THE TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING SYSTEM IN BOTSWANA:
STAKEHOLDER PERCEPTIONS OF TVET PRACTICES

BY

LYDIA NGATI
B.A.(HONS) FASHION DESIGN; DIP TVE; M.ED.STUD.

A THESIS SUBMITTED IN TOTAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION
FACULTY OF EDUCATION AND ARTS
UNIVERSITY OF NEWCASTLE
NEW SOUTH WALES
AUSTRALIA

MARCH 2015
STATEMENT OF ORIGINALITY

I hereby certify that the contents of this thesis relate to my own work, taking into account normal candidate-supervisor relations. The thesis contains no materials which has been accepted for the award of any other degree or diploma in any university or other tertiary institution and, to the best of my knowledge and belief, contains no material previously published or written by another person, except where due reference has been made in the text. I give consent to the final version of my thesis being made available worldwide when deposited in the University’s Digital Repository, subject to the provisions of the Copyright Act 1968.

Lydia Ngati
March, 2015
ACKNOWLEDGEMENTS

It would not have been possible to write this doctoral thesis without the help and support of the kind people around me, to only some of whom it is possible to give particular mention here. First and foremost, I would like to express my profound gratitude and deep regard to my principal supervisor, Dr Mitch O’Toole for his exemplary guidance, monitoring and constant encouragement during my candidature. This study would never have been possible without his help, guidance, and powerful supervision.

I also take this opportunity to express a deep sense of gratitude to my co-supervisor, Dr Barry McKnight for his detailed review, valuable information, and constructive criticism on my thesis. I also thank Dr Don Adams for the role he played as my principal supervisor during the initial stages of my study.

Then my extended family, which supported me throughout the study on personal and spiritual basis by their prayers, encouragement, a BIG THANK YOU!!! A special thank you to my lovely husband, who through thick and thin has been the pillar of my strength, and more importantly taking care of the children and performing all parental duties to Kabelo Alex Ngati and Thato Michelle Ngati before their move to Australia in the last 2 years of my studies. Their stay with me in Australia was rewarding. Beautiful Thamiso Rosie Gabriella Ngati was an absolute angel in 2014.

Special thanks to Botswana Government and the University of Newcastle for the generous scholarship to sponsor my PhD study. In addition, I give my thanks to the Principals of TVET institutions, the Heads of Departments and students who voluntarily participated in the study. THANK YOU ALL!!! A particular thank you also goes to the School of Education, University of Newcastle for the direct financial aid available through various awards and grants. In particular, the competitive travel scholarship has enabled me to collect my data and visit all the TVET institutions, employer groups which participated in this study in most parts of Botswana.

I am also deeply indebted to GOD almighty who has always been close to me and provided for all my spiritual and physical needs including; peace, good health, knowledge, wisdom and understanding.
ABSTRACT

Poor quality TVET provision in Botswana has prompted the government to attempt to revitalise the system. The country’s two educational reviews in 1976 and 1993 have been very instrumental in guiding the overall education and training provision in Botswana. These reviews saw the establishment of the country’s first National Policy on Vocational Education and Training in 1997, and the Botswana National Qualifications Framework (BNQF) and the Botswana Training Authority (BOTA) in 2000 to ensure quality and raise standards by harmonising existing training provision.

This study focused on stakeholder perceptions of current TVET practice since the inception of NPVET (1997) and Revised National Policy on Education (1994) and the challenges brought about by these changes. Quantitative and qualitative methods of inquiry were used to collect data from stakeholders. For the quantitative part of this study, surveys were used to collect data from TVET Learners, TVET Lecturers in the sampled eight Government TVET institutions (4 Technical Colleges and 4 Brigades) and Employer groups in Botswana. For the qualitative part, interviews were held with Government officials. The SPSS software package was used to analyse quantitative data while NVivo was used for qualitative analysis.

