



INSIDE THIS ISSUE

- ◇ **TEVET Policy Revised, Launched: What is new, legal provisions?**
- ◇ **Online Bursary Application System Launched**
- ◇ **K11 million disbursed for MSME/informal sector skills training**
- ◇ **TEVETA develops e-learning strategy to meet training needs amid COVID-19 and beyond**

Contents

TEVET Policy Revised, Launched: What is new, legal provisions?.....	03
Online Bursary Application System Launched	06
K11 million disbursed for MSME/informal sector skills training.....	07
TEVET institutions receive more than 125, 000 face masks in readiness for reopening	08
TEVETA develops e-learning strategy to meet training needs amid COVID-19 and beyond	09
Collaborative actions to develop green skills in technical education and vocational training	10
Occupational standards launched to enhance quality of skills.....	11
MoHE Flags off TEVET Training Equipment Distribution worth \$10 million.....	12

EDITORIAL

EDITOR

Clive M. Siachiyako
Corporate Affairs & Communications Acting Manager

EDITORIAL COMMITTEE

Victor Zumani
Entrepreneurship Development Specialist

Dines Phiri
Training Systems Development Specialist

Priscah N. Chela
Inspector – Quality Assurance

Christopher Nyirenda
TEVET Fund Manager

Kennedy Bowa
Curriculum Development Manager

PHOTOGRAPHER
Clive M. Siachiyako

TEVET NEWS

A publication of the Technical, Education, Vocational and Entrepreneurship Training Authority (TEVETA)
Birdcage Walk, Longacres, P/B RW 16X, Lusaka, Zambia
Telephone: +260 211 253331-4, 253211
Fax: +260 211 251060
Email: teveta@teveta.org.zm
Facebook: <https://www.facebook.com/TevetaZambia/>
WhatsApp: +260954 590783

Disclaimer

Views expressed in the articles and stories in this newsletter are not necessarily those of TEVETA, its board members or management.

Foreword

WE WELCOME you to our fourth quarter TEVET newsletter. During the quarter, the Ministry of Higher Education (MoHE) launched the revised national TEVET policy to create a progression pathway to graduate and postgraduate qualifications. The policy enhances and harmonises coordination and management of skills training and training provision in the country. It further facilitates national productivity, minimises inequalities, and improves income generation through empowering citizens with relevant skills needed for personal progression and national development.

The revised policy has been developed to strengthen linkages with industry, coordination with line ministries and other TEVET providers, increase access to skills for a growing youth population and other target groups, and realign the policy to the 7NDP, Vision 2030 and other government priorities on skills development.

In the quarter, government flagged off the distribution of state-of-art training equipment worth \$10 million procured by MoHE using proceeds from the Skills Development Fund (SDF). The equipment was for different skills centres, trades training institutes and colleges offering TEVET in the country. Recapitalising TEVET resonates with the Vision 2030, which recognises TEVET as an integral part to inclusive economic development, citizen empowerment and key to informal sector productivity and formalisation to broaden the country's tax base.

Furthermore, TEVETA developed an e-learning strategy to meet training needs amid COVID-19 and beyond during the quarter. The e-learning strategy includes development of online training content for theoretical and practical training. It also includes developing and implementing an e-learning platform to be hosted at TEVETA and accessed by all registered learners across the country. The common model of learning system in the TEVET has been largely dominated by face-to face model.

The MoHE also launched the online TEVET bursary application system in the quarter. The smart online system will be interactive and will encourage transparency and efficiency. The system is comprised of five modules that encompass home platform, student module, institutional module, short- listing and award model. Since inception, a manual application system has been used to manage the TEVET Bursary, which has proven to be expensive and time consuming.

We hope that you will enjoy reading this edition and we welcome contributions from our readers.

TEVET Policy Revised, Launched: What is new, legal provisions?

