



POLICY DEVELOPMENT IN THE SOUTH AND ITS INTERNATIONAL DIMENSION

ZAMBIA:

**STRATEGIC INSTITUTIONAL DEVELOPMENT OF
THE TECHNICAL EDUCATION, VOCATIONAL AND
ENTREPRENEURSHIP TRAINING AUTHORITY**

BY

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Summary

This paper presents recent developments in the technical education and vocational training (TEVT) system in Zambia. The country introduced reforms of the TVET system in 1998, and the reforms are being implemented with the assistance of multi-lateral and bi-lateral organisations.

The paper outlines the reasons for these reforms and the challenges that these reforms have presented to Government, the regulator, training providers and employers. It is suggested that TEVT is an important tool for poverty alleviation because enhanced skills present opportunities for improved household incomes from both formal and non-formal employment.

The TVET reforms in Zambia have been supported by bilateral and multilateral partners and this paper examines the influences of these partners and the efficiency and effectiveness of different models of supporting the reform process.

1. Historical Background

Zambia, upon gaining its independence in 1964, began to formulate new policies on technical education and vocational training (TEVT) in 1969. In the initial policies, TEVT was seen as an extension of the general and secondary education system, and the policy was essentially aimed at (i) satisfying existing requirements of the public service, industry and commerce; (ii) ensuring a steady output of skilled human resources for the future; and (iii) ensuring that Zambia would be technically oriented and that the youth would be trained in creative and productive hard work¹. In this way the policy focussed mainly on the training needs of the formal sector.

During the 1970s, the formal sector was thriving, hence it was only natural that TEVT addressed the needs of this sector. Accordingly, a plan and strategy was adopted for developing TEVT as a comprehensive system for providing the required human resources in a broad range of skills within the established programmes of the technical disciplines.

During the 1980s through to the 1990s, the country introduced significant reforms of the economy, characterised by, inter alia, (i) privatisation of state-owned enterprises; (ii) trade liberalisation; (iii) promotion of direct foreign investment and; (iv) increased support for private sector development. Currently the labour market of the country is characterised by reduced opportunities for formal sector employment and increased employment in the informal sector. Close to 80% of the labour force is now engaged in the informal sector, and the formal employment sector constitutes only 5% of the labour market.

In 1994, the Government of Zambia began a review of their policy on TEVT and in 1996, a new policy was published which focussed on satisfying the changed and changing labour market, socio-economic concerns, and employment promotion through resource based opportunities in the economy. Thus, the new policy on TEVET aims at:

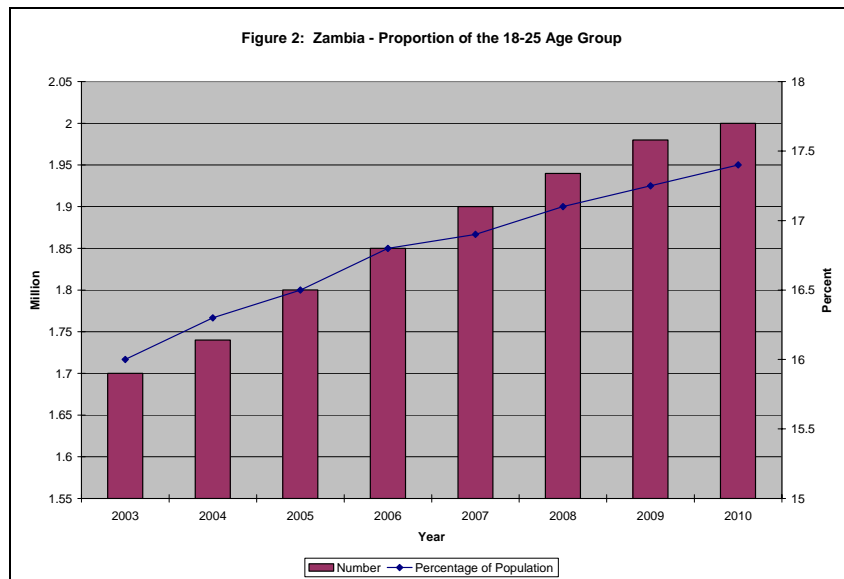
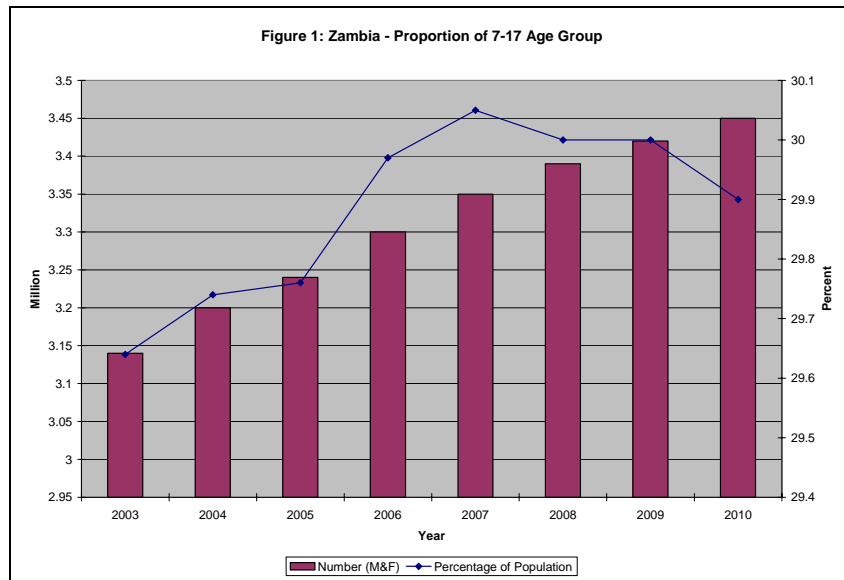
- i) Balancing the supply of skilled labour at all levels with the demands of the economy;
- ii) Acting as a vehicle for improved productivity and income generation; and
- iii) Being an instrument for the minimization of inequalities among the people.

