

Global Scientific and Academic Research Journal of Education and literature.
ISSN: 2583-7966 (Online)
Frequency: Monthly
Published By GSAR Publishers
Journal Homepage Link- https://gsarpublishers.com/gsarjel-home-page/

Skills Development and Tertiary Education Financing Under the Botswana National Human Resources Development Strategy (NHDS2009-2022)

By

Dr. Upenyu Chiparo

Director of Academics: Gaborone University College of Law and Professional Studies

Article History

Received: 15/10/2026
Accepted: 23/10/2026
Published: 27/10/2026

Vol – 4 Issue –10

PP: - 05-11

Abstract

Botswana set out the National Human Resource Development Strategy (NHRDS) in 2009 to drive economic diversification and transform the economy from a resource dependent to a knowledge driven economy. The Human Resources Development Council (HRDC)was established through the Human Resource Development Council Act of 2013. The mandate of HRDC is to undertake planning and funding of human resources development in the country. This study was undertaken through interpretive desk research where data was collected from the reports available on the HRDC website and other publications. The study sought to assess the strategies which were implemented by HRDC to advance skills development in the country and the achievements realized from the implementation of NHRDS from 2009 to2022. The study established that the HRDC established Sector Committees which identify and publish priority skills for each sector of the economy. Priority skills became the basis upon which qualifications and learning programmes are developed. The HRDC Fund, which is used to finance workplace training was also established under the NHRDS. The research also found that, through the implementation of the NHRDS, Botswana made considerable progress in strengthening the capacity of its tertiary education sector. However, tertiary education continues to be funded through heavy budgetary allocations every year, therefore the study recommended a relook into the tertiary education financing model used by the government.

Introduction

For the past decade and half, the skills development strategy of Botswana was enshrined in the National Human Resources Strategy (NHRDS) which was passed by parliament in 2009. Through this strategy, Botswana sought to build a robust and seamless education and skills development system beginning from early childhood education to lifelong learning. Four main institutions under the Ministry of Education and Skills Development were set to drive the strategy, these are the Human Resources Development Council (HRDC), the Botswana Qualifications Authority (BQA) and the Botswana Examinations Council (BEC) and the Department of Tertiary Education Financing (DTEF).These four institutions collectively implemented the human resources development trajectory of Botswana as guided by the NHRDS (2009-2022) which sought to position Botswana as a nation with highly skilled people who are fully employed. The mandate of the HRDC is to provide and promote funding of workplace training, human resources development planning and funding of tertiary education institutions. It is the government advisor regarding human resources development in the country. This paper traces the initiatives that were pursued by HRDC in implementing the national skills development strategy.

Background of Study

At the beginning of the 1990s, the government of Botswana began a major programme to reform its tertiary education system. The reforms focused on increasing access and equity in tertiary education and to develop a sector that would ensure provision of quality tertiary education to meet the skill needs of the nation (Molutsi, 2009). The Tertiary Education Council (TEC) was established in 1999, and it started operating in 2003, its mandate was policy co-ordination, planning and development, funding and quality assurance of tertiary education in Botswana. The TEC was responsible for accrediting institutions offering qualifications from diploma to doctorate level. As well, the Botswana Training Authority (BOTA) was established in the year 2000 under the Ministry of Labour and Home affairs in line with the Vocational Training Act No. 22 of 1998. The mandate of BOTA was registration and accreditation of training institutions offering certificate level programmes and promotion of work-based learning. The two institutions (BOTA and TEC) were

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

operating independently and there were some overlaps in their mandates (Tau and Modesto 2010).