Findings from this study point to many variables that hinder the system’s relative effectiveness. Some of these included fragmentation of the current TVET system in Botswana, minimal stakeholder involvement, limited resources for effective delivery of TVET programs, and inadequate instructional methods. Another important finding was that TVET Learners in the Brigades felt disadvantaged in terms of resources compared to their counterparts in Technical Colleges. Moreover, recognition of TVET qualifications and progression pathways within Government TVET has proven difficult. Thus, the study concluded that a holistic approach was needed involving all key stakeholders in formulation and implementation of policies and programs to address the short, medium and long term measures to improve the TVET system’s effectiveness in Botswana.
LIST OF TABLES

1.1: Government policies and directives guiding the Botswana TVET system 2
1.2: TVET events since Botswana’s independence leading to NDP10 15
2.1: TVET provision in Botswana 45
3.1: Summary of data collection procedure 68
3.2: Framework for data collection 69
3.3: Critical areas identified in literature 71
3.4: TVET programs covered in the study 72
3.5: Areas of specialisation and the type of college they are offered 74
4.1: Response rate as per industry areas 83
4.2: Industry areas with low response rate 83
4.3: Level of training vs Industry areas 84
4.4: Rate of returns from Technical Colleges and Brigades 85
4.5: Sections of the survey used in this study 85
4.6: Summary of significant differences between sections of TVET Learners’ survey 87
4.7: Mean scores for items 5-9 88
4.8: Mean scores for items 10-14 89
4.9: TVET Learners’ responses on section 2 of the survey (program content) 89
4.10: Mean scores for items 15-19 (program resources) 91
4.11: Mean scores for items 20-22 (instruction/evaluation) 92
4.12: Summary of mean score significant differences for items 20-22 (instruction) 93
4.13: Mean scores for items 23-24 (graduation requirement/ employment requirements) 93
4.14: Mean scores for items 25-28 (work term) 94
4.15: Number of responses from TVET institutions 101

4.16: Sections of the TVET Lecturers’ survey 101

4.17: Mean scores and SD for sections 1-7 of TVET Lecturers’ survey 102

4.18: Summary of significant differences between sections of the TVET Lecturers’ survey 103