The policy of 1996 differs markedly from the policy of 1969 by focussing on the need to train skilled labour at all levels in order to meet the demands of the economy as a whole, and not just particular segments of the economy. The policy of 1969 was limited in its range of the economy and labour market by targeting only the need for skilled labour in the public service, industry and commerce. Another difference lies in that the policy of 1996 encompasses all types of technical and vocational training, regardless of the level or place where it takes place. The 1969 policy restricted itself to formalised training undertaken in formal training institutions.

¹ Government of the Republic of Zambia, Ministry of Science Technology and Vocational Training, TEVET Policy, March 1996, p.2

2. Rationale for New Approaches to TEVT

Zambia has a relatively young population with the 7 – 17 year age group constituting 29.7% (2004) and the 18 – 25 years age group accounting for 16.3% (2004) of the population.² The current population of the country is ten million, which gives a potential demand for tertiary education and training of 1.63million persons in the 18-25 year age group. This is illustrated in Figures 1 and 2.



² World Bank estimates

The current enrolment in registered training institutions is about 26,500 students, or 1.6% of the potential number, as illustrated in Figure 3.

Figure 3: Enrolment in TEVT (2000 – 2004)

Enrollment in TEVETA-registered training institutions	2000		2001		2002		2003		2004*[1]	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
Business Studies	2,631	3,685	3,535	3,997	3,989	4,353	4,605	6,270	4,805	
Secretarial	1,200	-	1,548	1	1,636	1	1,556	1	1,581	
Hotel and Tourism	687	239	516	310	1,096	376	1,106	432	1,345	
Media Studies and Applied Arts	920	613	737	613	1,043	702	1,585	764	1,750	
Paramedical	207	150	84	162	71	168	84	187	123	
Aviation	86	50	15	48	13	52	10	55	12	
Craft	2,341	2,616	286	3,642	463	4,356	558	4,879	674	
Advanced Technician Certificate	1,474	2,191	128	2,366	250	2,192	271	2,763	304	
Advanced Technology Certificate	114	154	3	144	4	239	7	568	13	
Total per group	-	9,698	6,852	11,283	8,565	12,439	9,782	15,919	10,607	
Grand total for the year	9,660		16,550		19,848		22,221		26,526	

The figures provided above illustrate the importance of TEVT in the overall social and economic development of the country.

3. Organisation of TEVT in Zambia

The new policy is broadened in three respects. First, it incorporates entrepreneurship development. For this reason, it is known as the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy. Second, the new policy incorporates all types of technical education and vocational training like agriculture, business and commercial courses and engineering. Third, it covers training being conducted at all levels in both the formal and informal sectors. The policy also focuses on the concept of equity based on the provision of equal opportunity to all the people of Zambia, irrespective of race, tribe, gender, location or financial circumstances.

The TEVET System is structured as follows:

(a) **The Ministry of Science, Technology and Vocational Training (MSTVT)**

The role of MSTVT has been re-defined from direct provision of technical and vocational training to the creation of a conducive policy and legal environment for the provision of such training by quasi-government and private sector organizations.