In 2009, the National Human Resources Strategy of Botswana (NHRDS) was approved by the parliament. It recommended rationalization to eliminate the overlapping roles between TEC and BOTA. Through the rationalization, Human Resources Development Council (HRDC) and the Botswana Qualifications Authority (BQA) were established as new statutory institutions which replaced TEC and BOTA. The mandate of the HRDC as provided in the Human Resources Development Act of (2013) was to provide for 'the promotion and funding of workplace training, human resources development planning and funding of tertiary education institutions and for matters concerned and incidental thereto.' Over and above that the HRDC is responsible for the implementation of the NHRDS. On the other hand, the BQA was mandated to 'provide for and maintain the National Credit and Qualifications Framework (NCQF) and coordinate the education, training and skills development quality assurance system, from early childhood to tertiary level and lifelong learning (BQA Act, 2013). Whilst HRDC identifies and funds the skills needed in the economy, BQA's role is to ensure quality provisioning of qualifications leading to such skills through registering and accrediting institutions and learning programmes. Through the implementation of the NHRDS, Botswana has made significant strides in skills development as evidenced by the improved capacity of the tertiary education.

Study Aim

HRDC was the main entity mandated to implement the NHRDC from 2009 to 2022 through determining and planning for provision of skills needs of all sectors of the economy. This paper reviews the initiatives instituted by the HRDC to advance the skills development agenda through implementing the NHRDS (2009 -2022).

Research Objectives

The research sought to**:**

- Determine the initiatives adopted by the HRDC in implementing the NHRDS (2009 -2022).
- Assess the sustainability of the Tertiary Education Financing Model adopted by Botswana under the NHRDS (2009-2022).
- Provide recommendations that can be adopted in the next chapter of the National Human Resources Development Strategy.

Significance of study

This research stands as review of the skills development trajectory followed by Botswana through the implementation of the NHRDS (2009-2022). It details out the initiatives adopted by the HRDC in implementing the legacy NHRDS which provides strategic foundation for skills development planning in view of Vision 2036. The result of this study provides baseline insights towards key policies that will guide future planning and funding of skills development in the country. Thus, the Ministry of Labour and Immigration, the Ministry of Higher Education and the Ministry of Finance and Economic Planning can incorporate the findings of this study in their strategic planning. The study takes cognizant that a national level NHRDS (2009-2022) review project funded by the African Development Bank Group was launched by HRDC in October 2025. The findings and recommendations of that project shall complement this study as well.

Literature Review

The origins of the concept of Human Resources Development (HRD) can be credited to the work of Harbison and Myers (1964) who defined HRD as a 'process of increasing the knowledge, the skills, and the capacities of all the people in a society' (McLean, 2006). Human resources development can be undertaken at organizational, industry and national levels. At national level many countries have designed National Human Resources Strategies (NHRDS) to guide their human resources development activities. It becomes a roadmap for the development of skills to address the needs of all sectors in the economy. Accordingly, it is a mechanism to address key developmental issues that affect nations across the world. It points out the need for skills development research and policy changes in a country. Molutsi (2009) suggest that country's NHRDS should seek to develop skills that are exportable given the globalized labor market.

Nair et. al (2007) studied HHRDS of developed and developing countries and concluded that, for countries that are both economically and socially developed such as Japan, their NHRDS no longer focus on basic education but skills development because of high literacy rates. As well, in Qatar, the NHRDS focuses on job training and vocational training in the areas of leadership, organizational change, organizational development, organizational theory, strategy and culture (NHRDS,2009). However, for countries which are still developing, the policies focus largely on improving foundational education levels going up to higher education and professional levels. The focus of Botswana's NHRDS (2009-2022) was to build seamless skills development system from early childhood education to lifelong learning (NHRDS,2009).

