REGIONAL WORKSHOP:

Introduction of Competence-Based Education and Training (CBET) to reform Technical/Vocational Education and Training (TVET) Systems in East and Southern Africa: Status, Challenges, Perspectives

Hosted by: Vocational Education and Training Authority (VETA),Tanzania

**At: Beachcomber Hotel, Dar Es Salaam, Tanzania
27 August – 1 September 2000**

Workshop Proceedings

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Darmstadt/Ankara, October 2000

HINTS FOR NAVIGATION

In the first chapter Introduction and Background you can read the general intent both of the CBET Workshop at Dar Es Salaam as well as the context of the GTZ Regional Studies on CBET.

In the List of Contents you will find the proceedings and related annexes. Both have hyperlinks for easy reference of the user.

You can navigate through the document by clicking the hyperlinks in the document and by using the 'back to previous' key (symbol) of the Microsoft software.

In order to be able to open and read all documents, the user needs only the following programme: Microsoft Word 97 or later.

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1   INTRODUCTION AND BACKGROUND

Competence-based Education and Training (CBET) has been introduced under various names, e.g., standards-based or outcome-oriented education and/or training, in an increasing number of countries around the globe. In fact, CBET has become a "mega trend" in the international discussion on reforming TVET systems. In essence, the mission of CBET is to better link and match education and training to the requirements in the world of work, and to provide more access to education and training qualifications ("bridges and ladders") for hitherto disadvantaged groups in the labour markets.

In East and Southern Africa, an increasing number of countries have embarked on reforming TVET systems, or parts of them, by introducing CBET. The Member States of the Southern African Development Community (SADC), for example, agreed in a Protocol on Education and Training (1997) among other to move their national education and training systems on certificate and diploma level towards harmonised, equivalent and eventually standardised certification. However, despite the similarities in vision and underlying principles of CBET, it appears that reforms in East and Southern African countries differ with regard to concrete concepts, terminology, implementation strategy, and status of implementation.

Acknowledging these global and regional trends, the Deutsche Gesellschaft für Technische Zusammenarbeit – German Technical Co-operation (GTZ) initiated a dialogue on CBET as a means to reform national vocational education and training systems between practitioners, planners, policy makers and researchers from Europe and partner countries in Africa, Asia and Latin America. In March 1999, the GTZ Headquarters in co-operation with the Darmstadt University of Technology (TUD) organised an international workshop addressing issues of compatibility of CBET and occupation-oriented, co-operative training systems in partner countries of development co-operation. Following up to the Darmstadt Workshop, another workshop was conducted by the GTZ in co-operation with the Scottish Qualification Authority (SQA) at Glasgow in November 1999 to study the key features of the Scottish outcome-oriented model.

It was against this background that GTZ representatives of TVET reform projects in Swaziland, Tanzania, Uganda and Zimbabwe together with their respective project partners met on the occasion of the Second IVETA East and Southern African Regional Conference in May 2000 in Mauritius, and agreed to organise and co-sponsor a Regional Workshop on 'Competence-based Education and Training (CBET) as a means to reform Technical/ Vocational Education and Training (TVET) systems in Southern and Eastern Africa'. The parties to this agreement were aware that, at times of serious downward pressures on budgets of both donor organisations and national governments in East and Southern African countries, there was a clear sense of urgency to do more with less and that there was reason to assume that synergies could be created if senior technical staff involved in the conceptualisation and implementation of standards triggered reforms exchanged their experiences and shared expertise and products.

The regional workshop took place between 27 August and 1 September 2000 at the Beachcomber Hotel, Dar Es Salaam, Tanzania. The workshop was hosted and organised by the Vocational Education and Training Agency (VETA), represented by Mrs. Bernadetta Ndunguru, and the GTZ project management and staff at VETA, Dar es Salaam, represented by Mr. Ewald Gold. It was attended by some 40 participants and resource persons from Botswana, Ethiopia, Malawi, Mozambique, Namibia, Swaziland, Tanzania, Zimbabwe, Kenya, Turkey, Denmark, Canada and Germany.

The envisaged **outcomes** of the workshop were:

- A concise overview (map) over concepts and status of the reform in the participating countries.
- Better understanding about implications (e.g. in terms of resources required) of specific approaches to standards-setting, testing/assessment, curriculum development.
- Common understanding of challenges, needs and potentials for South-South networking and co-operation on TVET reforms.
- Agreements between participants on bilateral or multilateral collaboration.
- An Action Plan on what and how to establish networks and collaboration.

To prepare for the workshop, participants drafted 'country reports' reflecting the concept and status of TVET reforms in their respective countries (see: Annex A4). In addition, participants were supplied with copies of the GTZ Report on Regional Analyses of CBET. The studies resulting in that report were organised by the Planning and Development Division at GTZ Headquarters in the context of their 'Sector Project on Flexibilization of Initial and Further Education and Training' between December 1999 and June 2000.

The workshop was facilitated and moderated by a facilitation team comprising Mr. Gerhard Kohn (INBAS, Germany), Mrs. Bernadetta Ndunguru (VETA, Tanzania), Mr. Arthur Sithole (ZOSS, Zimbabwe), Mr. Lewis Durango (ZOSS, Zimbabwe), and Aise Akpinar (INBAS/ Eduser, Turkey).

2   WORKSHOP PROGRAMME

Sunday, 27 August 2000

Arrival of participants

16:00 – 18:00   Registration

18:00 – 19:00   Welcome Cocktail

19:00 – 21:00   Dinner

Monday, 28 August 2000

09:00 – 09:15   Official Welcome
by Bernadetta Ndunguru, Director VET, VETA,
and Ewald Gold, Project Co-ordinator, GTZ

09:15 – 09:45   Introduction into Workshop Background, Objectives and Programme
by Bernadetta Ndunguru

09:45 – 10:30   Opening Address
by Ms. Rose Lugembe, Permanent Secretary, Ministry of Labour and
Youth Development

10:30 – 11:00   Coffee/Tea

11:00 – 13:00   Presentation on the GTZ-Sector Project on „Flexible Systems of
Vocational Education and Training/CBET in selected countries in
Europe, America, Africa, Asia":
- Summary of Findings
- Introduction of Key Parameters for Comparative Analysis of
  Concepts and Strategies to introduce CBET
- Questions & Answers
by Gerhard Kohn, Consultant

13:00 – 14:00   Lunch

14:00 – 16:00   „Country Fair/Exhibitions" by participating countries on Approaches to
and Status of Reforms (Coffee/Tea in between)

16:00 – 17:00   Feedback to „Country Fair/Exhibitions" (Plenary)

Tuesday, 29 August 2000

09:00 – 10:00   „Journalists" summarise the previous day

10:00 – 12:00   Breakaway Sessions: Work Groups (facilitated) on Comparative
Analyses of 'Concepts – Challenges – Potentials of CBET Reforms in
participating countries"
Coffee/Tea in between

12:00 – 13:00   Lunch

13:00   Departure to Bagamoyo

Wednesday, 30 August 2000

09:00 – 09:15   Reports from "Journalists" about previous day

09:15 – 10:30   Breakaway Sessions: Work Groups on Comparative Analyses (continued)

10:30 – 11:00   Coffee/Tea

11:00 – 13:00   Breakaway Sessions: Work Groups on Comparative Analyses (continued)

13:00 – 14:00   Lunch

14:00 – 15:30   Reports of Work Groups in the Plenary, Discussion

15:30 – 16:00   Coffee/Tea

16:00 – 17:00   Discussion on Work Groups' Reports (continued)

Thursday, 31 August 2000

09:00 – 09:30	„Journalists" summarise the day
09:30 – 10:30	Crucial Aspects of National Bodies (Plenary)
10:30 – 11:00	Coffee/Tea
11:00 – 13:00	Concrete Needs and Potentials for South-South Networking and Co-operation (Plenary)
13:00 – 14:00	Lunch Break
	Afternoon at leisure

Friday, 1 September 2000

|	
09:00 – 09:15	„Journalists" summarise previous day
09:15 – 11:00	Workshop Summary and Conclusions (Plenary)
11:00 – 11:30	Coffee/Tea
11:30 – 13:00	Workshop Evaluation
	Closing Speech by Dr. Lothar Diehl, Country Director, GTZ
13:00 – 14:30	Lunch
14:30 – 15:30	Meeting of core group on action plan and agreements for further collaboration
15:30 – 16:00	Coffee/Tea

3   GTZ REGIONAL ANALYSES ON COMPETENCE-BASED EDUCATION AND TRAINING (CBET): PRESENTATION OF SECLECTED FINDINGS (BY GERHARD KOHN)

The Context

Between December 1999 and June 2000, the Planning and Development Division in charge with TVET programmes and projects at GTZ Headquarters organised Regional Analyses on CBET in Europe, North America, Latin America, Africa, and Asia. These analyses were conducted in the context of a GTZ Sector Project on 'Flexibilization of Initial and Further Vocational Education and Training', and comprised case studies in 19 countries (see map below). All case studies together with four regional summaries were compiled on a CD ROM and were made available to GTZ supported TVET programmes and projects as well as to the participants of this workshop.