TEVET Newswriter

The Ministry of Higher Education (MoHE) has launched the revised TEVET Policy. Launching the Policy, Minister of Higher Education, Dr. Brian Mushimba said MoHE had achieved a number of key interventions that made a huge difference in the TEVET sector.

Dr. Mushimba said Policy demonstrated the commitment of Government in creating an enabling education and skills training environment to develop quality workforce, which was competitive locally and regionally. "Through this newly launched policy, the Government will provide guidance in the technical, education vocational and entrepreneurship training for improved productivity through industrialisation and value addition to raw materials across sectors of the economy."

"MoHE's role will be to facilitate development of skills for productivity through empowering of the population with the competences needed for personal progression and national development for today and tomorrow. This will be done by cultivating citizens to become skillful and entrepreneurial to create wealth and jobs across different sectors. The Ministry's task is to continue providing support for the productivity of the country because education and skills development play a critical role in attaining national aspirations," he added.

Dr. Mushimba said the policy would promote equity and inclusiveness, entrepreneurship, innovation in training, and continue to support skills training through the Skills Development Fund (SDF), which had largely contributed towards infrastructure development, capacity building and others to answer the call for TEVET enhancement.

The Minister emphasised on having relevant curriculum to meet industrial revolution skills requirements and responding to training needs that should be timely adopted by supplying skilled persons that could compete effectively.

The new policy replaces the 1996 TEVET policy. The old policy was revised in recognition of the fact that for the country to attain the Vision 2030, it needs highly skilled and competent citizens. The revised policy provides for enhanced skills development from trade test certificate, graduate as well as to postgraduate.



L-R: PS Kayula, Minister Dr. Mushimba and Director Vocational Education and Training Mr. Alex Simumba during the launch of the revised policy.

"Low skills perpetuate poverty and hinder productivity. This policy enhances the achievement of national aspirations and including new skills required in the industry from lowest level of qualification (trade test certificate) to postgraduate. Sustainable development of any nation is premised on a constant supply of adequate and appropriate skills, knowledge and attitudes, which can be used to harness other resources such as land, minerals, forests and others."

The national TEVET policy will enhance productivity in the economy for the country to remain competitive in the region. Skills cultivation is critical to the productivity of the country. Skills are extremely important in achieving the income the country aspires especially that TEVET develops hands-on and entrepreneurial skills citizens need to be technically competent in the knowledge economy."

The knowledge, skills and attributes from the TEVET sector will help change the social and economic outlook of the country. This policy provides an important background to develop appropriate skills to uplift lives of many citizens. This policy will help us develop the skills we need.

Anybody can make products, but our skilled citizens should efficiently make products that

meet the demand of the industry. This policy enhances our ability to churn out quality skills.

"The introduction of the SDF was to ensure provisions of the policy are financed adequately. The Ministry of Finance is enhancing the Skills Development Levy Act to improve collection of the levy and increase financing to the sector.

The policy also promotes research and development (R&D) in TEVET, enhances entrepreneurship training and enterprise development, innovation, enhance financing mechanisms, promote inclusion and equality from trade test to postgraduate levels."

"Curriculum development is critical to the TEVET sector. The world is involving curriculum needs to be aligned to emerging skills in the industry. We need new sets of skills the curriculum should pay attention to for our skilled persons remain relevant to the industry for them to be able to compete. The Fourth Industrial Revolution, Artificial Intelligence and ICTs bring critical aspects that should be incorporated into the curriculum. This policy will help align our curriculum to modern skillsets we need to have a competitive workforce," elaborated Dr. Mushimba.

And Higher Education Permanent Secretary Kayula Siame said low skills could continue to perpetuate poverty hence reviewing of the launched TEVET Policy was responding to challenges faced in the sector. Mrs Siame contended that the new TEVET policy would stand a test of time on a ten year timeframe replacing the 1996 TEVET Policy paving way for progressive and enhance on practical skills that are relevant for skills training.

