



**H**UMAN  
**R**ESOURCE  
**D**EVELOPMENT  
**C**OUNCIL  
*of* BOTSWANA

**TALKING NOTES  
2023 BUDGET PITSO**

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**FRANCISTOWN CIVIC CENTRE**

# HRDC INITIATIVES

- HRDC is developing the **Labour Market Information System** expected to be completed in October 2024.
  - **Objective:-** To monitor and reports on labour market patterns and trends and provides strategic guidance for planning, policy formulation and programme development.
- HRDC has also advanced the delivery of the electronic registration of job seekers and job openings, which is one of the recommendations of the National Employment Policy.
  - **Objective:-** To enhance Job Matching by connecting job seekers with suitable job opportunities based on their skills, qualifications, and preferences. This leads to quicker and more effective job placements.

# HRDC INITIATIVES

- Development and implementation of the **National Apprenticeship and Student Internships Policy** as we endeavor to strengthen the collaborative partnership between industry and Tertiary education institutions.
  - **Objective:-** To avail placement opportunities for apprentices and interns as well as assessors/mentors/coaches at workplaces and produce work ready graduates.
- Coordination and **promotion of learning in the workplace.** There is visible growth in the number of companies that are effectively utilising the Human Resource Development Fund and benefitting from the training levy.
  - **Objective:-** To promote lifelong learning and retooling of the workforce to acquire requisite skills, competencies and attitudes to enhance efficiency in their operations.

# HRDC INITIATIVES

- ***Coordination of the development of Tertiary Education Institutional Plans.***

**Objective:-** The plans ensure that institutions produce graduates with skills required in the economy both nationally and globally.

- ***Production of annual Tertiary Education Statistics and Performance Indicators.***

- **Objective:-** To determine enrolment and graduation performance and facilitate tertiary education management, planning and policy implementation.

- ***Development of the National TVET Policy and conducting of annual TVET Pitsos.***

- **Objective:-** To facilitate discussions on TVET policies, reforms, and regulations at the national level, allowing stakeholders to review current policies and propose improvements

# PROPOSED STRATEGIES FOR TNDP and NDP12

- The desire for Botswana to transit to a high income status and the quest to become a knowledge economy is achievable but it is a complex and multifaceted endeavor that requires a strategic and sustained effort.

Here are some pre-conditions for success:

## (1) Re-setting of Clear Goals and Priorities

- Re-defining clear and measurable objectives for the education and training system, aligning it with the goal of achieving high-income status.
- Identifying the specific sectors and industries that are critical to economic growth and job creation, and prioritising training and education in those areas.
- Strengthening the links between economic support assistance programmes (e.g., **LEA, YDF, CEDA**) with appropriate skills development

# PROPOSED STRATEGIES FOR TNDP and NDP12

## (3) Digitalization and Technology Integration

- Embrace technology in education and training to enhance access, flexibility, and quality. This includes e-learning platforms, digital resources, and virtual labs.
- Cost of access, especially for the poor is still a challenge
- Equip students and teachers with digital skills necessary for the modern workforce

## (4) Research, Development & Innovation

- Increase allocation of resources for research and innovation in education and training methodologies and technologies.
- Strengthen the support for institutions and programs that conduct research to address specific industry needs.

# Policies for Intervention from a human resource development perspective

- 1. Development of a Human Resource Development Strategy**
- 2. Adoption and implementation of the TVET Policy**
- 3. Apprenticeship and Internship policy**
- 4. Retooling and skilling programme for national and international labour market**
- 5. Internationalisation of ETP curriculum –skills export**
- 6. Full Implementation of multiple-pathways at secondary school**
- 7. Sufficiently fund Research and Innovation**
- 8. Attach Batswana to major projects – conditional for every winning bid**
- 9. Encourage private sector / banks to fund start-ups**
- 10. Conduct and National Skills Audit to establish baseline**

# Priority areas for job creation mainly in Technical Vocational Education and Training

1. Crafts and trades (artisans)
2. Technicians
3. Specialist
4. Professionals

## Key Strategic sectors/drivers as per the HRDC Priority Skills 2022 Report

1. Mining, Minerals, Energy and Water Resources
2. Tourism
3. Finance & Business Services
4. Transport
5. Manufacturing
6. Creative Industries
7. Agriculture

**VALUE CHAINS CAN BE DEVELOPED FROM THESE, INCREASING EMPLOYMENT**



# Climate Change & The Just Transition Skills

- In addressing climate change, there are interventions such as the Just Transition which is an outcome from the ongoing climate change negotiations that calls on Governments to transit from fossil fuel powered economies to more green ones.
- The move threatens our development as we are a fossil powered economy and we also see carbon border adjustments taxes being applied on carbon intensive commodities.
- These carbon taxes threaten our diamonds, beef and limits market penetration creating trade barriers.

# Climate Change & The Just Transition Skills

- **As we will eventually transit, we need to take stock of the challenges and costs of attaining this eventuality.**
- **There is potential job losses, need for retooling the workforce and institutions such as the HRDC need budget provision to engage stakeholders.**
- **Other stakeholders such as HRDC, BITC, BMWU, Chamber of mines, Business Botswana need resources to work with Govt to address some of these challenges and identify solutions that take us forward as a country.**

# Current Reality

- **Private Sector – jobs available are at lower level:  
Apprenticeships/ learnerships eg. retail**
- Employers decry lack of Soft Skills and vocational skills**
- ICT graduates are in over supply, but educated at very low level than what the industry requires**
- Customer service low-**

# Current Reality

The share of youth NOT in education, employment or training  
“the NEET rate”

- Estimated at **322,849 persons**. Of these, 41.6 percent (139,853) were male and 58.4 percent (196,069) were females.
- The total number shows an **increase of 13,074 persons (4.0 percent)** *from the 322,849 that was recorded in Q4 of 2020 of the survey.*
- The overall NEET rate was estimated at **39.4 percent** as compared to 39.0 percent that was estimated for Q4 of 2020.

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Source: Statistics Botswana QMTS Q4 of 2021

# Current Reality

The share of youth NOT in education, employment or training  
“the NEET rate”

- Male NEET rate was **34.1 percent** whilst
- Females recorded **44.4 percent**.
- Age group 20-24 recorded the highest NEET rate (**51.2 percent**),
- Followed by the 18-19 and 25-29 years' age groups with **45.8** and **42.2** percent, respectively.

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*Source: Statistics Botswana QMTS Q4 of 2021*

# Other considerations

## 1. Value chain development across sectors

- Agro business - Sanitas

- Mineral beneficiation, especially the diamond cutting and polishing, jewellery making

## 2. High investment in the TVET sector

Re-skilling and retooling

## 3. Green Economy skills and the Just Transition

# Private Sector Driven TVET

- **Make Technical and Vocational Education Training fashionable**
- **Re-tool teachers and trainers**
- **Private Sector working with ETPs should drive TVET development: work ready graduates**
- **Incentivise industry to develop apprenticeship and learnership opportunities**
- **Internship and industrial attachments will reduce numbers of the unemployed youth and give them useful skills**

# Private Sector Driven TVET

- **Industry bodies must influence programme content and its delivery**
- **Skills should be developed at workplaces, as they are specialised and specific to the industry/sector**
  - **The HRDF Fund must be utilised to fund these programmes**



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# CONCLUSION

- Achieving high-income status through an efficient education and training system is a continuous process that involves adaptability and responsiveness to changing economic conditions and technological advancements.
- It requires a strong commitment from Government, ETPs, the Private Sector, and Civil Society to work together to build a skilled and competitive human resource for the country.