(b) **The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)**

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is an autonomous institution created under the Technical Education, Vocational and Entrepreneurship Training Act (No.13 of 1998). The functions of TEVETA are to regulate, monitor and coordinate technical education, vocational and entrepreneurship training in consultation with industry, employers, workers and other stakeholders.

(c) Training Providers

There are 294³ registered technical, business and commercial training institutions in Zambia, with average annual enrolment of about 26,000 trainees. Government, industry, church groups, Non-Governmental Organisations (NGOs), and private providers operate them. Table 1 shows the ownership structure of registered training providers in Zambia.

Table 1: Registered Training Institutions in Zambia (2004)

Ownership	Number	%
Private-for-Profit	125	42.6
Public/Government	51	17.3
Faith-based (Churches)	50	17.0
Community	42	14.3
In-Company	13	4.4
Trusts	13	4.4
TOTAL	294	100

4. The Development of the TEVET System

In 2001, the Government of Zambia introduced the Technical Education, Vocational and Entrepreneurship Development Programme (TDP). The TDP was designed to act as a vehicle for the implementation of the necessary interventions needed to effect the new policy on TEVET. In doing this, the interventions were classified in the following components:

Table 2: Zambia – The TEVET Development Programme

Classification of Interventions	Typical interventions
Management of TEVET	Enhanced collaboration among key public and private stakeholders in the development of the training system.
Training Standards, Assessment and Qualifications	Improvement and assurance of quality in training provision and the design of modern assessment and qualification systems.
Entrepreneurship Development and Informal Sector Training	Development of appropriate approaches to entrepreneurship development in TEVET, and the delivery of appropriate training for the informal sector.
Human Resources Development	Skills enhancement for managers and instructors in the TEVET system.
Infrastructure and Equipment	Improvement of physical infrastructure of training institutions and the acquisition/replacement of training facilities and equipment.
TEVET Information Systems	The development and implementation of a TEVET Information System, based on modern Information and Communications Technologies (ICTs)
Cross Cutting Issues	Promotion of awareness of issues of HIV/AIDS, Gender, Disability and Environment in the TEVET System.
TEVET Financing	Development of financing mechanisms for sustainability of the TEVET System.

The Government of Zambia sought and obtained the support of bi-lateral and multi-lateral organisations for the financing the implementation of the activities and the attainment of agreed outcomes in each of the components. The international organisations that agreed to co-operate with the Government of Zambia were:

³ Number of Training Providers Registered by TEVETA in 2004

- (a) The World Bank, through a Development Credit Agreement with the Government of Zambia.
- (b) The Danish International Development Agency, through the TEVET Sector Support Programme.
- (c) The Royal Netherlands Government, through agreement with the Ministry of Science, Technology and Vocational Training

Other organisations which supported the TEVET Development Programme were:

- (a) GTZ – Technical assistance to entrepreneurship development and training of informal sector operators.
- (b) Japan International Co-operation Agency – Direct technical assistance to selected training institutions and to TEVETA.
- (c) The European Union – Capacity building through targeted financing of training for vulnerable groups at registered training institutions.

5. The Role of International Partner Institutions

During early 1990s, many countries in the Sub Saharan region went through fundamental political and economic changes, characterised by political and economic restructuring. These changes attracted the attention of bi-lateral and multi-lateral organisations keen to support new political and economic developments. Typically, many countries elaborated “Poverty Reduction Strategy Papers (PRSP)” which outlined Government plans for poverty reduction and overall improvement of social and economic conditions in these countries. Among the common strategies in the PRSPs was the need for increasing investments in skills development as a way of reducing poverty and employment creation. The PRSPs, therefore, served as a common platform for pooling external assistance towards a common the goal of reducing poverty.

6. Decentralisation and Autonomy of Institutions

For many years, technical education and vocational training was managed by Government departments and training was delivered, almost exclusively, through public institutions. However, the 1980s and 1990s were characterised by significant reductions in public expenditure on technical education and vocational training. In many countries, including Zambia, basic education took higher priority in resource allocation in contrast to TEVT. As a result, many public training institutions rapidly deteriorated and skilled instructors left TEVT. Further, employers begun to complain about the quality of graduates coming out of the TEVT system, and there was a rapid loss of confidence in the ability of training institutions to provide the skills needed by employers. In 1994, the Government of Zambia decided to review the structure of the public sector and to design new arrangements for increased efficiency in the delivery of services. In particular, the reviews covered sectors such as health, education, TEVT, energy, and water supply and sanitation. A common result of this review process was the decision by Government to decentralise the delivery systems and to provide increased autonomy to service providers. This process of decentralisation and minimisation of direct central control, however, required the establishment of regulatory frameworks for assurance of quality, cost effectiveness and efficiency of operations by service providers. This resulted in the establishment of Regulatory Authorities in the Energy, Water and Sanitation, Health, and TEVT sectors. In Zambia, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is a result of this process.