The race for economic transformation from resources based to knowledge driven economies has been embraced by most countries within the Southern Africa Development Community (SADC). Such countries have put human resources development at the center of their transformation agendas (African Development Bank,2008). South Africa, having been faced with social disparities for the past decades due to the apartheid regime is currently pursuing an economic transformation agenda to become a knowledge-based economy through human resources development (Horwitz and Harish, 2008). The National Human Resources Development Strategy (NHDRS) of South Africa (2010-2030) seeks to strengthen basic education and foundation programs in science, technology, engineering, mathematics, languages and life orientation/skills, to expand access to quality post-schooling education and training, improve research and technological innovation outcomes and to produce

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

appropriately skilled people for the economy (HRDC-SA, 2017).Namibia also pursued its National Human Resources Plan (NHRP) of (2010 -2025) which was embedded in its vision 2030. The main objectives of Namibia's NHRP were to identify sectors which have potential to create employment, to develop qualifications relevant for each sector in order to meet the skills needs of those sectors, to develop technical and managerial skills in line with those sectors which have potential to create employment in the economy and to develop the required knowledge, skills and competences in line with the long term vision of becoming a knowledge based economy (Namibia's National Human Resources Plan,2012).

The implementation of national human resources development strategies does not come without challenges; these challenges differ from one country to the other depending on the socio-economic context within which the strategy is implemented. For example, in Botswana, the disparities between rural and urban schools in terms of quality of education and learner performance, particularly children from poorer and more remote rural areas, and children with special needs is a key challenges at primary and secondary education levels (ETSSP, 2015) Further, declining results at Junior Secondary Certificate and the Botswana Certificate of Secondary Education (BGCSE) which is the entry qualification to tertiary education were some of the challenges face in the implementation of the NHRDS (Suping,2022).

In low-income countries, the raising demand for higher education does not commensurate with the capacities of governments. Therefore, governments are deregulating education sectors and crafting innovative ways to boost the capacities of their tertiary education sectors (Johnstone, 2015). Given that education is a public good across the world, governments are the main funders of education. According to Amin & Ntembe (2021), in sub-Saharan Africa, there are few sources of higher education financing, the main are government, parents and relatives, students themselves and organizations sponsoring their workers or donors. Governments are continuously working out models to ensure sustainable financing of skills development (Johnstone, 2015). With regards to higher education financing, several countries in Africa have adopted the cost sharing model. For example, in Kenya, state funding for universities is worked out as a function of the total student population. From the assumed unit cost the government pays 60% and the student must fund the remaining 40% through a loan or on cash basis (Africa Population Research Centre, 2025). Namibia also uses cost sharing model with part of the costs borne by students and families; student loans are also being increasingly used as a means of overcoming problems related to access and equity. The Student Financial Assistance scheme in Namibia has shifted from a bursary scheme to a student loan scheme. This removes the burden from the government to the individual students who will pay their loans after getting employed (Ashipala, Hangula, Tomas,2025).

In Zimbabwe, higher and tertiary education financing is based on a cost-sharing model. Students must pay tuition, accommodation and other ancillary fees while the Government funds the operations of the universities (Mugodza et al, 2024).Student loans are provided through the Commercial Bank of Zimbabwe (CBZ). However, students face problems to access the loans because the banks require guardians pay slips, which are not available given that most parents and guardians are either informally employed or not employed (Education Coalition of Zimbabwe, 2022).

In some developing countries the tertiary education sectors have less capacity to absorb all eligible youth who leave secondary education. Statistics show that in developing countries, a significant percentage of youth leave the education system and join the labor market due to reasons like lack of requite points to be admitted in tertiary institutions and lack of resources (Hicks et al., 2007). The obligation to ensure these youths have acquired the relevant skills they need to effectively operate in their workplaces is on themselves, their employers and the government through the relevant ministries. Therefore, governments have put in place polices to promote workplace learning. Workplace training is a process of imparting knowledge, skills, and other mental capacities that occurs while employees complete their work tasks and roles, leading to improved individual and organizational performance (Hicks et al., 2007). Once they are in employment, it is essential that they engage in continuous training so that they keep up with the changing work demands (European Training Foundation, 2013).