Countries and Regions covered by the GTZ Regional Analyses on CBET
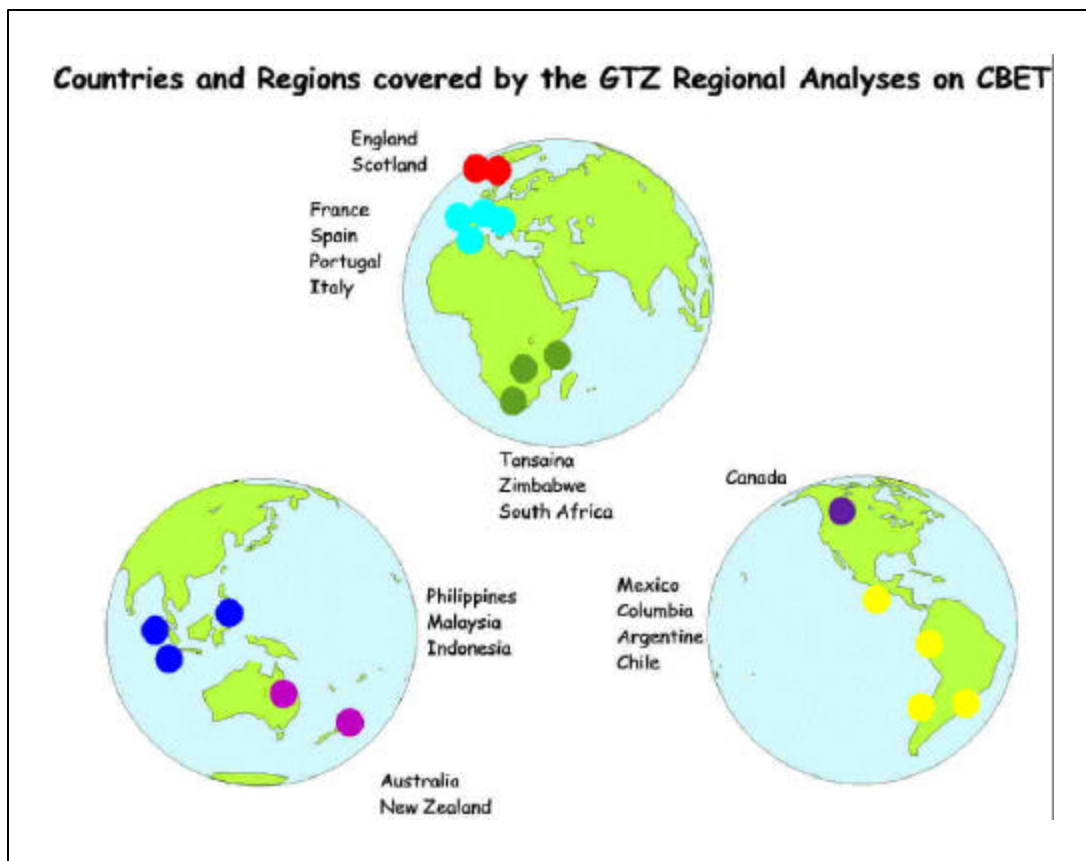
Issues to be solved

The introduction of CBET or outcome-oriented TVET can be considered primarily as a 'programmatic shift' in tackling reforms of TVET. The main issues that triggered the introduction of CBET are summarised in the following picture. The basic idea of CBET is to make TVET relevant for employment rather than being a formal and predominantly academic end in itself; as often was and still is the case in many countries.

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**Issues to be solved by the
introduction of CBET**

✓ **training is supply driven and
lacks <u>relevance</u> for wage-/
self-employment**

✓ **manifold parallel/fragmented
types of certificates lead to
<u>lack of transparency</u>**

✓ **<u>access</u> to training and
employment limited for small
proportion of an age group**

✓ **no provisions to <u>recognize</u>
non-formally acquired skills**

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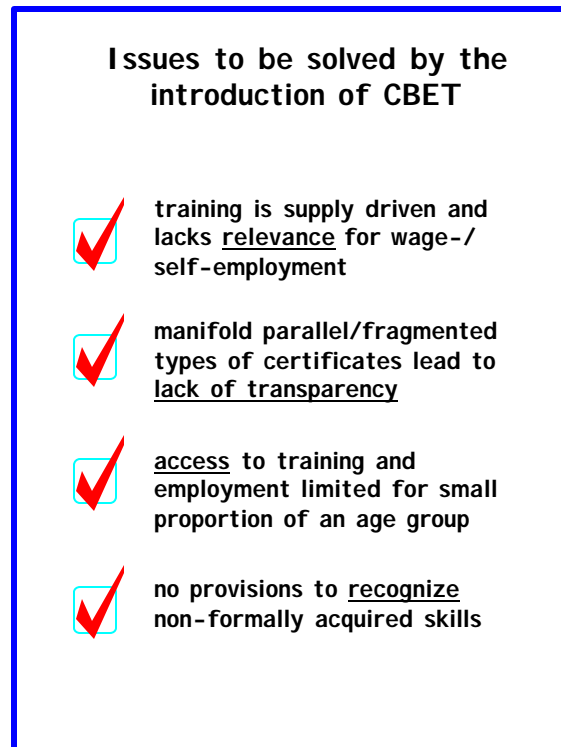
In a nutshell: One of the key challenges of TVET reforms is to ensure that TVET matches and is responsive to the requirements of the modern economy facing global competition.

And, at the same time, the challenge is to provide more training opportunities aiming at gainful and productive (self-)employment for hitherto disadvantaged groups of the population.

CBET advocates to solve these major challenges amongst others by
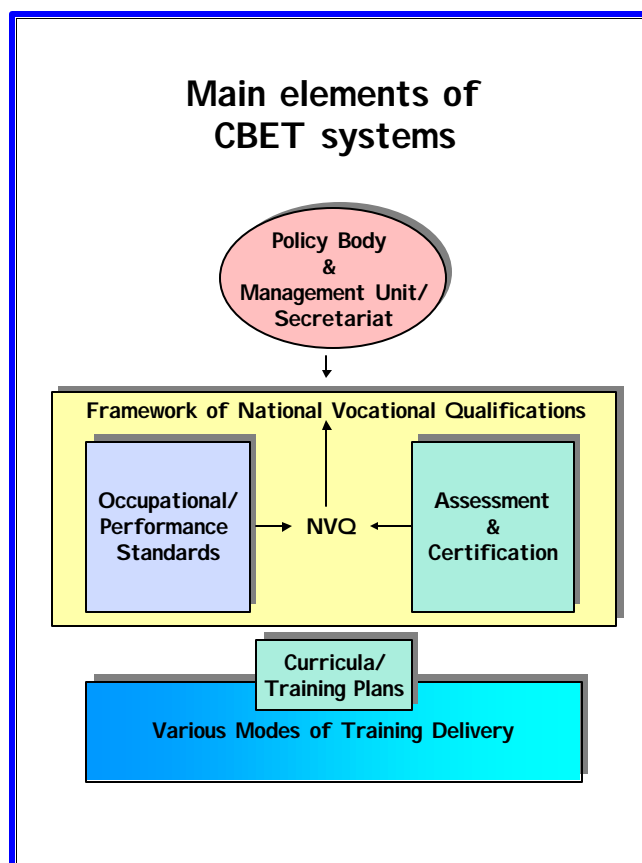
- Introducing (occupational / performance) standards that reflect the requirements of employment life;

- Relating assessment to these standards;

- Providing "open access" to assessment, no matter where and how the competencies where acquired.

- Modularising assessment and certification, i.e. breaking holistic qualifications into units, partial qualifications.

Overview – Main Elements of CBET Systems

TVET systems that are based on the philosophy of CBET usually comprise the following elements:

- (Occupational / performance) **standards** that provide the benchmarks for assessment, curriculum development and training delivery;

- An open access **assessment and certification system** that is based on the (occupational / performance) standards;

- Both, standards and the related provisions for assessment and certification for a given occupation constitute **National Vocational Qualifications (NVQ)**.

Main elements of CBET systems

Policy Body & Management Unit/ Secretariat

Framework of National Vocational Qualifications

Occupational/ Performance Standards → NVQ ← Assessment & Certification

Curricula/ Training Plans

Various Modes of Training Delivery

- A series of NVQ summarised in a map which is structured by complexity levels and occupational areas result in a **National Vocational Qualifications Framework**.

- **Curricula** and **training plans** as well as various modes of **training delivery** may be reviewed / developed based on standards and / or NVQ.

- **(Multipartite) National Bodies** (e.g. National Qualifications Authority, National Vocational Education and Training Authority, National Vocational Education and Training Council) are empowered by legislation to establish a TVET policy and regulate TVET.

It is worthwhile to note that TVET systems based on CBET are in essence *assessment and certification systems*, rather than *training* systems. The modes of learning respectively training provision are not pre-set in principle by CBET. However, the underlying learning principle of CBET is mastery learning, i.e. the envisaged (measurable) learning outcomes are achieved by most of the learners.

Each of these elements shall be elaborated below taking into account findings of the GTZ Regional Analyses on CBET.

Typology of CBET Approaches – Formats and Focus of Standards

Conceptualisation, definition and development of (occupational / performance) *standards* is crucial to reform VET systems based on a CBET approach. The GTZ Regional Analyses reveal numerous terms to label what could be generically named an "Occupational Standard (OS)", i.e. a summary description of the requirements of an occupation in the world of work. Though with variations from country to country, there are basically two sets of categories used for a standardised description of the occupational requirements which reflect the origin of the underlying concept of outcome-oriented respectively competency-based TVET:
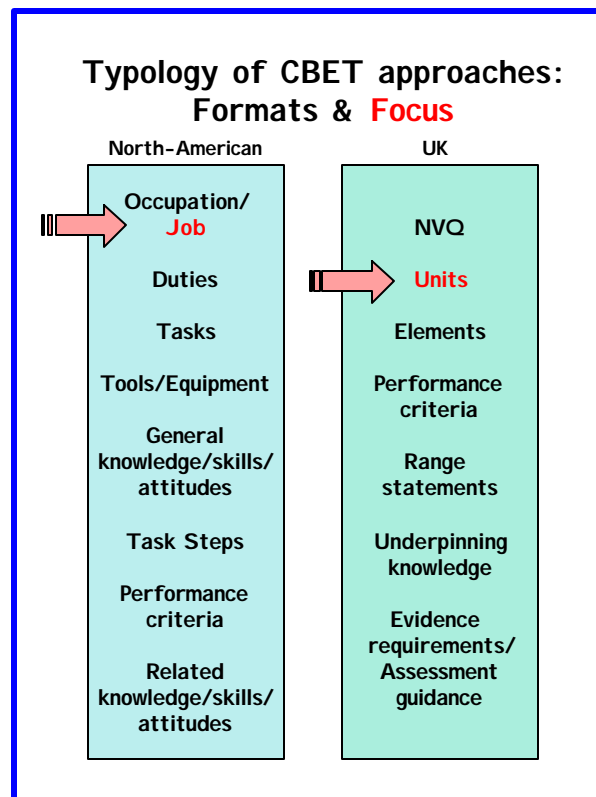
- The North-American (Canada/USA) type of categories, and

- The UK (England, Wales, Northern Ireland and Scotland) type of categories.

