experiential training and students' attachment in industries and institutions should be established. This would be reacting to the indication there is no partnerships between the institutions and industries. These Stakeholders such as schools, industries and ministry of education should meet and reach consensus about a proper method of doing job-attachment after school hours. Important aspects that need to be sorted out are the juridical aspects to protect learners and employers from abuse and exploitation as well as safety aspects in practical workshops

Participatory Planning through strong coordination mechanism

Lesotho TVET system does not have a strong corporatist tradition based on close links between learners, educators, employers and employers' organisations due to ignorance among stakeholders, it is the responsibility of TVD the coordinating body to link these bodies.

It is clear that not surfaced that no stakeholders are involved in the planning of national TVET national programmes. There should be a participatory planning that include; higher institutions of learning industries, TVD and schools. "If education is to be made sustainable in the life of the beneficiary, then it has to be delivered in an all-inclusive, multi-disciplinary and holistic manner, using the Integrated Education Program approach. Unless education is delivered as one integrated package instead of the fragmented approach that appears to be widely adopted in

the sub-region, sustainable development will remain fragmented. The requirement for schools today is that they are able to develop partnerships with the surrounding economic and social environment, but also to nurture an internal environment which is flexible and dynamic enough to meet the needs of a wide range of stakeholders and increasingly demanding clients” (Pavlova, 2007).

Quality improvement of staff through re-training, research and conferences

The quality of technical and vocational education and training should continuously be improved. Staff members from the two institutions should get more retraining courses opportunities in form of short courses, workshops etc which include business skills and management skills. The retraining course should involve not only new staff teaching areas, recent upcoming issues like sustainability in TVET.

There should be a clear policy within institutions that allow staff members to improve their capacity. They should be workshopped in new concepts and be given opportunities to acquire relevant skills such as management skills and entrepreneurship skills in the case of lecturers from LCE.

Emphasis to sustainable development approaches

Most of the programmes do not include environmental aspects. Every course should include the environmental aspects. For instance consideration of the recycling, nature conservation, responsibility of saving natural resources and replacing the used ones (e.g. tree planting campaigns).

When dealing with the knowledge of national and international parameters (development frameworks), most of the teaching staff are not familiar with them. Teachers should be workshopped on the national parameters (Vision 2020, Poverty Reduction Strategy Paper, etc) and international parameters (Millennium Goals). This would enable providers to understand the efforts or direction of the education and TVET system. Karl-Axel and Gérard (2007) ‘Learning is no longer restricted to what goes on within the school walls. Schools must relate well to the surrounding community if they are to be effective [....] Schools need to relate directly to what goes on around them’

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