According to Rintala et al., (2018) workplace learning can be divided into two broad categories which are formal training activities and informal training activities. Formal workplace training occurs in an organized and structured environment and is explicitly designated in terms of objectives, time or resources (Cedefop, 2014). On the other hand, informal workplace training refers to the learning that results from engaging in daily activities related to work. Informal training is not organized or structured and, in most cases, it is unintentional from the learner's perspective. The policies to facilitate workplace training differ significantly from country to country. However, the aim of the policies is to address the level of development in all sectors of the economy. Policies are adjusted according to the level of demand demonstrated by the skills needed in the industry. For example, In South Africa the number of learners entering and completing learnerships and apprenticeships is often the basis for developing national strategies and skills development plans. The Department of Higher Education and Training (DHET) is responsible for work-based training. According to Ziderman (2016), the department provides funding for work-based training through the Sector Education and Training Authority (SETA). In Zimbabwe the Department of Labor and Manpower Planning coordinates the apprentice programme whilst in Botswana the HRDC coordinate the funding of workplace learning (HRDC,2023).

Methodology

The study adopted an interpretive research approach. According to Arnett, (2007) an interpretative approach is rooted in seeking to understand the practices taking place in

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

society. It analytically discloses the meaning of practices in society and shows how such practices affect society. For this study, information was composed from the available reports on the HRDC website, published articles, government policies, regulations and reports. The HRDC websites host annual reports with information regarding Botswana's human resources plans, sector committees and annual statistics on tertiary education. As well, reports from studies funded by World Bank, International Monetary Fund (IMF), World Economic Forum (WEF)on Botswana's human resources development initiatives were also used. This assured the researcher of the quality of data that was obtained. The information from these reports was augmented by published research papers on human resources development strategies of countries within the region. Johnston (2014), suggest that, when good secondary data is available, researchers can gain access to and utilize high-quality datasets that involve larger samples and contain substantial breadth. However, the researcher was aware that such data suffers the limitations of lack of originality. Further, when using secondary data, the researcher does not know how exactly the research was conducted, how well the survey questions were crafted and the level of bias in that study. The use of secondary data for the study offered the researcher advantage of its availability in a cleaner manner at less costly manner.

Initiatives undertaken by the HRDC in implementing NHRDS 2009 -2022.

HRDC was the state institution mandated to implement the NHRDS. Several initiatives were undertaken by HRDC to implement NHRDS (2009 -2022)**.** This paper discusses some of them whsich include the determination of priority skills, promotion of workplace training and student driven financing model.

Priority Skills Planning and Establishment of the National Credit and Qualifications Framework (NCQF)

The HRDC established Sector Committees to 'oversee the production and periodic review of sector specific skills development plans to ensure alignment between the education and skills that are being developed and the needs of the economy. These sector committees consist of members from the industry, education and training providers and civic society (HRDC, 2023). They Sector Committees meet to discuss emerging trends in the sector and provide the HRDC with recommendations on skills needed in the sector. Sector committees also sought to gain the commitment from employers in the sector to invest in training and skills development to bridge the identified skills gaps. The sectoral committees continue to ensure a direct linkage exist between the skills developed and the needs of the fast-changing economy (Molutsi, 2015). The committee's recommendations were refined and presented as priority skills needed in each sector (HRDC, 2020). Priority skills are published by the HRDC every year and Education and Training Providers then develop qualifications and learning programmes to be registered on the NCQF. This is meant to align the supply of skills with the demands of the industry which would alleviate the problem of skills mismatch (Molutsi, 2015). Despite the lapse of the NHRDS (2009-2022), the established sector committee continue to play a significant role in providing direction for priority skills in the different sectors of the economy.

Financing Workplace Training.