The North-American approach is closely associated with the so-called DACUM (Develop A Curriculum) methodology to develop occupational / job standards. The DACUM methodology was first developed in Canada in the 1960's, and customised further by the Center on Education and Training for Employment (CETE) at the Ohio State University in the USA during the 1980's. Although DACUM is "only" a methodology, a tool, to develop standards, related assessment instruments and curricula, and though it has never been used to reform the (non-existing *national*) VET systems of the originating countries in toto, it has been used as a guideline and tool to conceptualise and introduce CBET in numerous countries.

The second approach being used to reform VET systems along the lines of CBET originates from the UK, where entirely new standards-based and outcome-oriented *national* qualifications systems (NVQ/SVQ) were introduced from the mid 1980's onwards. Since their inception at home, the UK approach to standards-based assessment and certification has directly or indirectly influenced the reform of TVET to some extent not only in Australia and New Zealand but also in Mexico, South Africa, Indonesia, to name only a few developing countries.

As can be seen from the picture below, the format of both types of standards have common but also diverging features. The **common features** are:

- Both formats provide information of "What" is required in an occupation in employment; i.e. the duties, tasks and task steps in the North-American approach, and the units and elements in the UK-type of standard.

- Both types of formats provide information "How well" the occupation/job is to be done by listing measurable performance criteria.

- Both types of standards give information on the general context under which the competence is to be demonstrated; i.e. by listing the tools/equipment to be used or the range statements.

- Both formats list the knowledge and skills which relate to and underpin the competencies.

**Typology of CBET approaches:
Formats & Focus**

North-American	UK
Occupation/ **Job**	NVQ
Duties	**Units**
Tasks	Elements
Tools/Equipment	Performance criteria
General knowledge/skills/ attitudes	Range statements
Task Steps	Underpinning knowledge
Performance criteria	Evidence requirements/ Assessment guidance
Related knowledge/skills/ attitudes	

The **main differences** between both formats are:

- The *focus* of the North-American type of standard is on the whole occupation/job as it can be ascertained in work life, while in the UK-standard/NVQ the focus is shifted to partial qualifications (units) reflecting (partial) work roles in emplyoment, that are separately assessable and certifiable.

- The UK-type of standard provides some guidelines for assessment of unit-based competencies, while this kind of information is not included in the North-American standard. This explains also the terminological difference between a standard and a qualification (standard plus assessment / certification modalities = qualification).

- Because different methodologies involving different type of people are used by both approaches, i.e. DACUM vs. Functional Analysis, the degree of detail and systematisation differs.

The shift of focus in the UK approach from an entire occupation to its units, i.e. the "modularization" of qualifications, and the possibilities to choose from optional units in addition to the compulsory units pertaining to a qualification is crucial. On the one hand, such a modularization may increase the flexibility of TVET systems since it is conducive to provide multiple "bridges and ladders" for the learners. But it may also inflate the number of specific (partial) qualifications available, i.e. the "currency" of qualifications in the labour market and thus contribute to a new kind of non-transparence.

A comparison of both type of standards in terms of development cost, the chances to involve actors from employment life (employers, job incumbents), and last but not least the impact on training and gainful employment can not be made on the basis of the GTZ Regional Analyses

yet. However, there are indications across the country studies contained in the Regional Analyses that developing countries that used the North-American approach have managed fairly well to develop standards or at least profiles for a comparatively large number of occupations / jobs in a reasonable time span (e.g. Philippines, Malaysia, Zimbabwe).

Scope & Levels

The GTZ-Regional Analyses on CBET reveal that a standards-based reform may be applied to the entire Education and Training system or to parts of it, e.g. to Vocational Training (VT) only. There are several cases where CBET is applied to the VT subsystem only (e.g. Tanzania, Malaysia, England) and where the other subsystems of Technical Vocational Education (TVE) and General Education (GE), often under the auspices of an other authority or ministry, remain "untouched".

In other cases, South Africa and Mexico may be quoted as examples, the standards-based reform is applied to the entire Education and Training system from the outset, i.e. covering and comprising all forms of vocational training, technical / vocational education, general education and higher education qualifications in one National Qualifications Framework.
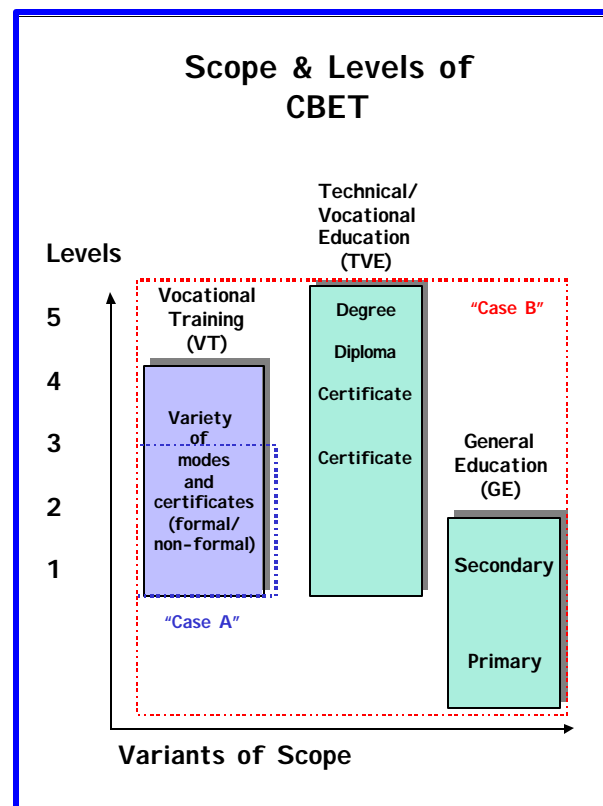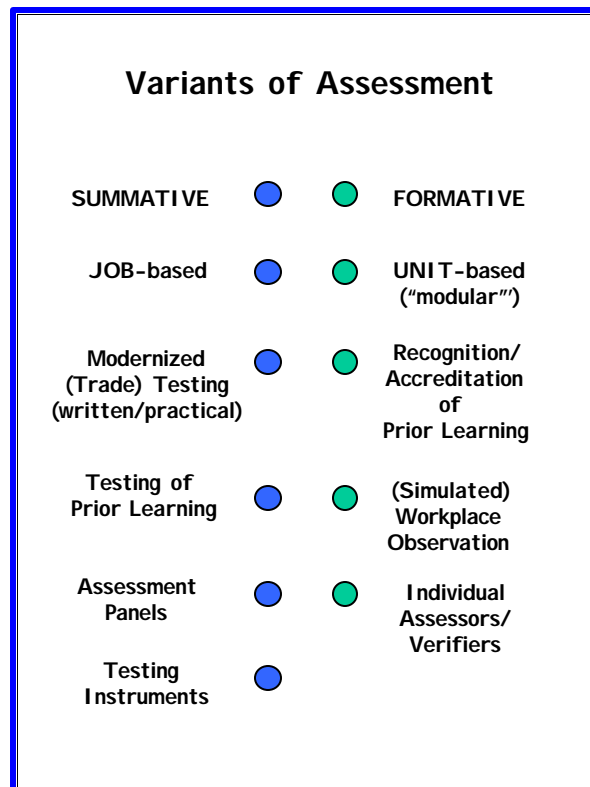

Subsequently, the (vocational) qualifications frameworks (i.e. a map of qualifications structured by complexity levels and occupational areas) found may be composed of between three and eight standards and/or qualification levels, i.e. levels of proficiency or complexity. The definitions of the proficiency levels used are not uniform. There are more or less traditional definitions of proficiency levels used in vocational training, such as "basic / foundation", "intermediate", "advanced"; "semi-skilled", "skilled", "highly skilled"; or "class 5" (lowest level) through to "class 1" (highest level), on the one hand. In other cases we find definitions derived from the five-level scale of the UK definitions (e.g. in Malaysia).

It appears to be obvious that reform approaches which focus on a subsystem of TVET (e.g. such as "Case A" in the picture) will differ considerably from approaches that include the entire education and training system across all qualifications levels (such as "Case B" in the picture) in terms of required resources, both in the area of expertise and funding.

Approaches to Assessment

If standards are the one side of a coin, assessment, understood as the ways how and means by which evidence is gathered, evaluated, and judged as to whether a person meets the standards set, is the other side of the coin. There is no uniform picture that can be drawn from the Regional Analyses. Given the magnitude of the reform of *national* TVET systems it appears that the conceptualisation and development of standards, and in some cases the establishment of national bodies or authorities leave little room to attend to reforming assessment approaches and instruments at the same pace. However, some tendencies seem to be worthwhile to be mentioned.