Moving a vote of thanks Vocational Education and Training Director Alex Simumba said launch of the new policy is transformation of the sector bringing a paradigm shift establishing a good set up to effective skills training delivery to equal economies. Mr. Simumba commended the Ministry officials, TEVET sector, and all stakeholders who largely contributed towards development of the TEVET policy document and encouraged all to own it for effective implementation alongside development of the country's agenda.

Mr. Simumba applauded President Edgar Chagwa Lungu and Minister Dr. Mushimba for

the huge support towards SDF that has scored strides in the TEVET sector. "The policy sets a new trajectory in skills need and respond to challenges the TEVET sector has had faced including skills gaps, legal lapses and pedagogical challenges. Players in the sector should interpret this policy into practical implementation plans to ensure Zambia matches the countries that have developed relevant and adequate skills in national development."

Progression pathway to post-graduate, credit transfer

The revised policy provides for the establishment of polytechnics/ technical universities for the smooth progression of learners in TEVET from lower levels of qualification to higher ones. Polytechnic education strongly emphasises on practice-based learning. It includes internships, industrial attachments and work-based learning to enable learners acquire core practical competences and insight of essential skills required by the industry. The essential skills such as communication skills, critical thinking, problem-solving or creativity help learners develop confidence and other significant skills that en-

years presented challenges to trainers and learners with intentions to pursue higher level vocational qualifications. The technologist/ diploma qualification remained the highest level for the TEVET system. Lack of progression pathway was compounded with the absence of clear exemptions provisions across different programmes, which resulted into limited career progression of teaching staff in the sector and graduates. Arising from this gap, some of the TEVET institutions have partnered with universities to offer technical degree programmes.

However, the universities TEVET institutions partnered with were academic and diverted TEVET teaching staff into the academics and lost the hands-on competences required in the sector. Thus, there has been insufficient improvement in the perception, quality of TEVET and in increasing access at higher qualification levels. The revised policy provides a new approach to the progression pathway in the sector to the highest level of qualification.

The new TEVET policy also promotes the transfer of knowledge and skills from the industrial clusters to

TEVET institutions through a credit transfer system. Credit transfer, which is also known as partial qualification, is a system or procedure of granting credit (for a professional or vocational qualification) to a learner for studies done at another institution or in the industry based learning pathway

to develop a system for credit transfer, standardise learning modules and develop guidelines for undertaking credit transfers, among other modalities. These bodies include TEVETA, General Nursing Council, Health Professions Council of Zambia, Engineering Institution of Zambia, Higher Education Authority, Teaching Council of Zambia, Examinations Council of Zambia, Zambia Qualifications Authority, among others.

The policy also provides for Recognition of Prior Learning (RPL), including Life-Long Learning (LLL) and Work Based Learning (WBL). Currently, TEVET qualifications range from level 3 (trade test) to level 6 (diploma) of the Zambia Qualifications Framework. In a highly competitive world for scarce competences and rapidly expanding knowledge economy, there is need to have an elaborate policy and objectives regarding training, financing and curriculum development among other critical variables. This policy strengthens constant supply of adequate and appropriate skills, knowledge and attitudes, which can be used to harness other resources such as land, minerals and forests.

Legal framework requirements for effective implementation of the revised TEVET policy

The situation analysis of the TEVET quality assurance system classifies training institutions according to their capacity to provide quality education and training. Currently, more than 50% of the registered training institutions in TEVET barely meet minimum training standards. This signifies that broadly, the TEVET sector in the country is tilted towards provision of lower quality training and skills provisions.

Factors affecting the quality of training include poor infrastructure, inadequate and inappropriate tools and equipment, limited teaching and learning materials and insufficient qualified and experienced trainers in the sector.

Other factors are inadequate management and supervisory capacity to develop and implement



Dr. Mushimba and Mrs. Siame distributing the policy document to stakeholders.

enhance their employability. The upgrade of levels of qualification provided for in the policy are from Level 6 (Diploma qualification) to Level 10 (doctorate) of the Zambia Qualification Framework.