The Human Resources Development Fund (HRDF) was established by the Vocational Training Act of 2013 for the purpose of financing the administration of vocational education and of a levy-grant system for encouraging training of staff by employers. The fund regulations were enacted after extensive consultation with stakeholders in government and industry. This has been benchmarked from the Malaysian HRDC fund which was established in 1993 (Tan 2001). HRDF was established to reimburse employers who have incurred training costs for apprentices or trainers. Companies which contribute to the levy can train their employees and get reimbursement of the training costs from the HRDC. According to UNESCO report of (2022), all private companies that had a turnover above one million to two billion pula contributed 0.2% of their enterprise turnovers to the fund, companies with over 2 billion pula contributed 0.05% of enterprise turnover to the fund. About one thousand five hundred companies have been contributing to this fund as of 2019. In the State of the Nation address in November 2018, the President of the republic of Botswana highlighted that, 'During the financial year 2017/2018, employers undertook various training initiatives ranging from soft skills to technical and vocational programmes. A total of Two Hundred Million Pula (P200 million) was disbursed from HRDF and over thirty thousand employees benefited from this programme. The HRDC report of (2020) show that the utilization of HRDC by companies has been on the increases from 15% in 2017 to 24% in 2020, that means out of the companies that contribute to the fund in 2020, only 24% have utilized the fund for workplace training and skills development of their employees. There has been an increase in the uptake and utilisation of the fund which reflects improvement in the workplace skills development within the tenure of the NHRDS2009-2022.

Promotion of a Student Driven Financing Model

Botswana adopted a policy to sponsor eligible youth to study in local private and public tertiary education institutions in year 2007 through DTEF. This resulted in the broadening of access to tertiary education as evidenced by the increase in gross enrolment percentage. Botswana uses the grant /loan scheme model to tertiary education students. The model provides tuition fees and living allowances for students. Tuition fees are paid directly to the institutions whilst living allowance is credited directly to the student's account. Grants are given to students who undertake studies programmes that are listed as priority skills in the economy, these include engineering, health and other science-related fields (DTEF, 2018). DTEF is responsible for funding students with grants and loans which it pays directly to institutions for enrolled learners. It also pays living allowances to all sponsored students directly to their personal accounts every month. Students are sponsored to study in both public and private higher education institutions of their choice. DTEF uses the

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

'open market system' to allocate students to both private and public institutions. This system allows institutions to openly compete to enrol students who are eligible for sponsorship by the government. Therefore, every institution has equal chances of enrolling as many students as it can depending on its capacity and the effectiveness of its marketing strategies to attract students for enrolment. Private higher education institutions use the fees paid for funding their operations and infrastructure development.

Tertiary Education Financing Model adopted by Botswana under the NHRDS (2009-2022).

In Botswana, the government finances tertiary education at two levels, firstly at institutional level and at student level. Public universities in Botswana rely mainly on the government for funding. According to Letsebe, Ebewo, and Nesamvuni (2024), there are generally three main types of public funding models for public universities. These include formula-based funding, outcome-based funding, and negotiated funding. The formula-based funding involves the use of an algorithm to calculate the size of university funding with application of a mathematical formula. The formula considers variables like student population, publication performance, and other indicators. The amount of funding will depend on the quantitative performance of the university from the calculation. The outcome-based funding model that involves the signing of performance contracts between a university and government (Wachira, 2018). The contract clearly stipulates target performance indicators that the university accepts to achieve by getting the required amount of funding. The university must fulfil its performance goals such as retention rate, completion metrics, faculty productivity, external research funding and transfers according to the targets set out in the performance contract (ClaeysKulik, 2015). The third approach is the negotiated funding model whsich entails involves negotiations between government and public university to acquire funding. Certain characteristics come to play such as the university reputation, rankings and its core mandate (Chernove et al, 2017)

None of these three major types of funding models is being utilized in Botswana. Public universities in Botswana prepare their budgets on every fiscal budgeting period and submit to the Ministry of Higher Education. The budget is financed through subvention funds and grants, tuition fees, research grants, government education tax fund donations and endowment funds (Ogunode & Ohiosumua, 2022). The subvention funds allocated to public universities in Botswana are dependent on what the country can afford. Universities should be funded based on certain performance indicators other than budgetary request. According to Damane & Molutsi, (2015) public higher education institutions in Botswana solely rely on the government for funding. The government was advised to reform the funding model in view of equity and sustainability. They argue that other countries in Africa have reformed the funding models taking into consideration the fiscal constraints they face. Botswana therefore should consider reforming its model of financing tertiary education. Universities and other public institutions should run autonomously and seek to raise their own funds with support from the government.