Variants of Assessment

SUMMATIVE	🔵 🟢	**FORMATIVE**
JOB-based	🔵 🟢	**UNIT-based ("modular")**
Modernized (Trade) Testing (written/practical)	🔵 🟢	**Recognition/ Accreditation of Prior Learning**
Testing of Prior Learning	🔵 🟢	**(Simulated) Workplace Observation**
Assessment Panels	🔵 🟢	**Individual Assessors/ Verifiers**
Testing Instruments	🔵	

The assessment / testing and certification models found in the country reports differ in terms of concept:

- Several countries who have used the North-American approach to standards development follow a *summative type* of assessment in the form of final skill testing/ modernised trade testing (e.g. Philippines, Zimbabwe, Tanzania). There is also a tendency presuming that this type of testing should be an "open access type", meaning that there are only few prescriptions on training formalities or none at all for individuals wishing to be tested.

- In other countries, e.g. in Malaysia, assessment is of *formative nature* being devoluted to and carried out by training institutions accredited to assess individuals' achievements in standards-related courses. Hence, assessment is linked to participation in relevant training courses. National Bodies may provide quality checks of assessment through external verifiers.

- Though outcome-oriented VET envisages a modularization of competencies (e.g. unit-based competencies), unit-based assessment and certification is still not practised by the countries studied. It seems that Tanzania and the Philippines (possibly also Indonesia, South Africa) intend to introduce unit-based assessment and certification.

CBET AND THE CURRICULUM

CBET based systems are by design systems that focus on *outcomes* of training rather than on the pre-requisites or *inputs* into training. The basic idea of CBET is to set occupational standards in the sense of benchmarks against which individuals can be assessed, no matter how and where individuals acquired their skills, knowledge, competencies. This is also the reason why modes and forms of the curricula as well as training delivery are usually not prescribed by CBET systems, but left to the discretion of training providers. However, even in "authentic" CBET systems, there might be recommendations, guidelines or indications as to how the defined competencies may be acquired in institutional training, apprenticeships, etc.

The issue of developing training programmes based on Occupational Standards (OS) seems to be even more crucial if it is seen in relation to **modularization** of curricula, especially in those countries where the DACUM approach is used to develop OS. In using the DACUM Job Analysis to develop modular training programmes and curricula, there is a temptation to consider the 'duties' structuring the DACUM chart as a basis for designing training modules. However, such an interpretation appears to be problematic. OS follow the logic of job performance at workplaces while a training programme / curriculum needs to follow a logic of sequenced training. A direct i.e. mechanical translation of 'duties' into training modules does not seem to lead to the desired results.

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CBET and the Curriculum

Features of a CBET Curriculum:

- 🔵 **modular structure**

- 🔵 **based on/oriented towards occupational standards/NVQ**

- 🔵 **outcome-oriented**

Issues:

- 🔴 **one to one translation of OS/NVQ into curricula is not advisable**

- 🔴 **translation of OS/NVQ into curricula can be rather resources intensive**

- 🔴 **uniform (national) curricula vs. training center/provider variations (statutory or indicative instrument?)**

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CBET AND TRAINING DELIVERY

There is little valid information on how the adoption of a CBET approach influences the modes and modalities of training delivery. In fact it should be acknowledged that CBET was introduced in many countries to cope with a situation where various delivery modes existed parallel but unrelated to each other, hence, the qualifications acquired were rather difficult if not impossible to compare. One of the prominent reasons to establish a framework of outcome-oriented (and standards-based) qualifications is actually to make competencies acquired in various delivery modes (e.g. institution-based, company-based, both formal, non-formal and informal training, public or private) comparable, and provide for bridges and ladders between them via the definition of benchmarks of outcomes, and subsequently for Recognition (or Testing) of Prior Learning (RPL), rather than determining pre-requisites for training delivery.

In all countries covered by the Regional Analyses there are substantial indications that various training modes are followed parallely and that there are hardly any clear intentions to make a certain training mode compulsory.

Nonetheless from the viewpoint of German technical co-operation, which has always given preference to dual or co-operative training modes over others, it is of high interest to find out whether and to what extent dual / co-operative delivery modes are -or can be made- compatible with and supportive of outcome-oriented qualification frameworks. Since the underlying philosophy of CBET is "mastery learning" there seems to be no incompatibility of CBET and dual or co-operative delivery modes per se.

CBET and Training Delivery

- **in principle, various modes and modalities are permitted (encouraged?)**

- **"mastery learning": outcome of training/education in terms of measurable competencies counts (assessment against the standard)**

- **role of (public) training providers may have to change (service providers; commercialization)**

- **however, there are indications that central authorities wish to control delivery (accreditation of centers and/or courses)**

INSTITUTIONAL SET–UP OF NATIONAL BODIES

In all countries studied, the VET reforms are going along with a re-definition of roles and functions of key stakeholders. In a nutshell it means that multi-partite institutions (e.g. National Authorities / Councils) are established to spearhead reforms and administer the new systems, and that the legislation of TVET (Acts, Decrees) is being changed to accommodate the new structures.

While the establishment of National Authorities has been a key issue of TVET reform in all countries studied, the country reports do not allow a precise description of key roles and responsibilities in most cases yet. It appears that there are common as well as diverging practices as regard to the following:

- *Scope of functions*: The main function of National Authorities is to formulate respective policies and regulate TVET. This regulatory function may comprise the development of occupational standards / national qualifications, assessment, and certification. However, these functions may be centralised to a high degree in one body (e.g. in Tanzania, Malaysia) or certain functions may be devoluted to some extent to relevant bodies such as standard setting boards (e.g. South Africa) and / or assessment bodies (e.g. in South Africa, Malaysia). Furthermore, National Authorities may be in charge of managing national training funds (training levies) (e.g. in Tanzania) too.

- *Sphere of operations*: Responsibilities of National Authorities may cover qualifications of the entire education and training system (e.g. in South Africa) or only parts of it, e.g. in Malaysia where the NVTC is responsible for *vocational* qualifications but not for *technical* qualifications run under a different ministry.

- *Degree of autonomy:* The degree of National Authorities' autonomy may vary from country to country. There are cases where National Authorities are quite autonomous (e.g. in Tanzania), whereas in other cases National Authorities are under the direct supervision of a line ministry (e.g. in Indonesia).

- *Composition of councils or boards:* The composition of supervisory boards and councils appears to be crucial with regard to the question of ownership. If the private sector organisations (e.g. employers', employees' representation; small and medium enterprises' organisations, private training providers) are to be actively involved in the reform of a TVET system, there seems to be the necessity to give them a real voice them in national boards or councils as well.
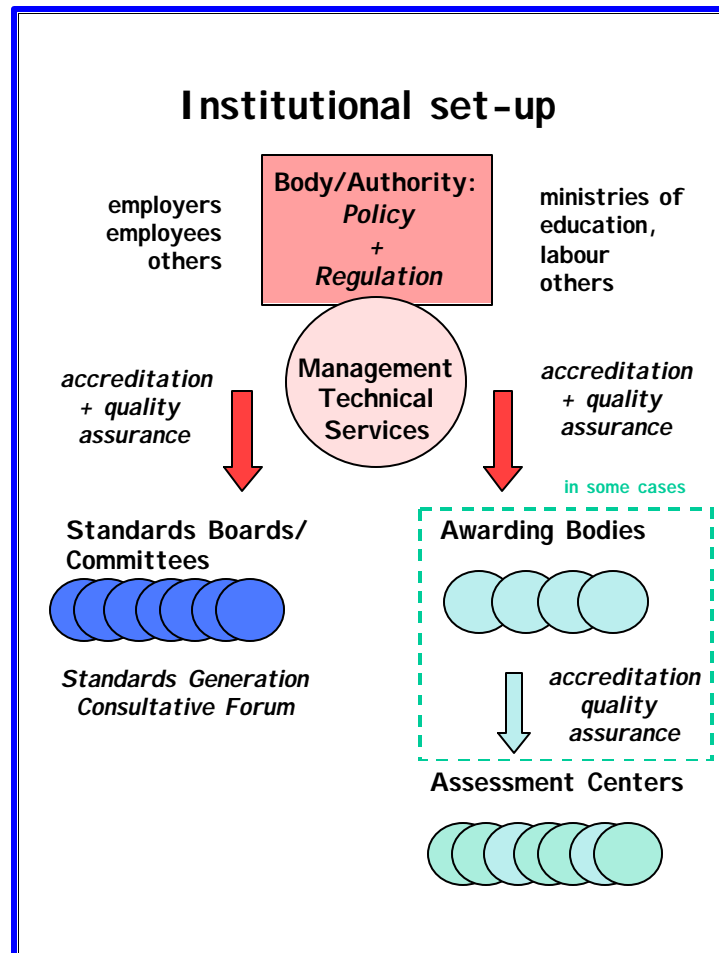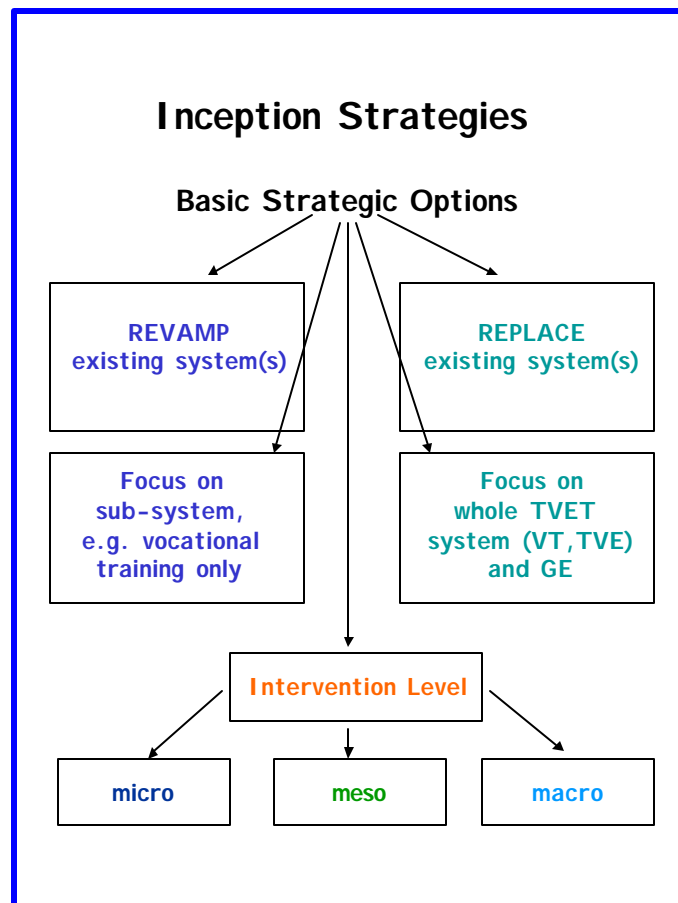
INCEPTION STRATEGIES

How are TVET systems or parts of them reformed by using the philosophy and approach of CBET? Are there any patterns to follow?