4.19: Responses to item 1 sub-sections 105

4.20: Summary of responses for item 5 106

4.21: Comparison of mean scores (TVET Learners and TVET Lecturers) 109

4.22: Summary of responses from employer groups 110

4.23: Employer responses to section one of the survey 111

4.24: Frequency of responses to question 6 112

4.25: Frequency of responses to question 9 113

4.26: Frequency of responses to question 14 115
# LIST OF FIGURES

2.1: Botswana Technical Education Program Structure 39

2.2: TVET Botswana National Qualifications Framework 46

2.3: TVET conceptual framework 51

2.4: TVET framework for the study 52

4.1: Mean scores for the seven sections of TVET Learners’ survey 86

4.2: Mean scores for the seven sections of TVET Lecturers’ survey 102

4.3: Frequency of responses to question 8 113

4.4: Frequency of responses to question 10 114

4.5: Frequency of responses to question 13 115

4.6: Frequency of responses to question 15 116
# LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>AU</td>
<td>African Union</td>
</tr>
<tr>
<td>BDP</td>
<td>Botswana Democratic Party</td>
</tr>
<tr>
<td>BOTA</td>
<td>Botswana Training Authority</td>
</tr>
<tr>
<td>BTEP</td>
<td>Botswana Technical Education Program</td>
</tr>
<tr>
<td>BEC</td>
<td>Botswana Examination Council</td>
</tr>
<tr>
<td>BNQF</td>
<td>Botswana National Qualifications Framework</td>
</tr>
<tr>
<td>BNVQF</td>
<td>Botswana National Vocational Qualifications Framework</td>
</tr>
<tr>
<td>BGCSE</td>
<td>Botswana General Certificate of Secondary Education</td>
</tr>
<tr>
<td>CBT</td>
<td>Competence Based Training</td>
</tr>
<tr>
<td>COSC</td>
<td>Cambridge Overseas School Certificate</td>
</tr>
<tr>
<td>DoE</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DoL</td>
<td>Department of Labour</td>
</tr>
<tr>
<td>EWP</td>
<td>Education with Production</td>
</tr>
<tr>
<td>DTVET</td>
<td>Department of Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>FCTVE</td>
<td>Francistown College of Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>GTC</td>
<td>Gaborone Technical College</td>
</tr>
<tr>
<td>HREC</td>
<td>Human Research Ethics Committee</td>
</tr>
<tr>
<td>ICT</td>
<td>Information, Communication and Technology</td>
</tr>
<tr>
<td>IIEP</td>
<td>International Institute for Education and Planning</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
</tr>
<tr>
<td>JC</td>
<td>Junior Certificate</td>
</tr>
<tr>
<td>MTTC</td>
<td>Madirelo Training and Testing Centre</td>
</tr>
<tr>
<td>MoE &amp; SD</td>
<td>Ministry of Education and Skills Development</td>
</tr>
<tr>
<td>MoLHA</td>
<td>Ministry of Labour and Home Affairs</td>
</tr>
<tr>
<td>MTC</td>
<td>Maun Technical College</td>
</tr>
<tr>
<td>NBCC</td>
<td>National Brigade Coordinating Committee</td>
</tr>
<tr>
<td>NCC</td>
<td>National Craft Certificate</td>
</tr>
<tr>
<td>NDP</td>
<td>National Development Plans</td>
</tr>
<tr>
<td>NPVET</td>
<td>National Policy on Vocational Education and Training</td>
</tr>
<tr>
<td>NCoE</td>
<td>National Commission on Education</td>
</tr>
<tr>
<td>NCVT</td>
<td>National Certificate of Vocational Training</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
</tr>
<tr>
<td>NSA</td>
<td>National Skills Authority</td>
</tr>
<tr>
<td>OBE</td>
<td>Outcomes Based Education</td>
</tr>
<tr>
<td>PTC</td>
<td>Palapye Technical College</td>
</tr>
<tr>
<td>PSLE</td>
<td>Primary School Leaving Examination</td>
</tr>
<tr>
<td>QAA</td>
<td>Quality Assessment and Assurance</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>SA/RSA</td>
<td>Republic of South Africa</td>
</tr>
<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
</tr>
<tr>
<td>SAQA</td>
<td>South African Qualifications Authority</td>
</tr>
<tr>
<td>SETA</td>
<td>Sectoral Education and Training Authorities</td>
</tr>
<tr>
<td>SQA</td>
<td>Scottish Qualification Authority</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Program for Social Sciences</td>
</tr>
<tr>
<td>TVSD</td>
<td>Technical &amp; Vocational Skills Development</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>VT</td>
<td>Vocational Training</td>
</tr>
</tbody>
</table>
DEFINITION OF TERMS

Apprenticeship
A form of training system which combines on-the-job training and work experience while in paid employment with formal off-the-job training. An apprentice/trainee enters into a training agreement with an employer which outlines commitment from both parties.

Assessment (of skills and competences)
These are exercises employed to evaluate or measure level of competence achieved after or during training.

Awarding body
An organisation responsible for issuing qualifications (Certificates, Diplomas or Degrees) as recognition of individual competence and achievements following a standard assessment procedure.

Batswana
Citizens of Republic of Botswana (Singular: Motswana)

Best practice
Management practices and work processes that lead to quality performance and strive to lead by examples.

Brigades
Community-based training centres which combined training with practical work and enterprise activities which were famous for offering out-of-school and post-school TVET.

Competence
An ability to perform given task at the acceptable standards, i.e. the possession of knowledge, skills and personal characteristics needed to satisfy the special demands or requirements of a particular situation.

Competency standard
1. An industry-determined specified set of skills, knowledge and attitudes required to operate effectively in an employment setting. They are comprised of unit specifications, which are made up of learning outcomes, together with performance criteria against a range of variables.

2. Statement developed by industry specifying the competencies required by workers for each sector of the workforce.

Employability
1. The degree of readiness an individual demonstrates in finding and securing a job.
2. Relates to portable competencies and qualifications that enhance an individual’s capacity to make use of the education and training opportunities available in order to secure and retain decent work.

Employability skills
The skills which enable people to gain, keep and progress within employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

**Flexible delivery**
A range of approaches to providing education and training, giving learners greater choice of when, where and how they learn. Flexible delivery may include distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning.

**Information and communication technology (ICT)**
Technology that provides for the electronic input, storage, retrieval, processing, transmission and dissemination of information.

**Key competency**
Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry.

**Knowledge economy**
An economy that is driven by ideas and knowledge, rather than by material resources, and in which the keys to job creation and higher standards of living are innovation and technology embedded in services and manufactured products. (Source: ILO)

**Labour market**
The system of relationships between the supply of people available for employment and the available jobs.

**Lifelong learning**
All learning activity undertaken throughout life, with the aim of improving knowledge, skills and/or qualifications for personal, social and/or professional reasons.