On the student side, the government pays full fees directly to the institutions where the students are enrolled and monthly living allowances directly to the students account. This model may not be sustainable because it burdens the government. A study by Damane & Molutsi (2015) observed that the government would need to spend at least 5% of the national Gross Domestic Product (GDP) annually to finance tertiary education as it continues with this model. They also suggested that Botswana should consider reviewing the system so that it can be more sustainable. The full grant loan should be provided to those learners who do not have any means to sustain themselves whilst studying. It has been noted that, poverty has been on the on the declines in Botswana, therefore a significant proportion of Batswana is able to share cost of tertiary education with the government. Further, the government should strengthen the policies and systems on student loan recovery. There are some fears surrounding the introduction of the cost sharing model of higher education financing. Johnstone (2015) observed that if the cost sharing model is adopted without financial assistance and effective means testing, it would exacerbate existing disparities between the well-off and the much larger numbers of the poor, especially in low-income countries.

A study by Chirwa et al (2022) on the loans and scholarships in Africa's higher education found that, in Botswana 'government funding and expenditure on tuition fees and allowances had reduced in some years and this affected the performance of the scheme. The study also found that there are challenges in finalization of policies and systems to ensure effective recovery of loans given to students. According to the Dailly News newspaper, the government of Botswana seem to be facing challenges in implementing the loan recovery system. As of April 2023, the then Minister of Education and Skills Development-Dr. Douglas Letsholathebe informed Parliament that it had not been easy to establish the exact amount owed to government by former loan beneficiaries because of the initial shortcomings of the manual sponsorship process. Giving an update at the Public Accounts Committee in May 2025, Professor Tabulawa said, "DTEF has submitted a project Memorandum with resources required to submit its loan recovery efforts. We're going to try to process all the 150 000 beneficiary profiles and create loan statements which will then be furnished to those who are in arrears. "The Permanent Secretary revealed that over P5.3 billion in student loans is owed to government. There is need to take a radical step towards loan recovery to reduce the burden on the government.

Recommendations

Based on the findings of this paper, the following recommendations can be drawn out:

- Companies which are benefiting from the HRDF should provide five-year strategic human resources plans on whsich they should be summiting annual progress reports.

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

- A formula should be established for the financing of public higher education institutions so that they can operate autonomously. The government should pay a certain portion whilst the other part is generated by the institution.
- Performance indicators like rate of student retention, graduation rates, research and innovation should be used to determine the level of funding for public universities
- A system for social categorization and means testing should be put in place to segregate people according to their levels of income. This system will be used to identify those students who have full support from the government for their studies. Indeed, the full loan system should be given to those children who may not have accommodation, food and transport when undertaking their studies.
- The government should move towards privatizing the student's loans system so that cost sharing can be achieved. The government can pay a certain percentage of the cost whilst the individual students pay the rest.
- DTEF must design a robust system linked to the BURS system to identify the beneficiaries who are gainfully employed. Once the beneficiary is allocated a Tax Identity Number (TIN) they should begin to pay back the loan.

Conclusion

Botswana has made considerable progress in human resources development through the implementation of the NHRDS 2009-2022.A system for identifying the skill needs in the economy was established, the NCQF which has a database of qualifications from which learning programmes can be developed by education and training providers was established. The administration of the workplace training fund has significantly improved as way to address the skills need for youths who join the labour market without tertiary education. The increasing uptake of workplace training by companies great success in bridging skills gaps in the youths. As the human resources development budget continues to put pressure on the national treasury, the HRDC should recommend sustainable tertiary education funding model to the government .