Although the country studies of the GTZ Regional Analyses did not explicitly elaborate on these questions, certain patterns seem to be followed when reforming TVET systems based on CBET.
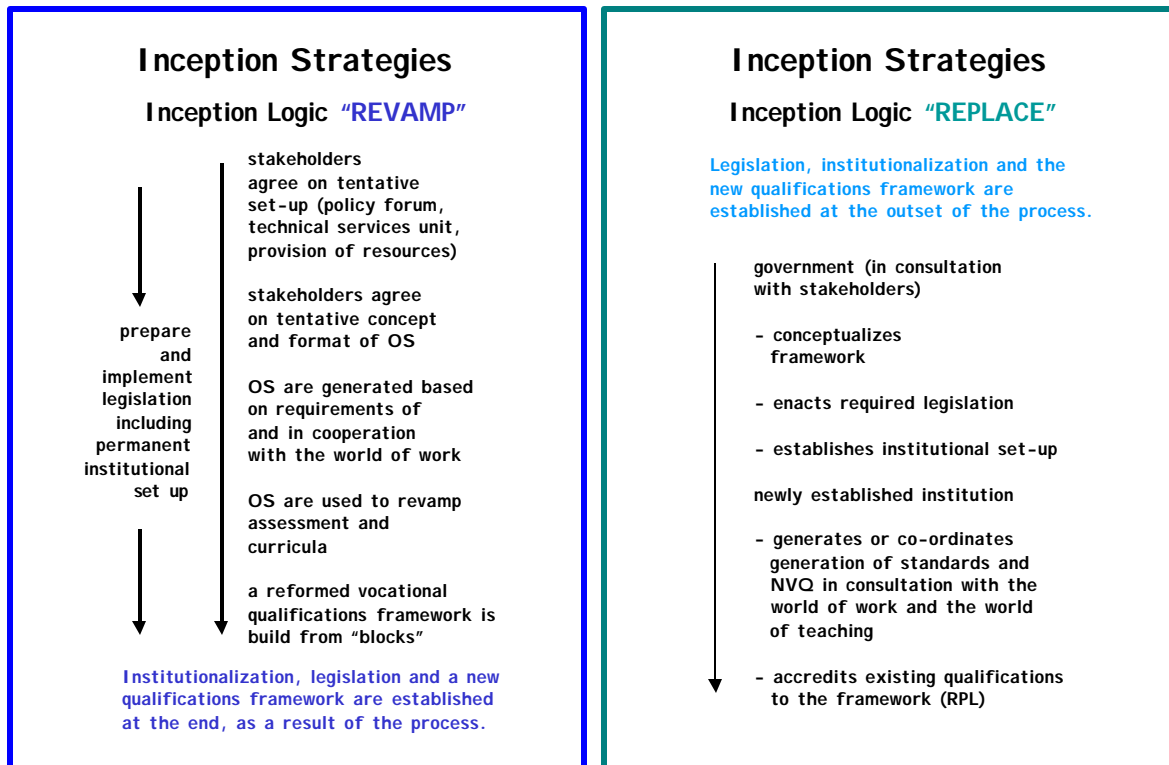
The following picture shows some basic strategic options that can be combined in various ways.

Inception Strategies

Basic Strategic Options

REVAMP
existing system(s)

REPLACE
existing system(s)

Focus on
sub-system,
e.g. vocational
training only

Focus on
whole TVET
system (VT,TVE)
and GE

Intervention Level

micro   meso   macro

There are inception strategies which attempt to gradually **'revamp'** or reform existing systems based on CBET. In these approaches, the terms, levels and sizes of existing qualifications are generally kept but reviewed using newly developed (occupational, performance) standards. On the other side of the spectrum, there are approaches where the existing qualifications are phased out and **'replaced'** by new types of qualifications that are usually broken down, modularised, in smaller certifiable units. Going along with the latter approach, it can be observed that most of the terminology pertaining to qualifications and their assessment/certification changes in these cases.

Revamping strategies usually **focus** on a part of the TVET system only, i.e. often on the subsystem which is traditionally known as 'vocational training'. On the other side it can be observed that strategies aiming at a replacement of the traditional systems attempt to cover the entire TVET system, including even the general education system into a newly-to-be-established national qualifications framework.
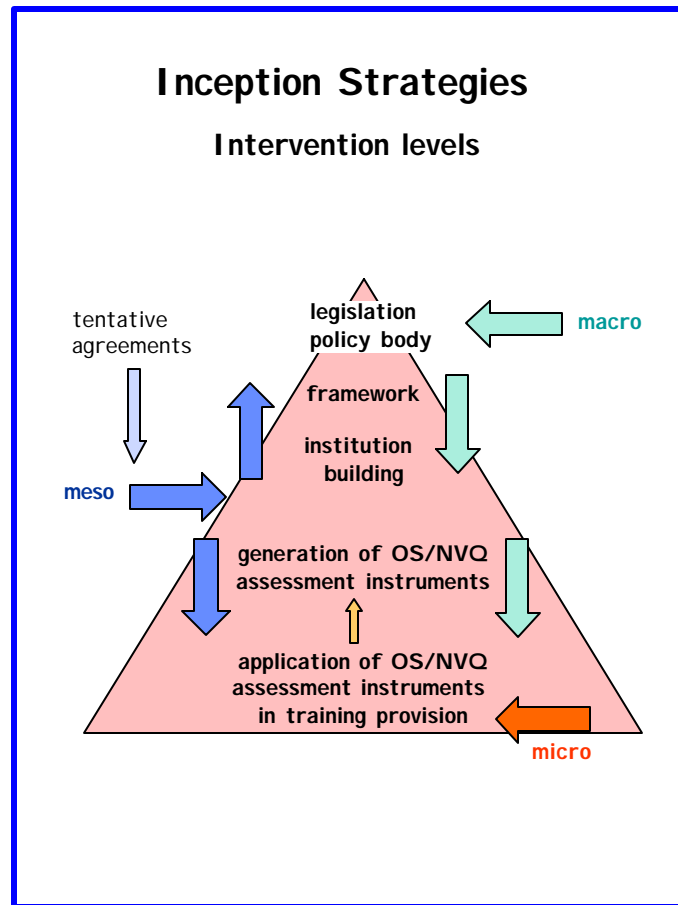
In the following pictures the 'revamping' logic is contrasted with the 'replacement' logic.

Inception Strategies

Inception Logic **"REVAMP"**

stakeholders
agree on tentative
set-up (policy forum,
technical services unit,
provision of resources)

prepare
and
implement
legislation
including
permanent
institutional
set up

stakeholders agree
on tentative concept
and format of OS

OS are generated based
on requirements of
and in cooperation
with the world of work

OS are used to revamp
assessment and
curricula

a reformed vocational
qualifications framework is
build from "blocks"

Institutionalization, legislation and a new
qualifications framework are established
at the end, as a result of the process.

Inception Strategies

Inception Logic **"REPLACE"**

Legislation, institutionalization and the
new qualifications framework are
established at the outset of the process.

government (in consultation
with stakeholders)

– conceptualizes
framework

– enacts required legislation

– establishes institutional set-up

newly established institution

– generates or co-ordinates
generation of standards and
NVQ in consultation with the
world of work and the world
of teaching

– accredits existing qualifications
to the framework (RPL)

On which level of a given national TVET system does the intervention then take place? As depicted in the picture below, strategic interventions to introduce CBET may take place on micro level (i.e. the level of training centres), on an intermediate, meso level (e.g. the level of an institution that provides services, for example standards development services, for the entire (sub-) system), or on the macro level (i.e. the level of government ministries, where policy and politics are made).

The Regional Analyses do not reveal any inception strategy that intervenes on the **micro level**, that is on the level of training provision only. However, there are examples for this approach: The Vietnamese-Swiss project on 'Strengthening Vocational Training Centres' has been following a true bottom-up approach intervening at urban vocational training centres, i.e. at micro level.

There are plenty of cases included in the Regional Analyses for a CBET inception strategy that intervenes at the political and policy making level of government ministries. Mexico and South Africa may be mentioned as two prominent examples for top-down strategies where interventions started from **macro level**.

Inception Strategies

Intervention levels

tentative
agreements

**legislation
policy body**

macro

meso

framework

**institution
building**

**generation of OS/NVQ
assessment instruments**

**application of OS/NVQ
assessment instruments
in training provision**

micro

An example for a **meso level** intervention is presented in the case of Zimbabwe. In thi s case, the government and a private sector stakeholder organisation have tentatively agreed to establish a system of occupational standards and use these standards to revamp curriculum development, modernise trade testing, eventually resulting in improved training delivery. Based on this tentative agreement, an institution for occupational standards development has been established under the joint auspices of public and private sector stakeholders to generate occupational standards which, in close interrelation with a modernised trade testing, may provide the 'building blocks' for a gradually emerging new qualifications framework.