7. Regional Developments

A study conducted by the World Bank on “Skills Development in Sub-Saharan Africa”⁴ revealed that many countries in the region were reforming their TEVT systems. Common characteristics of these reforms were decentralisation, autonomy of training providers, training for and in the informal sector, and the establishment of regulatory authorities. Zambia has been a part of these regional developments.

8. Influence of Globalisation

The reforms of the economy of Zambia during the 1990s involved the privatisation of state-owned enterprises and promotion of foreign direct investment. This has resulted in the entry of international companies in almost all economic sectors. Significantly, due to small national markets in individual countries in the Southern African region, many international companies are finding it desirable to rationalise production across the borders of these countries and to arrange distribution networks for the supply of goods. In turn, these companies will also anticipate that skills are similarly transferable across their production and distribution networks in the countries that they operate. TEVT has had to recognise these developments and to design appropriate responses to these skills needs. In 2001, TEVETA (Zambia), TEVETA (Malawi), BOTA⁵ (Botswana), and VETA⁶ (Tanzania) met in Lusaka (Zambia) to exchange views and experiences on TEVT reforms and future developments. This group of TEVT regulators have, since 2001, been meeting annually in the different countries and deliberating specific themes in the TEVT reform processes. The underlying intention among these regulators is to co-ordinate their skills development efforts, including qualifications frameworks, in order to assure the development of skills that are recognised in each of these countries. Further developments in the co-operation effort will involve study and recognition of other developments in TEVT in countries outside the Southern African region.

9. Lessons Learnt

TEVT reforms in Zambia have been implemented since 1998. The reforms have been supported by both bi-lateral and multi-lateral organisations. The change-process is on-going, but a number of lessons have been learnt, among which are the following:

9.1 Flow of Funds

Co-operating Partners provided their support in two different ways:

- (a) Some co-operating partners provided direct support to implementing agencies in accordance with agreed programme documents outlining specific objectives and outcomes. In this way, specific interventions were identified for which support was arranged.
- (b) Some co-operating partners chose the “sector-wide” approach, in which resources were made available to Government to support agreed broad development objectives. Typically, Government established a “Programme Management Unit” to manage flow of resources and reporting between implementing agencies, Government and co-operating partners.