REFERENCES

1. African Development Bank (2008) Growing a Knowledge-Based Economy: Evidence from Public Expenditure on Education in Africa: http://www.afdb.org/
2. African Population Research Centre (2025) An Analysis of Kenya's New Higher Education Funding Model and its Implications on Equity, Quality, and Sustainability
3. Amin, A. A., & Ntembe, A. (2021) Sub-Sahara Africa's Higher Education: Financing, Growth, and Employment. International Journal of Higher Education
4. Arnett, R. C. (2007). Interpretive inquiry as qualitative communication research. Qualitative Research Reports in Communication, 8(1), 29–35. doi: 10.1080/17459430701617887
5. Ashipala,O.D., Hangula.M.J., Tomas,N.,(2025) NSFAF Student Funding and Access to Higher Education in Namibia: Status, Success, and Barriers. IGI Global Scientific Publishing. DOI: 10.4018/979-8-3693-4175-9.ch003
6. Baliyan. S., P & Moorad. F., R (2018) Teaching Effectiveness in Private Higher Education Institutions in Botswana: Analysis of Students' Perceptions international Journal of Higher Education
7. Biderman., (2016) ;Funding Mechanisms for Financing Vocational Training: An Analytical Framework . IZA Policy Paper No. 110
8. Bundell R., Dearden Lorraine, Meghir C., Barbara Sianesi (1999). Human Capital Investment: TheReturns from Education and Training to the Individual, the Firm and the Economy, Fiscal Studies, vol. 20, no. 1, pp. 1-23.
9. Cedefop, E. (2014). Terminology of European education and training policy. Second edition: a selection of 130 key terms. Luxembourg: Publications Office.https://www.cedefop.europa.eu/en/publications-andresources/publications/4117
10. Chernova, E., Akhobadze, T., Malova, A., & Saltan, A. (2017). Higher education funding models and institutional effectiveness: Empirical research of European experience and Russian trends.(3 (eng)), 26-60.
11. Chirwa I.N., Masaiti G., Mwale N., Mkandawire S.B., Mulenga I.M., Sichula N.K. (2022) Loans and Scholarships in Africa's Higher Education Finance: A Comparative Analysis of Capitation, Policy and Recoveries in Eleven Countries, British Journal of Education, Vol.10, Issue 16, 67-88
12. Damane, V. & Molutsi, P., (2015) Botswana's Dilemma in Financing Tertiary Education: Organization for Social Science Research in Eastern and Southern Africa (OSSREA)
13. Eraut, M. (2007), Learning in the workplace. Research Summary for House of Commons Committee. Brighton: University of Sussex.
14. Eraut, M. (2004). Informal learning in the workplace. Studies in continuing education, Vol. 26, No 2, pp. 247-273. https://doi.org/10.1080/158037042000225245
15. European Training Foundation, (2013) work-based learning: benefits and obstacles a literature review for policy makers and social partners in ETF partner countries.
16. Gakwadi, K., B. (2018): Need and Importance of Skill Development in Formal Education: Pune research times. An international journal of contemporary studies