**Modular training**
The breaking down of whole educational qualifications into useful sub-units (modules) each of which has measurable outcomes that are assessed (and in some cases certified) in their own right as well as contributing to a larger overall educational outcome (primarily a qualification).

**On-the-job training**
Vocational training given in the normal work situation; it may constitute the whole training or be combined with off-the-job training.

**Pathway of training**
Various combinations of education, training and employment activities that individuals may undertake to reach a certain destination, for example a desired qualification or type of employment.
Qualifications framework
A structure for setting out the levels at which vocational qualifications accredited by regulatory authorities can be recognized.

Skill
An ability to perform a particular mental or physical activity that may be developed by training or practice.

Skill development
The development of skills or competencies that are relevant to the workforce.

Skill shortage
Shortage of a particular skill in the labour market.

Skill upgrading
Training to provide supplementary and generally higher-grade qualifications and knowledge within the same trade or profession to enable the trainee to better his/her work situation and eventually to make themselves eligible for promotion.

Sustainable development
Development that meets present needs, without compromising the ability of future generations to meet their own needs.

Technical and vocational education and training (TVET)
Post-compulsory education and training, excluding degree and higher level programmes delivered by higher education institutions, which provide people with occupational or work-related knowledge and skills.

Vision 2016
A statement of intent that identifies key policy directions in anticipation of Botswana’s 50 years of independence.

NDP
These are propositions that are debated in parliament to identify emerging social and economic key areas and challenges. They are usually for a period of five years.
# TABLE OF CONTENTS

**Contents**

**STATEMENT OF ORIGINALITY** .......................................................... 2  
**ACKNOWLEDGEMENTS** .................................................................. 3  
**ABSTRACT** ..................................................................................... 4  
**LIST OF FIGURES** ......................................................................... 7  
**LIST OF ABBREVIATIONS AND ACRONYMS** ............................. 8  
**DEFINITION OF TERMS** ................................................................. 10

**Chapter 1: Introduction to the study** ............................................... 1

1: Introduction .................................................................................. 1
1.1: Botswana in context .................................................................. 1
1.2: History of Education in Botswana ........................................... 1
1.3: Technical and Vocational Education and Training in Botswana .... 4
1.4: Background on Tracer Study on the Employment Outcomes of the Vocational Graduates .......................................................... 10
1.4.1: The findings from the Tracer Study ....................................... 10
1.5: Motivation for the study ............................................................ 11
1.6: Problem Statement .................................................................. 15
1.7: Purpose of the study ................................................................. 15
1.8: Objectives of the Study and Research Questions ...................... 16
1.9: Significance of the research ...................................................... 17
1.10: Outline of chapter headings ...................................................... 17

**Chapter 2: Literature review** ......................................................... 18

2: Introduction to chapter ................................................................. 18
2.1: Global TVET reform-An overview ........................................... 18
2.2: The current global debate on TVET status ............................... 20
2.3: TVET in Africa-An overview .................................................. 24
2.3.1: TVET reforms in South Africa - An overview ...................... 27
2.3.2: The context of TVET in Botswana ....................................... 30
2.3.3: History of Botswana Brigades .............................................. 31
2.3.4: The Botswana Technical Education Programs (BTEP) ........................................37
2.4: Summary: An overview of TVET system reforms in Botswana ..........................43
2.5: Policy borrowing and TVET systems reform ..................................................47
2.6: A framework for understanding TVET .........................................................50
2.7: Understanding the perceptions of TVET systems ........................................55
2.8: Measuring TVET effectiveness ....................................................................56
2.9: Evaluation of TVET policies, strategies and system outcomes ..................57
2.10: Evaluation of TVET programs .................................................................58
2.11: Summary of Chapter 2 .............................................................................62