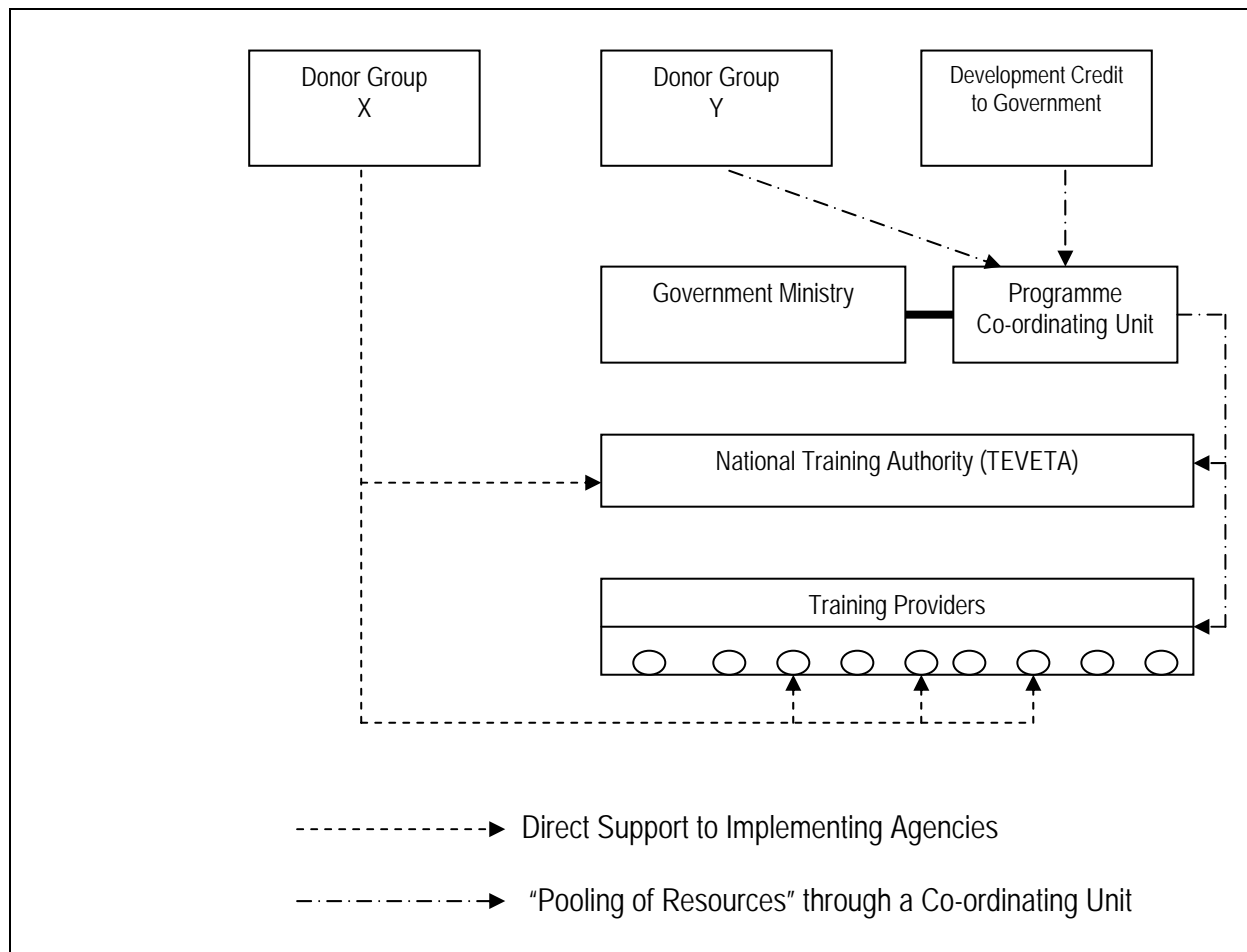
⁴ Skills Development in Sub-Saharan Africa – The World Bank, 2004

⁵ Botswana Training Authority

⁶ Vocational Education and Training Authority

These arrangements are illustrated in Figure 4(a).

Figure 4 (a): Flow of Funds



The pooling of resources, and disbursement through the Programme Co-ordinating Unit (PCU) presented significant difficulties, among which were:

- The PCU was not sufficiently integrated into the line structures of the programme and tended to operate as a "parallel" organisation.
- The PCU began to operate on behalf of the implementing agencies by assuming and centralising operational functions such as procurement, financial management, monitoring and reporting.
- The centralisation of operations caused considerable delays in programme implementation and sluggish disbursements.
- Insufficient clarity of the responsibilities of implementing agencies in the programme and conflict between them.
- Insufficient focus on particular problems, resulting in spreading of limited resources across many issues, with limited success on particular ones.

On the other hand, direct support from co-operating partners to implementing agencies worked relatively better, because:

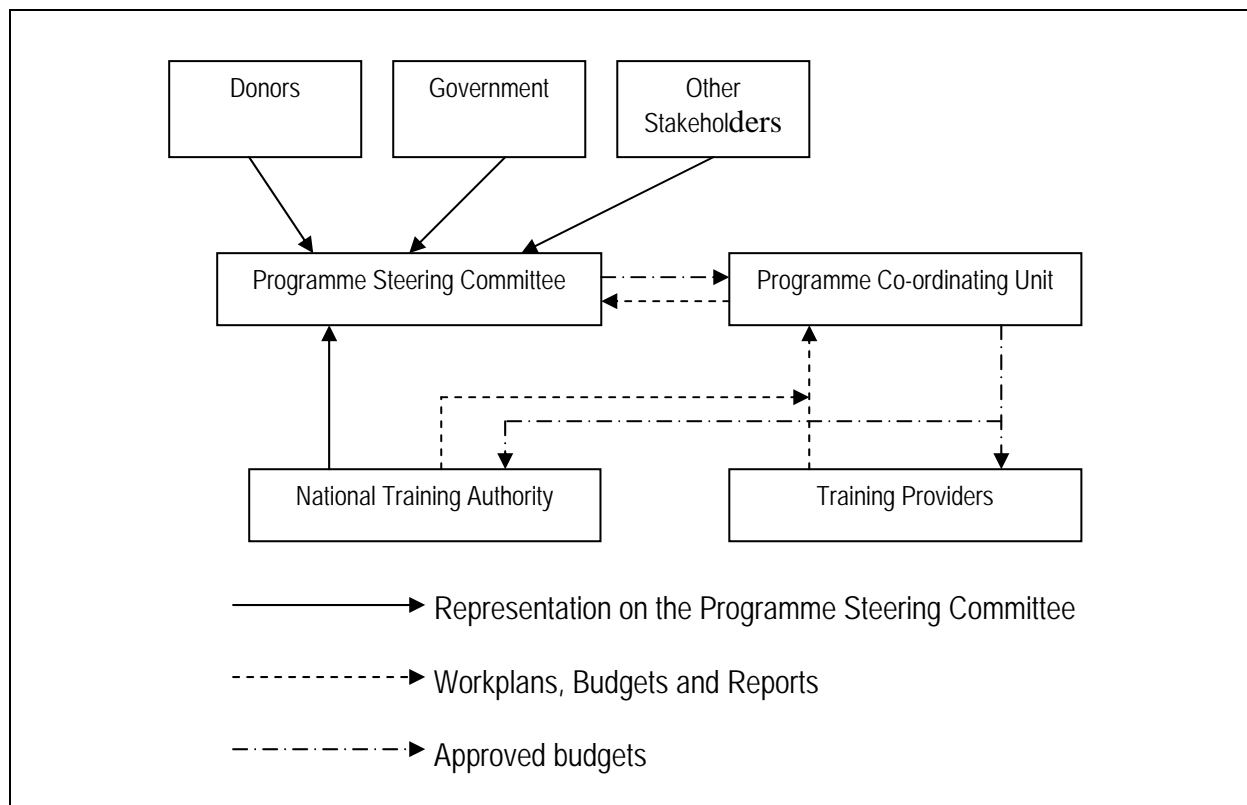
- Implementing agencies were able to develop their own workplans and budgets and had direct control over their activities.

- (b) It was easier to identify weaknesses within implementing agencies and to design interventions to strengthen these institutions through, for example, training of staff.
- (c) The PCU “bottleneck” was removed and resources to the training delivery system flowed more efficiently.
- (d) The “targeting” of resources at particular institutions, and particular problems, resulted in clearer and better outcomes in those institutions.
- (e) Implementing agencies developed a sense of “ownership” of the reform process, and assumed responsibility for their actions.

9.2 Planning, Monitoring and Reporting

The PCU was responsible for the preparation of the Annual Workplans and Budgets for the programme and was also responsible for monitoring and reporting on progress. Government and Co-operating partners formed a “Programme Steering Committee” to approve annual workplans and budgets and to receive progress reports. This process is illustrated in Figure 4(b).

Figure 4(b): Planning, Monitoring and Reporting



Due to its highly centralised nature, the planning, monitoring and reporting systems were slow and inefficient. However, the design of this system was intended to achieve the following:

- (a) Improved co-ordination of the efforts of Government, Co-operating Partners and other stakeholders;
- (b) Ability to present the “big-picture” of the reform process through sector-wide planning and reporting systems;
- (c) Ability to monitor the development of the entire TVET sector, through development of common indicators and a common monitoring and evaluation system for all players.

These objectives proved difficult to attain.

9.3 Technical Support to TVET Reforms

The National Training Authority (TEVETA) was established to provide technical support to Government and training providers, in addition to the regulatory function. The Board of the Authority was, therefore, mandated to recruit qualified persons and to determine conditions of service for the staff of the Authority on the basis of prevailing conditions in the private sector. The intention was to create a professional body of experts to provide strategic guidance on the development of TVET. One donor agreed to provide resources to meet the operational costs (including contribution to salaries of staff) of the Authority on the basis that this support would decline with time and as the Authority improved its operations, and that Government would increase their support to the Authority to off-set declining external support. A number of lessons have been learnt here:

- (a) The National Training Authority has become increasingly dependent on donor financing for its operations. In the case of TEVETA, donor contributions to the budgets of the Authority have been at 80% over the period 2001 to 2004.
- (b) The Government has not been able to increase their grants to the Authority, and these grants have actually assumed a decreasing proportion of the total budgets.
- (c) Government has not been enthusiastic about paying local experts employed by the National Training Authority salaries that are above those paid to the civil service. It is not always appreciated that in the absence of local experts, donors may have little other options than the utilisation of international experts in order to achieve the development objectives of Government.
- (d) TEVETA will find it difficult to recruit and retain the services of local experts to provide technical assistance to Government and training providers, in the absence of direct budget support from donors. It is technically feasible to transform TEVETA into a commercial enterprise and to meet its operational requirements through full cost recovery, but it is unlikely that Government and training providers will be able to accept this arrangement.