The choice of either inception strategy and intervention level depends on numerous parameters to be observed and on the conditions prevailing in the respective country. Hence, the inception strategy to be chosen and followed will have to be evaluated carefully in terms of conceptual, financial and further implications. Some provisional 'yardsticks' for evaluating and appraising the concept and inception strategy are suggested below.

WHAT IS MISSING?

The introduction of CBET to reform national TVET systems is not an end to itself. It has been said that the main objective to introduce CBET is to better link and match the skill requirements of the working life with the skill provision of TVET systems. Do we have any evidence that this aim is achieved? And, do we know how much that may cost?

The GTZ Regional Analyses on CBET conducted between December 1999 and June 2000 do neither reveal much information on the impact of reforms based on CBET, nor on the cost implications and patterns of such reforms.

What is missing?

The Regional Analyses on CBET do not
provide much information about:

● THE IMPACT OF THE NEW SYSTEM

    – on the labour market
    – on employment opportunities
    – on employability
    – on productivity of (modern) enterprises

    It may be too early for impact evaluation,
    and it is also quite difficult to measure
    the impact.

● THE COST OF THE REFORM

    – to introduce and set up CBET
      (development cost)
    – to operate a revamped/new system
      (running cost)

Is this a weakness of the Regional Studies? With regard to the assessment of the possible impact of the CBET based reforms, one has to acknowledge that it might be too early for it since reforms started in the 1980's or 1990's only. However, it also seems to be quite difficult to measure the impact on the labour market, on employability, or on productivity since it is definitely difficult to attribute changes in these areas to CBET reform measures (only). In other words, the better employability of graduates from vocational training may have been caused by improved export opportunities of certain industrial sectors triggered by changes on the global markets, or may have been caused by domestic changes on labour legislation rather than having been triggered by better training of graduates from vocational training.

With regard to the cost of the reform, both in setting up a new system and in running it, we lack appropriate data to compare different approaches. Furthermore, there is some doubt whether the real cost is even known (calculated and published) in the countries where reforms are implemented. What may be known are the contributions by bilateral and multilateral donor organisations to the reforms. However, the totality of local cost, e.g. the human and financial resources provided by public and private actors in cash and in kind are probably not assessed.

Nonetheless, though total cost structures are not evident and are difficult to assess, it appears quite obvious the budgets (local and foreign) available for CBET based systems' reform, say, in South Africa or Mexico, are certainly not at all comparable with the development budgets available for TVET reforms in countries such as Malawi, Namibia, Zimbabwe to name only a few.

This situation is crucial: We may be tempted to compare CBET reform approaches in one country with reforms in another one and come to a conclusion that the reform in the first countries looks much more elaborated or sophisticated (at least on paper, leave alone actual implementation), while the reform in the latter countries inferior in pedagogic and systematic terms. However, without being aware of the cost implications of these reforms, such comparisons appear to be meaningless since "sophisticated" reforms could never be implemented due to cost implications in the latter countries.

ESSENTIALS OF SUCCESSFUL CBET

In conclusion of the presentation of finding on CBET triggered reforms in 19 countries around the world, the following essentials or yardsticks may be used to analyse, compare and assess different CBET approaches and related concepts, products, procedures and tools used for national TVET system reform.

<table>
<tr>
<td>

**General Yardsticks
to assess CBET variants**

✓ **RELEVANCE**

Are the skills demanded in the world of work captured in the standards?

✓ **COMPLEXITY?**

Are terminology, concepts, processes readily understandable by key actors?

✓ **PRAGMATISM**

Is it possible to develop/revise OS, related assessment, curricula for a wider range of occupations in a 'short' time?

</td>
<td>

General Yardsticks (2)

✓ **FLEXIBILITY**

Does the new system accommodate and encourage existing forms of training?

✓ **COST**

Can the cost (development + operation) of the system be met by indigenous sources in the longer run?

✓ **OWNERSHIP**

Do the key actors in employment (employers, employees. SME) and training (public and private sector) not only accept but actively support the inception and operation of a new or revamped system?

</td>
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</table>

4   Country Fair – Participants presenting the nature and status of reform in their countries

A country fair at which the participants presented the nature and status of CBET triggered reforms in their countries was organised after the opening session of the first day of the workshop. The country fair conducted during the whole afternoon of day 1 was held to provide a first overview to all participants on what was happening with regards to CBET-based reforms in the neighbouring countries. This overview was done in the form of the country fair to avoid individual country presentations in the plenary which would have run the risk to become lengthy, repetitive and thus somehow boring.

Prior to the workshop, participants were given a questionnaire to fill in table format which was meant to help them to prepare their country exhibition. All filled questionnaires/tables are included in Annex A3 of this report. The exhibitions on pin boards presented by the participants followed the information contained in these questionnaires but was presented in an attractive manner adding sample products (e.g. fliers, occupational standards, test items, concept papers) and pictures.

After „opening" the exhibition / country fair, workshop participants moved around, had a look at the exhibitions, asked questions to the country representatives, compared approaches, products, etc. in different countries, commented and discussed informally. While doing so, participants made first contacts and got to know each other easily.

At the end of the country fair, participants, facilitators and resource persons met for a short plenary session to get an ad hoc feedback from the participants. The following statements were recorded:

Ad Hoc Feedback on Country Fair

- Most countries embarked on the reform process based on CBET at about the same time. Lessons & experiences can be shared immediately to benefit participating countries.

- Several products can be generated from the occupational profile (e.g. test instruments, curricula). There is need for training on translating occupational profiles into products.

- A "business approach" to standards etc. development could be an option for discussion. However there is a need to balance it with social concerns.

- Where should the institution(s) to drive CBET be located? In the public or private sector? [The question was not answered at this stage but it was indicated that...] ...both public and private sector stakeholder need to be familiarised with concepts & procedures of CBET.

- The workshop should facilitate identification of strengths & weakness of CBET in member countries as well as networking & experience sharing.

- Information market to continue overnight. Facilitate their display where they can be accessed.

4   Breakaway Sessions on Concepts and Technicalities of the Reform

During the morning sessions of the second day and the morning and first afternoon session of the third workshop day, participants worked in three parallel groups on ascertaining and comparing the concepts and technicalities of the CBET reforms in participating countries. The breakaway sessions were structured by guiding questions and were facilitated and documented on pin boards. The full pin board transcriptions are reproduced in Annex A4. Below we summarise both the outcome of the group work based on the pin board documentation; on the summaries given by presenters of each group; and on the discussions following the group presentations in the plenary.

Occupational Standards (Group 1)

This group was facilitated by Lewis Durango. The following countries were represented in this group: Tanzania, Malawi, Botswana, Zimbabwe, Swaziland, Uganda, Mozambique.

Format and Content of Standards

Group discussion revealed that five of the eight countries represented in the group had started only a few years ago to conceptionalise and develop "standards" in the sense of CBET. Uganda and Mozambique have started very recently.

Although there is no uniform use of terminology, which makes systematic comparisons difficult, there are some differences to be ascertained. Some countries have embarked on what could be called "occupational standards" describing cross-sectional requirements in employment life (e.g. Swaziland, Malawi) which can be used both for programme and curriculum development. Others speak of standards in the sense of "training standards" already describing training programmes (e.g. Namibia, Malawi).

Some countries develop new standards that focus on "*occupations*" in *employment life*. Others again focus on "units" or "unit-based performance standards" in the sense of parts of a (traditional) "trade", whereby "trade" is understood in the sense of an "occupation".

These differences may have two reasons. On the one hand, the differences might reflect concepts of different origin (North-American vs. UK approach; see chapter 3 above). The difference might also be caused by different focal areas on the other hand; technical/vocational *education* (part of the school system) as compared to vocational *training*.

There seems to be a need for further clarification on terms and concepts underlying the terms, if communication, exchange of experiences or even exchange of products (standards) for mutual use is envisaged. This is also of particular interest for the SADC activities, "*to move the vocational education and technical training systems towards comparability, harmonisation and eventual standardisation.*" (SADC Protocol on Education and Training 1997)

Development Method & Requirements of Employment

Most countries use or intend to use the DACUM methodology or similar methods involving experts from the employment life. Involvement of experts from the field at different stages of the development, verification and endorsement of standards shall ensure that the actual skill requirements of work life are adequately captured by the standards.

Achievements

To date, Tanzania has developed unit standards for 27 trades, Zimbabwe has developed 40 occupational competency profiles, Swaziland has developed occupational standards for 3 trades, and Namibia has developed training standards on the basis of CBET for 13 trades (in addition to 20 training programmes for designated trades in the context of their dual training system).

The main issues delaying the rapid development of standards are reported to be:

- Release of expert practitioners by employers
- Securing tripartite commitment at various stages of the process (e.g. verification)
- Securing the required budget / resources
- Selection of occupations
- Reaching consensus among key stakeholders on levels, credits, skills, etc.

Levels, Scope, & Framework

All countries are developing standards for three to four levels in the area of vocational *training* only, In Malawi, the four TQF levels are part of an overall MNQF which comprises eight levels, e.g. four more levels for higher academic qualifications. A similar move is intended by Mozambique.

These three to four levels related to vocational training are named:

- "foundation" or "beginners" or Level 1
- "intermediate" or Level 2
- "craftsperson" or "higher certificate" or Level 3
- "highly skilled" or "Diploma" or Level 4

Further definitions for the levels, e.g. in the sense of complexity of work duties or roles similar to the UK definitions, were only mentioned by the colleagues of Botswana, Mozambique and Malawi (see Annex A3).