CHAPTER 3: RESEARCH METHODOLOGY .......................................................... 63

3: Overview of the chapter ................................................................................. 63
3.1: Research objective ...................................................................................... 63
3.2: The methodology and research design ..................................................... 64
  3.2.1: Mixed methods study design .............................................................. 64
  3.2.1.2: Choice for the design study and rationale ................................ 65
3.3: Sampling design and sample size ............................................................... 66
3.4: Research plan .............................................................................................. 67
3.5: The main research and data analysis ......................................................... 69
3.6: A conceptual framework for conducting the research ............................. 69
  3.6.1 TVET Curricula ..................................................................................... 70
  3.6.2: Instruction/delivery options ................................................................ 71
  3.6.3: Student assessment ............................................................................. 72
  3.6.4: TVET Learners ................................................................................... 72
  3.6.5: Lecturer morale ................................................................................... 72
3.7: Areas of industry specialisation and the type of TVET Institutions they are offered in .............................................................. 73
3.8: Ethics clearance ......................................................................................... 74
3.9: Questionnaire design and administration ................................................. 74
3.10: Interview Protocol ................................................................................... 76
3.11: Background of the Tracer study instruments used .................................. 76
3.12: Characteristics of the instruments used for the study ........................................ 76
3.13: Validity and Reliability of data collection instruments used.............................. 78
   3.13.1: Content validity ......................................................................................... 78
   3.13.2: Consensual validity .................................................................................. 79
   3.13.3: Concurrent validity .................................................................................... 79
   3.13.4: Construct validity ..................................................................................... 79
   3.13.5: Reliability of the instruments used ............................................................ 79
3.14: Chapter summary ............................................................................................. 80

**CHAPTER 4: QUANTITATIVE DATA ANALYSIS ................................................. 81**

4: Introduction ............................................................................................................ 81
4.1 Quantitative Analysis of Learners' responses ..................................................... 81
   4.1.1 Background Information ............................................................................. 81
   4.1.2: Analysis of the TVET Learners survey on seven sections ...................... 84
4.2: TVET Learners' responses on section one (your vocational course) .............. 87
4.3: TVET Learners' responses on section two of the survey (program content) .... 88
   4.3.1: Comparison of means using ANOVA for item 10 ................................. 89
   4.3.2: Comparison of means using ANOVA for item 11 ................................. 89
   4.3.3: Comparison of means using ANOVA for item 12 ................................. 89
   4.3.4: Comparison of means using ANOVA for item 13 ................................. 90
   4.3.5: Comparison of means using ANOVA for item 14 ................................. 90
4.4: TVET Learners' responses on section three of the survey (program resources) 90
4.5: TVET Learners' responses on section four of the survey (program instruction/evaluation methods) ................................................................. 91
4.6: TVET Learners responses on section five of the survey (graduation requirement /employment requirements) ............................................................. 92
4.7: Learners' responses on section six of the survey (work term) ....................... 93
   4.7.1: Comparison of means using ANOVA for item 25 ................................. 93
   4.7.2: Comparison of means using ANOVA for item 26 ................................. 94
   4.7.3: Comparison of means using ANOVA for item 27 ................................. 94
   4.7.4: Comparison of means using ANOVA for item 28 ................................. 95
4.8: Learners responses on section seven of the survey (skills acquisition, quality of training) ................................................................................................................................. 95

4.8.1: Comparison of means using ANOVA for item 29 ........................................ 95

4.8.2: Comparison of means using ANOVA for item 30 ..................................... 96

4.9: Summary of responses of the comparison of the sections of TVET Learners’ survey ............................................................................................................................... 96

4.9.1: Comparison of views of TVET Learners from Technical Colleges and Brigades 97

4.9.2: Institution location vs TVET Learners’ responses .................................... 97

4.9.3: Age vs TVET Learners’ responses ............................................................ 98

4.10 Summary of the analysis of the TVET Learners’ survey .............................. 99

4.11: Quantitative data analysis for TVET Lecturers’ responses ......................... 99

4.11.1: Scoring of responses ................................................................................. 100

4.11.2 Comparison of means using ANOVA ...................................................... 101

4.11.3: TVET Lecturers’ responses on section 1 (TVET Curriculum) of the survey 103

4.11.3.1: Results from sub-item 5 ...................................................................... 105

4.11.4: TVET Lecturers’ responses on section 2 (Course Content) of the survey 105

4.11.5 Analysis of responses to section 3 (Course Resources) of the TVET Lecturers’ survey .................................................................................................................. 106

4.11.6 Analysis of responses to Section 4 (Course Instruction/Evaluation methods) of the TVET Lecturer survey .............................................................................. 106

4.11.7: Analysis of responses to Section 5 (Graduation requirements/Employment requirements) of the TVET Lecturer survey ................................................................. 106

4.11.8: Analysis of responses to Section 6 (Work Term) of the TVET Lecturer survey 106