10. WHAT WORKS

10.1 Governance Structures

The success of TVET reforms requires political commitment and financial support. The change process in Zambia involved the dissolution of the Government department that was responsible for direct control of all major public training institutions, with consequent loss of jobs for many public workers. The retrenchment of many public workers was only achieved because Government secured external financial support to meet the separation costs. However, the establishment of the Programme Co-ordinating Unit in Government to manage the TVET reform process reinforced the temptation by public servants to "go back to the old system", as exhibited by the desire to centralise operations. In cases where development resources were targeted directly at activities undertaken by implementing agencies (the national Training Authority and Training Providers), the effects of this assistance was more evident. Further, it is necessary that public servants involved in the reform process are trained in their new roles as policy formulators and managers of the change process.

10.2 Establishment of the Regulatory Authority

TEVETA was established through legislation of Parliament as an autonomous organisation, governed by an independent Board, and the organisation is responsible for providing regulation, support and facilitation services to all training providers. A significant factor of success for TEVETA has been the autonomy of the Board to preside over the affairs of the Authority with reduced Government interference. The Authority is not involved directly in training delivery and does not “own” training institutions. In this way, the Authority can act as an independent regulator and apply the same judgements to all training providers without reference to the status or nature of the owner. National Training Authorities have, in many instances, been treated with suspicion by Government. This has been due to the perception by public servants that training authorities take away the powers of Government, resulting in the tendency to roll-back the reform process. It is important, however, that National Training Authorities remain autonomous and that Government ministries are assisted to enhance their internal capabilities for policy formulation, monitoring and review. Co-operating partners could assist in this by providing direct capacity building support to Government ministries, in such areas as change management and corporate governance.

10.3 Training Providers

It is important to recognise that there will be many different types of training providers, of different sizes and ownerships, and who will target specific segments of the skills development market. TEVETA has learnt that it is important to create partnerships between public and non-public training institutions. It has also been found beneficial to create structures for periodic dialogue and exchange of experiences between different training providers. Direct support to technical and vocational training institutions helps to build their internal capacities and capabilities to manage and improve their training delivery systems.

It has been the experience of the TVET reforms in Zambia that training providers that have had direct donor support have performed better than those that have had their support channelled through the Programme Co-ordinating Unit located in the Government ministry. In particular, public training providers who, over many years, have been centrally managed by a Government Department have underdeveloped training and financial management systems, and there is temptation by Government to carry out operations on behalf of these institutions. Typically, the Programme Co-ordinating Unit attempts to assume functions that the training institutions should be assisted to carry out themselves.

10.4 Employers

The reform of the TEVT system in Zambia has involved the participation of employers and employer organisations. It has been found desirable and useful to provide for the participation of private and public sector employers in the governance structures of the TEVT system. However, employers are not always clear about their role in the TVET systems. In many countries of the Sub-Saharan region, Training Funds, based on payroll levy, have been introduced to finance TVET. As a consequence of the levy, employers tend to develop interest in the utilisation of the levy proceeds and to ensure that skills development, supported by the levy, meet their skills requirements. The success of Training Funds based on training levies is related to the growth and the size of formal industry. In Zambia, as is the case in many Sub-Saharan countries, formal sector employment declined during the 1990s, which means that proceeds from training levies are not large. Nonetheless, training funds present attractive avenues for ensuring that resources intended for attainment of training outcomes reach training providers with minimum bureaucratic delays and that benefits of financing training accrue to trainees and employers more effectively.

Donor funds can be effectively utilised through training funds, particularly, if the disbursement criteria are designed to achieve learning outcomes that meet the skills requirements of employers.

11. WHAT DOES NOT WORK

11.1 Governance Structures

It has been observed in Zambia that Government has, at times, presented the view that autonomy of training institutions means reduced public financing to these institutions. On numerous occasions Government has urged these training institutions to move towards "financial self-sustainability", but governments have, on the other hand, retained control on the level of fees that these institutions may charge for training. This has left many institutions in financial distress as a consequence of reduced public financing and limited freedom to charge "economic" fees. Further, increase in fees has had the effect of reducing access to training for vulnerable groups. It is necessary that Governments allow training providers to receive economic compensation for training delivery, but that other interventions are provided by Government and donors to provide fee remission to vulnerable groups. Control of fees can also be regarded as a consequence of centralisation of decision-making processes and has the effect of, inter alia, stifling the responsiveness of training providers to labour market needs. It is desirable that donors assist Governments in the implementation of policies aimed at decentralisation of training delivery.