Critical Issues

The group working on standards recorded the following issues considered to require attention in future:

- Need to clarify terminology – units, occupation, etc.

- Difference of standards in vocational training, technical/vocational education, general education

- More information on process of development + procedures in each country would be helpful

- Need to ensure acceptance of standards by whole industry

- Challenge to build capacity of trade advisory committees to drive process

- Participation of industry - transformation from government driven to industry-driven system

- Information flow to lower levels e.g. companies not sufficient

- Definition of occupations / trades etc

- Definition of levels (concept + level descriptors + procedures) considering job structure / classification in industry

- Balance between specialisation vs. broad-based occupations/standards

- Multi-skilling

- Access and integration of informal sector.

- Need for concept + procedures for integration of entrepreneurship skills.

- How do we facilitate progression?

- Low value of VET compared to academic + technical education

- Low esteem for skills training influences resources allocation

For more information about the group work on Assessment & Certification see Annex A4 (a).

Assessment and Certification (Group 2)

This group was facilitated by Arthur Sithole and Aise Akpinar. The following countries were represented in this group: Tanzania, Malawi, Botswana, Zimbabwe, Swaziland.

During their deliberations, this group distinguished between what is existing at present and what is planned/intended to be changed in the future. The reason being that CBET is only in its initial stages in all countries and has not yet been used to revamp or replace the existing assessment systems. However, several countries expressed their intention to embark on reviewing and improving the assessment system once some standards are developed.

Basic Approach

Currently, most countries use both summative (i.e. ex post assessment by external assessors, not necessarily linked to training courses) and formative (continuous assessment during learning process) approaches to assessment with more emphasis on summative. In the future most countries will still use both approaches.

Most of the countries are using occupation-based assessments. In the future some countries want to move from occupation-based to unit-based assessment. (e.g. Tanzania, Botswana, Malawi), while other countries want to improve their occupation based. (Swaziland, Zimbabwe).

Almost all countries assess prior learning, currently and intend to do so also in future.

Who assesses?

Currently, government or quasi-government institutions carry out assessment / testing and issue certificates in most countries. In future more functions shall be devoluted to multi-partite/quasi-government authorities.

Generally, assessment is carried out by panels, today and is also envisaged to continue in the future.

Testing Instruments

There are test items used for written tests and for practical performance tests. Given the comparatively large number of occupations in which testing is applied (e.g. up to about 74 trades across 3 levels in Tanzania, some 100 designated trades across 4 levels in Zimbabwe), it appears to be a huge task and challenge to review or develop new test instruments (e.g. items, marking schemes) based on newly developed standards in a reasonable period of time.

Critical Issues

The group working on assessment recorded the following issues considered to require attention in future:

- Definition of key terms are not uniform in the member countries:

    -Occupation / trade / job / unit

    -Formative / summative approach

    -Occupation based / unit-based

- Interface between profiles & test instruments

- Competencies/quality of item writers, paper setters, examiners

- Quality of test instruments & procedures

- Problems ensuring validity of assessments + assessing at appropriate level

- Oral testing (should it be a form of testing?)

- Capacity to manage test items & results (analysis, recording etc.)

- Computerised database

- Organisational set-ups / devolution of functions

- Financing (setting up and running an improved system)

- Value & recognition of new qualifications?

For more information about the group work on Assessment & Certification see Annex A4 (b).

Curriculum Development (Group 3)

This group was facilitated by Bernadetta Ndunguru. The following countries were represented in this group: Tanzania, Malawi, Botswana, Kenya, Zimbabwe, Swaziland Namibia.

Starting Point & Development Method

Group discussions along the guiding questions revealed that in the countries where occupational standards/profiles have already been developed, these have been taken as the starting point and basis to develop curricula (e.g. Tanzania, Swaziland, Zimbabwe). Obviously, those countries that have embarked on developing modular, unit-based standards use them as a starting point and basis for curriculum development.

In countries where CBET has not yet been introduced training needs analyses and/or specially composed tripartite groups of experts are tasked with curriculum development (e.g. Kenya, Malawi, Namibia).

Generally, the people actually developing curricula can be both expert practitioners from work life as well as teachers and instructors from training providers. These curriculum developers may be specially trained for the purpose and/or they may be guided by facilitators who are trained on the method.

Character of Curricula and Format

The guiding question was: Are the new curricula developed under the CBET approach compulsory for all public and private training providers or are they just guidelines for training providers, trainers and teachers in the area? As has been shown above (chapter 3), the philosophy underlying CBET is that only the *outcome* of training counts, *no matter how* trainees acquired their competencies. Hence in such a system national curricula should at best be guidelines, the application of which is left to the discretion of the training providers.

Group discussion revealed that in several countries curricula are or are planned to be compulsory for training provision while in others they are meant to be guidelines. Possibly the ideal situation is, as mentioned by the Tanzanian representative, that curricula are only meant to be guidelines but voluntarily followed by training providers because they are "most preferred being market and employment driven." The representative of Swaziland stated that it was not decided yet whether the curricula should be compulsory or not, but that there was a "tendency not to over regulate" training delivery.

Pre-set formats do exist in most countries, though in several cases they existed already before the introduction of CBET.

Status & Effects

The status of implementation of new CBET-oriented curricula differs greatly. While some countries have already developed new standards-based curricula in several trades/ occupations (e.g. Tanzania in 6 trades; Swaziland in 3 occupations; Zimbabwe in 2 occupations; and Namibia in 13 non-designated trades), others have not yet started with the translation of standards into curricula.

Given the early stage of implementing new curricula, the effects on the training delivery are not yet visible in most cases. However, some participants reported to have observed certain changes in training delivery due to the new standards-based curricula.

Critical Issues

The group working on curriculum recorded the following issues considered to require attention in future:

- Transformation of standards into curricula is key for implementing CBET

- Maintaining quality, ensuring relevance and ownership

- Expertise to develop and implement curriculum

- The formats are a guide; key is to ensure that standards are translated into learning activities

- If standards are existing why bother / prescribe a format?

- Consideration of training demand of the informal sector

- Integration of business & entrepreneurship skills

- Ensuring resources is critical

- Is CBET cheap or expensive?

- Evaluation procedures needed to assess effects of new curricula on training delivery

For more information about the group work see Annex A4 (c).

Note by the editors of the proceedings:

We noted that the term "competency profile" appears to be used by the participants with two distinctly different meanings. On the one hand, the term (occupational) competency profile is used to describe the result of the DACUM Job Analysis, i.e. duty-task listing going along with lists of general knowledge and skills, equipment and tools (determined on the demand side). On the other hand, the term is used to describe the profile of competencies an individual learner is able or should be able to master (defined on the supply side). To avoid confusion in future discussions it might be wise to make clear which type of competency profile one is referring to.

6 Crucial Aspects of National Bodies – Devolution of Functions and Ownership

It is generally acknowledged that improving responsiveness, quality, efficiency and effectiveness of VET requires active and dedicated partnership between the stakeholders in VET, especially between stakeholders in the public and private sectors. Including key stakeholders into policy making and management of multipartite National Councils / Bodies appears to be one important measure to build ownership among stakeholders in VET. However, the mere fact that different stakeholders are incorporated in National Councils / Bodies does not seem to guarantee sufficient participation in implementing VET reforms. The lack of participation particularly of private sector stakeholders might be attributed to the roles, functions, responsibilities, and composition of National Bodies, as well as to their degree of autonomy.

Looking at the establishment of National Bodies should also not prevent us to see concrete contributions of stakeholders in defining standards / qualifications, in training delivery, and in running assessment and certification.

To obtain a quick overview of the status of reforms with regard to the establishment of National Bodies, the workshop participants conducted a snap shot analysis using a matrix of guiding categories. The results of this snap shot are shown below. The matrix provides a number of crucial aspects relating to the institutional set up of a National Body. While the categories listed on the left side stand for an institution to which functions and power have been devoluted to quite some extent, the categories on the right side represent a more or less government run and controlled body.

The **result** of the snap shot analysis reveals that participants of four countries[1] (Botswana, Tanzania, Malawi, Uganda) position the National Bodies (already existing or to be established) in their countries clearly on the left side of the matrix, i.e. they state that the Bodies established or to be established in their countries are based on an act; have multipartite composition; have overall regulating functions regarding standards, qualification frameworks, assessment and certification; and are quite autonomous in the management and execution of their functions.

In the case of two countries (Mozambique, Swaziland) it was stated that their Bodies are fully under ministerial management and control and thus an executive arm of the government.

Three countries (Zimbabwe, Namibia, Kenya) position the National Body existing or to be established somewhere in between both sides.

Certainly, it would be highly interesting to further study and discuss whether different models and patterns of incorporating stakeholders in National Bodies have led to different degrees of ownership among stakeholders.

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[1] Note that TR stands for Turkey. The Turkish case was used as an example to explain the matrix and categories only but was not systematically included in workshop deliberations.

7   Needs and Potentials for South-South Co-operation – Creation of Synergies

To obtain an overview of the needs and potentials pertaining to the introduction and further development of CBET to reform national TVET systems, participants were asked to identify the two most critical and pressing needs, and to indicate in which areas they thought that there was a potential (e.g. expertise, products) that could be shared with other countries.

After discussion among participants of the countries the outcome was the following as shown in the table below.