4.11.9: Analysis of responses for section 7 (Experience, job satisfaction - yourself) of the survey ............................................................................................................. 107

4.12: Summary of TVET Lecturers’ responses ..................................................... 107

4.13: Comparison of TVET Learners and TVET Lecturers survey responses .... 108

4.14: Quantitative data analysis for employers .................................................... 109


4.15: Summary of chapter 4 .................................................................................. 115

CHAPTER 5: QUALITATIVE DATA ANALYSIS ...................................................... 117

5: Introduction .................................................................................................... 117
5.1: TVET Learners’ responses to open ended questions ......................... 117
5.2: Summary of open responses to sections of TVET Learners’ survey ........ 117
  5.2.1: Resources ............................................................................. 117
  5.2.2: Exposure to work based learning ......................................... 119
  5.2.3: The assessment system ......................................................... 120
5.3: TVET Lecturers’ responses to open ended questions ......................... 121
  5.3.1: Summary of open responses to section two of TVET Lecturers’ survey ... 122
    5.3.1.1: The need to revise the current TVET curriculum .................. 122
    5.3.1.2: Assessment system .......................................................... 123
    5.3.1.3: Increase the duration for TVET Learners’ industrial attachment ..... 123
5.4: Summary of responses to section four of TVET Lecturers’ survey ........ 124
  5.4.1: Additional assessment methods to ensure learner competency ........... 125
  5.4.2: Assessment system ............................................................... 126
  5.4.3: Periodic college based assessment .......................................... 127
  5.4.4: Performance based projects and industrial attachment ............... 128
  5.4.5: Research and resources ....................................................... 129
5.5: Summary of responses to section six of TVET Lecturers’ survey ........ 129
  5.5.1: Enrolments in TVET courses in Botswana .................................. 130
    5.5.1.1: TVET curriculum ............................................................. 130
  5.5.3: Resources ............................................................................. 131
  5.5.4: Assessment practices ............................................................ 131
  5.5.5: TVET Lecturer perceptions of employer satisfaction with TVET graduates 132
  5.5.6: TVET Lecturer perceptions of employability of TVET graduates ........ 133
5.6: Summary of open responses to section seven of TVET Lecturers’ survey .... 136
5.7: Employers’ responses to open ended questions .................................. 138
5.8: Analysis of interview data for government officials .............................. 139
  5.8.1: Introduction .......................................................................... 139
  5.8.2: Implementation of the TVET policy ......................................... 140
  5.8.3: The importance of stakeholder involvement .............................. 143
  5.8.4: Stakeholders’ satisfaction with the current TVET practices ............ 146
CHAPTER 6: DISCUSSION .............................................................................................................. 155

6.1: Introduction .......................................................................................................................... 155

6.2 Discussion of key findings in relation to the research questions ........................................ 156
   6.2.1. Stakeholder perceptions of current TVET practices in Botswana .................................. 156
   6.2.2 To what extent do the stakeholders perceive the current TVET practices to be effective? .......................................................................................................................... 158
   6.2.3 In what ways do they perceive the system could be made more effective? ........................ 159
   6.2.4: How do the interactions between different stakeholder groups influence current TVET practices in Botswana? .................................................................................. 162
   6.2.5: What impact does the interaction between various modes of TVET delivery in Botswana have on perceptions of relative effectiveness? ................................................. 163

6.3: Summary of chapter 6 ........................................................................................................... 164

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS ......................................................... 166

7.1: Introduction .......................................................................................................................... 166

7.2: Summary of conclusions ..................................................................................................... 167
   7.2.1: Short Term Measures ..................................................................................................... 172
   7.2.2: Medium Term Measures ............................................................................................. 172
   7.2.3: Long Term Measures .................................................................................................. 173

7.3: Limitations of the study ....................................................................................................... 174

7.4: Recommendations to key stakeholders .............................................................................. 174

7.5: Recommendations for further studies ................................................................................ 176

7.6: Final Summary ..................................................................................................................... 177

8: REFERENCES ......................................................................................................................... 178

9: APPENDICES ......................................................................................................................... 192

APPENDIX A .............................................................................................................................. 192

APPENDIX B .............................................................................................................................. 193

APPENDIX C .............................................................................................................................. 198

APPENDIX D .............................................................................................................................. 203

APPENDIX E .............................................................................................................................. 206

APPENDIX F.1 ............................................................................................................................ 207