11.2 Establishment of the Regulatory Authority

In Zambia, TEVETA was established through an Act of Parliament, which gives the Authority a legal status. The regulatory authority needs to be seen as an independent body that regulates all training providers, without bias towards a particular group of training providers. In some instances, regulatory authorities have been regarded as regulators of "private sector training providers" and that public training institutions were "exempt" from the need for conformity with agreed training standards.

In particular, it does not help the work of the regulatory authority if the authority is directly involved in training provision because this undermines the confidence that all training providers need to have in a regulatory body.

11.3 Training Providers

Many public training providers have found it difficult to adjust from the system where they were controlled by a central Government department to one where these institutions were placed under local governance structures with a good measure of autonomy. In Zambia, managers and instructors in these institutions resisted the reforms as they felt less secure in the new arrangements. In contrast to public training institutions, non-public training providers, in many cases, saw the reforms as an opportunity to gain recognition in TEVT. As a result, there are many private training providers offering good quality training and entering niche markets, while public training institutions have been slow at identifying new and emerging skills demands and designing appropriate responses. There is need to improve the responses of public training institutions to developments in their immediate labour market environments by improving their ability to conduct relatively simple labour market surveys and strengthening of linkages with key players in the local economies. The collection of local labour market data can be done more effectively by training providers themselves located in that environment, in contrast to a centralised organisation, such as a Government department.

This, however, does not remove the burden on Governments to develop national skills development strategies and plans, but it is suggested here that training providers will, on a competitive basis, be invited to offer their abilities to deliver the skills required by Government. The important roles of the donor in this situation is two-fold : (i) to assist Governments in developing skills development plans in conformity with national development priorities, and (ii) assisting training providers to enhance their abilities and capabilities to deliver these skills. It may be necessary, in this case, that resources are targeted at relevant institutions and agencies towards achieving these outcomes.

12. Recommendations

This paper has provided an overview of the reforms of the technical education and vocational training system in Zambia. It may be deduced from the analysis above that :

- (a) TEVT is an important component in providing a platform for employment in both formal and non-formal sectors in the economy of Zambia, but this requires sustained and increasing support of Government, with the support of co-operating partners.
- (b) International institutions should continue to support reforms in TEVT. This is due to the fact that in many Sub-Saharan African countries, formal sector employment opportunities are growing very slowly, in contrast to the rates of population growth, and that large proportions of these populations depend on self employment for their incomes. It is, therefore, feasible that skills development has potential to reduce poverty levels through improved household incomes as a result of enhanced skills. However, there is need to examine the most efficient ways of delivering this support such that excessive bureaucracy is minimised.
- (c) TEVT is expensive, and it is unlikely that many Sub-Saharan African countries can afford good quality skills development needed for modern industry. On the other hand, Governments in these countries will do well to improve public financing of their skills development strategies. Donors could consider channelling support to TVET through training funds and, in conjunction with Governments, agree on desired training outcomes.
- (d) There is need to support the decentralisation processes that have been taking place in TEVT over the past ten years. The decentralisation process should move beyond institutional and organisational arrangements to increasingly include design of appropriate training systems, curricula, assessment and examinations. On the other hand, donors could assist with capacity building in Government departments to improve their ability to manage these change processes and assume the role of facilitators and at the same time, improve the autonomous training delivery systems.
- (e) Regulatory authorities are necessary to ensure that minimum training standards are maintained and the confidence of employers and the self-employed in the training system is secured. Training Authorities require direct donor and Government support in order to provide the strategic leadership in the TVET reform process.
- (f) International organisations supporting TEVT should consider, together with Governments in the South, the new role of TEVT in the developing countries where the modern sector is not growing at a rate that will satisfy increasing numbers in the labour market.

- (g) International organisations and Governments in the South should consider the effects of decreasing public financing to public training providers, and the feasibility of enhancing the efficiency and effectiveness of non-public training institutions to offer targeted training programmes for the development of micro and small enterprises. It is recommended that support for skills development in the micro and small enterprises sector is channelled through "Small Business Associations" or other organised support structures for effective training delivery.

 - (h) International organisations and Governments in the South should consider new and more effective methods of financing skills development, based on pooling of public, private and external aid, into well-managed Training Funds. This mechanism of financing has the potential for targeting resources at areas that may provide immediate and significant social and economic benefit.
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