COUNTRY	NEEDS		POTENTIALS	
SWAZILAND	Status analysis of institutional set up (occupational standards-assessment)	-Update trade test system -Training of facilitators	Willingness to co-operate & share in future	
MALAWI	Methodology of standards generation	Assessment & certification	DACUM facilitators	
KENYA	Introduction of DACUM concept in CBET		Capacity for research in industrial training needs	Administration of industrial training levy
NAMIBIA	-Strengthening of the Central Curriculum Development Unit & establish links at the regional level -Implementation & administration of the levy system	Regional network on computer aided testing	Willingness to support regional set ups	Regional exchange of instructors
ZIMBABWE	Legislated Organisational Set-up	Linkage between Occupational Standards (OS). Assessment, Curriculum and Stakeholders	Piloted systems & procedures for OS development	Expertise in development of OS using DACUM, development of computer based exam & candidate management system

MOZAM-BIQUE	Create a legal normative and institutional appropriate structure for TVET management	Revise occupational standards/ development of practice-oriented curricula	A virgin country to explore	
UGANDA	Commitment & consensus of stakeholders	To produce urgently some concrete output, e.g. OS	Experience with sector-wide approach, e.g. ESIP (Educational Sector Investment Programme)	Technique for integrating private sector & other stakeholders
TANZANIA	Development of testing and assessment tools	Development of quality assurance system	Procedures for standards development	-Development of institutional framework for autonomous and decentralised VET -Target oriented training concepts
BOTSWANA	Capacity to develop standards	Technical expertise to implement system	Policy & legislation development	

A glance on the outcome of this working step shows that countries which are about to start or have just started to introduce CBET are in need of expertise, guidance and training in the area of (occupational, performance) **standards generation**. The countries who can offer experiences and expertise in this area are mainly Tanzania and Zimbabwe.

Another area where the "newcomer" countries require to learn and benefit from the experiences of others is the creation of consensus between public and private stakeholders going along with the **establishment of national bodies** and related **legislation**. With regard to these areas, experiences have already been made in Botswana and Tanzania.

Those countries which have already embarked on the development of standards are in need of establishing appropriate links between standards and the **assessment/certification** system on the one hand; and standards and **curriculum development** on the other hand. It appears as if most countries could benefit from regional workshops and training programmes to be offered with the assistance of GTZ.

8   Workshop Summary and Conclusions

During the final plenary session of the workshop participants discussed the workshop summary and conclusions. To facilitate discussions, the workshop facilitators had drafted some statements on pin boards. Participants endorsed these summary and concluding statements with some additions and modifications:

SUMMARY & CONCLUSIONS

GENERATION OF STANDARDS

- There are differences in understanding / interpretation of meanings of key terminology, hence, there is a need to establish a common understanding.

- There is general agreement that the development process should be industry driven requiring the establishment of relevant institutional structures and capacity building.

- Most countries using or intending to use DACUM to develop standards, e.g. as it fosters industry participation. It also provides good opportunities for further co-operation between the countries.

- There is a tendency to establish/keep (existing) three proficiency or competency levels (e.g. level 1 –basic/foundation; level 2-intermediate; level 3-advanced/craft).

- There is a need for common understanding of the definition of these levels to establish comparability of national systems in the region.

- Most countries focus reform on the Vocational Education and Training sub-system.

ASSESSMENT, TESTING + CERTIFICATION

- All countries intend to revamp / reform not to replace existing systems.

- All countries use and intend to continue using formative and summative assessment/testing approaches.

- There is a need for clarification and agreement on a common terminology.

- There is a common understanding that the reform of the assessment/testing + certification system is to be based on the newly developed standard.

- The is a need for development and operationalisation of pragmatic procedures/methods to reform assessment/testing + certification systems.

- There is a need for reviewing organisation of assessment/testing in consultation with stakeholders.

- It is critical to maintain and improve credibility of testing/assessment and certification.

- In all countries reform of assessment/testing is still at an early stage.

- Consider cost implications when reviewing/adopting/adapting (new) approaches to assessment/testing and certification.

CURRICULUM DEVELOPMENT

It was noted that;

- Standards (unit or occupational) are to be used as the starting point,

- Key is how to translate standards into learning/ training programmes,

- If the curriculum development, which is the implementation stage of CBET, is not done well, its effect would be precarious.

Issue 1: Countries are at different stages of standards development

- Some at occupational profile (OP) stage

- Some at standards stage

For OP- if base curriculum on OP first, then adopt standards?

Issue 2: Generalised/compulsory or liberal curriculum approach

- If CBET is outcomes-based, target should be outcome, not how we get there!

- Question raised: Some countries propose the use of guides. Are guides sufficient at a stage when instructors' capacity to translate standards in teaching are non existent/inadequate?

Issue 3: Needs to be addressed

- Facilitation of capacity building of CBET focused curriculum developers in centralised systems.

- Facilitation of development of instructor capacity for systems where liberal curriculum approaches are to be used.

- Development of concepts for special target group oriented curricula (e.g. informal sector).

Issue 4: In the long run how do curricula/CBET connect with broad national policies, i. e.:

- Poverty eradication

- Employment promotion

- Promoting private sector

- Creating competitive edge?

⇒ Are curricula designed in a way that while reaching out to standards they also address the above?

⇒ Do we have examples?

REGULATORY/MANAGEMENT STRUCTURES OF CBET SYSTEMS

- There is a tendency to establish bodies with multi-stakeholder participation in order to devolve decision-making to them.

- In most countries structures are at an early stage of development / not fully operationalised.

- Consider cost and funding to establish and operate such structures.


NEEDS and POTENTIALS

- There are needs / potentials in all 4 areas mentioned above that provide good opportunities for further collaboration resulting in synergies.

- There is urgent need to feed the findings of such workshops back to key stakeholders in participating countries and to the relevant levels of SADC and East African Community.

9   Workshop Evaluation by Participants

The workshop was evaluated by asking each participant to indicate for each of the following aspects their assessment: Theme and contents; Methods and Proceedings; Workshop Facilitation/ Moderation; Venue/Food/Accommodations; and Leisure.

The rating by aspect is shown in the picture below. Please note that colours of dots do not have any meaning; and that some participants had already left to catch their flight before the feedback session.
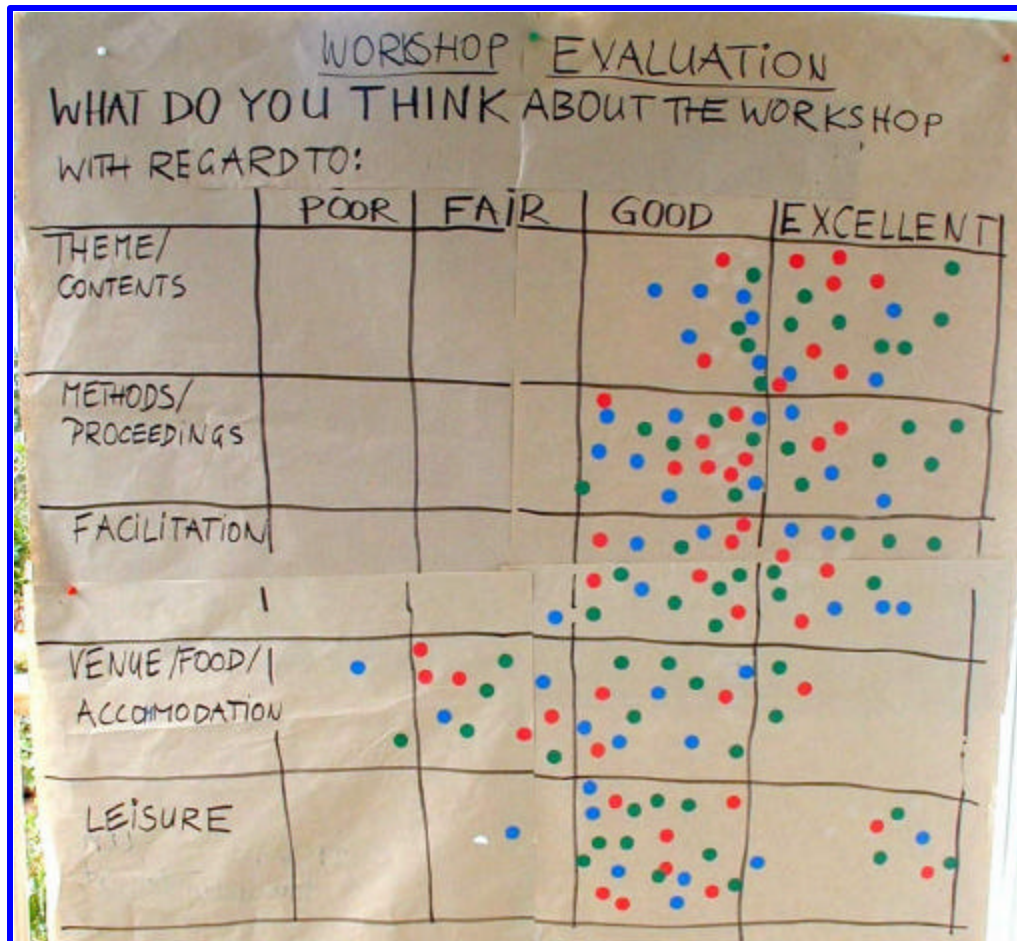
Looking at this picture one can conclude that it was worthwhile the effort to plan, organise and conduct this workshop. All participants rated the *theme and contents* of the workshop to have been 'good' (12) or 'excellent' (17). Similarly, *methods and proceedings* were found 'good' by 20 participants, 10 participants considered them to have been 'excellent'.

The Facilitation/Moderation of the workshop in the plenary and in breakaway sessions was seen to have been 'fair' by only one participant, 'good' by 16 participants, and 'excellent' by 14 participants.

Venue, food and accommodation was rated 'good' by 13, and 'excellent' by 3 participants. However, several participants were not very happy with the food, this is why 11 of them rated this aspect only 'fair' (11) or 'poor' (2). Leisure activities organised by the host were seen to have been 'good' by the overwhelming majority (21), seven participants found them 'excellent' and one participant indicated 'fair'.