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

17. Gaolathe. B, (1997). The Long-Term Vison for Botswana Human Resource Development Council (2023): What is the composition of sector HRD committees: https://www.hrdc.org.bw
18. Hicks, E. et al. (2007). Canadian accountants: examining workplace learning. Journal of Workplace Learning, Vol. 19, No 2, pp. 61-77. https://doi.org/10.1108/13665620710728457
19. Horwitz, F. M, and Harish C. J.,(2008) Managing Human Resources In South Africa – A Multinational Firm Focus Graduate School Of Business, University of Cape Town and Michael de Groote School of Business, McMaster University: Advances in International Management, Volume 21, 2008, Pages 89-123
20. Human Resource Development Strategy of South Africa (HRDSA) 2010 – 2030 https://hrdcsa.org.za/wp-content/uploads/2017/07/Revised-HRD-Strategy-June-2017.pdf
21. International Labour Organization (2017) How governments fund training and consulting. Comparing experiences from Asia, Europe and North America https://www.ilo.org/wcmsp5/groups/public/---ed emp.
22. Johnstone. D.B., (2015) Financing Higher Education: Worldwide Perspectives and Policy Options University at Buffalo, State University of New York.
23. Johnston, M., P (2014), Secondary Data Analysis: A Method of which the Time Has Come: Qualitative and Quantitative Methods in Libraries (QQML) 3:619 –626, 2014
24. Lametse, N. L., Ebewo, P. E., Nesamvuni, A. E., (2024).Challenges of Government Funding Model on Public Universities: A Case of Botswana. International Journal of Entrepreneurship and Business Development. ISSN : 2597-4785 (ONLINE)
25. Mclean, G. N. (2006). National Human Resource Development: A focused study in transitioning societies in the developing world. Advances in Developing Human Resources, 8(1): 3-11
26. Mugodza, A.,Junaid, M.S., Rohini, D., Chinofunga, S., Hotera,J.,(2024).The Effect of Modes of Funding on the Performance of Zimbabwe State Universities: International Journal of Academic Research in Progressive Education And Development .http://dx.doi.org/10.6007/IJARPED/v13-i4/23538
27. Namibia's National Human Resources Plan 2010 - 2025 Office of the President National Planning Commission October 2012 ISBN: 978-99945-0-065-9
28. National Development Plan 11 Volume 1 April 2017 – March 2023 ISBN: 978-99968-465-2-6
29. Ogunode, N. J., & Ohiosumua, O. E. (2022). Public universities funding in Nigeria: Challenges and way forward. European journal of innovation in nonformal education, 2(1), 192-200.
30. Pelinescua, E., (2020): The impact of human capital on economic growth. Institute for Economic Forecasting. Science Direct
31. Pillay, P. (2010): Higher Education Financing in East and Southern Africa: Centre for Higher Education Transformation (CHET)
32. Prakash Nair, Jie Ke, Mohammed Al-Emadi, Beatriz Coningham, Jessica Conser, Edgard Cornachione, Seeja Devassy & Khalil Dirani (2007) National Human Resource Development: A Multi-Level Perspective.
33. Rintala, H.; Nokelainen, P. and Pylväs, L. (2018). Informal workplace learning: turning the workplace into a learning site. In McGrath, S. et al (eds). Handbook of Vocational education and training, pp. 1-4. Springer. https://dialnet.unirioja.es/servlet/articulo?codigo=7100664
34. Sanghi, S., & Srija., A. (2019). Skill Development and Productivity of the Workforce https://www.niti.gov.in/sites/default/files/2019
35. Shabbir. M., S., Shariff .M.,N.,M., Alshaibani ,Y.H., Faisal,M.,& Salman.R.,(2018): Entrepreneurship and skills development for socioeconomic growth; present landscape and future agenda for pakistan: Academy of Entrepreneurship Journal
36. Smith, E. (2008). Using secondary data in educational and social research. New York, NY: McGraw-Hill Education.
37. Suping, K. (2022). Political Spectacle and the Decline of Public Education in Botswana. Journalof Asian and African Studies, 0(0). https://doi.org/10.1177/00219096221117077
38. Tabulawa, R. T. (2009): Education reform in Botswana: reflections on policy contradictions and paradoxes, Comparative Education, 45:1, 87-107, DOI:10.1080/03050060802661410
39. Tan. H (2001) Malaysia's HRDF and Its Effects on Training & Firm-level Productivity
40. The Education Coalition of Zimbabwe (ECOZI), Financing Higher and Tertiary Education in Zimbabwe: Trends and Prospects for the Future.
41. UNESCO (2022) Global Review of Training Funds Botswana Human Resource Development Fund
42. Wachira, C. (2018). Effect of Government funding on operational efficiency of public universities in Kenya (Doctoral dissertation, University of Nairobi).
43. Xiao, M. (2007) Human Resource Development Issues in the Implementation of the Western China Development Strategy

*Corresponding Author: Dr. Upenyu Chiparo

This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.