Progression in the TEVET system over the

on a standardised module or unit of competence. The procedure includes transfer of credit by examinations and credits earned through experiential learning.

The revised TEVET policy provides for relevant qualification and quality assurance bodies

quality assurance systems in training institutions in an effective and efficient manner.

The quality of TEVET has also been greatly affected by inadequate and sometimes conflicting legal frameworks. For instance, the TEVET sector is regulated by the TEVET Act No. 13 of 1998 and the TEVET Amendment Act No. 11 of 2005. The TEVET Act (among others) establishes TEVETA and provides the regulatory framework for the sector. It also provides for the establishment of public and private training institutions.

Despite the existence of this legal framework, there is training not regulated by the TEVET Act. This includes training in nursing and midwifery, education, tourism and hospitality, civil aviation among others, which are provided for through other legislative provisions. While these pieces of legislation have mostly complemented the provision of TEVET, there are areas of duplication, conflict, and contradictions and this has resulted in the segmentation and lack of synergies in the provision of skills training. It has also affected the standardisation of quality assurance in the country.

The inadequacies in synergies has further negatively impacted private sector participation, which is key in developing occupational standards, forecast future skills that should be developed, participating in curriculum development and review, financing and providing work-based learning opportunities such as industrial attachments, internships and apprenticeships. Inadequate synergies also led to challenges in the coordination and monitoring of skills development in the country. In addition, the TEVET Act does not comprehensively cover the modes of training delivery, assessments, financing, and the two-tier system.

Therefore, there is need to review the TEVET Act No. 13 of 1998 and TEVET (Amendment)

Act No. 11 of 2005, Apprenticeship Act No. 36 of 1965 and other Acts for the success of the revised policy.

Reforming financing of the TEVET sector is among the actions Government has taken to improve the quality of technical education and vocational training. The Government actualised the provision of the TEVET Amendment Act for the establishment and management of a fund for



L-R: TEVETA Director General (Mr. Cleophas Takaiza), Director Planning & Information (MoHE—Mr. Succeed Mubanga), PS Mrs. Siame, (Dr. Mushimba) & Director Vocational Education & Training (MoHE—Mr. Alex Simumba) during launch of the revised TEVET policy.

the sector. The provision of the TEVET Act on financing the sector was actualised through the enactment of the Skills Development Levy Act No. 46 of 2016, which led to the establishment of the Skills Development Fund (SDF). The SDF is accessed through in-service training, investment and development financing of human resource development, infrastructure/equipment, and systems development. Other financing areas of the SDF are TEVET bursary and MSMEs and informal sector training.

The SDF financing modalities to the sector are interventions meant to improve access to TEVET by vulnerable youths and enhance quality of training, acquire modern equipment, provide continuous professional development in the sector and up-skilling MSMEs and informal sector players for enhanced job and wealth creation. The TEVET bursary scheme in the sector is mainly targeted at supporting vulnerable stu-

dents to acquire valuable skills and competences to participate in different social and economic sectors. The youthful population of the country requires sustained funding of training to empower the youth with relevant hands-on and entrepreneurial skills to add value to raw materials and create jobs and wealth.

The SDF is a long-term financing strategy to harness relevant training provision in the sector. Procuring state-of-the-art training equipment applicable in industry is among the main objectives of the Fund. This intervention is meant to minimise mismatches between technology existing in training institutions and the one used in the industry. Reviewing the curriculum is meant to realign it to industry needs and

matching the curriculum to technology used in industry is the other critical aspect the SDF seeks to enhance.

This revised TEVET policy has been developed in recognition of the fact that for the country to attain the Vision 2030, it needs highly skilled and competent citizens especially women, youths, and marginalised groups. The policy thus expresses Government's desire to enhance skills development at all levels starting from trade test certificate to post graduate. Such an elaborate policy and objectives on training, financing and curriculum development/reviews, among other critical variables are pertinent in the development of quality and adequate skilled persons in the country.

Sustainable development in any nation can mainly be premised on a constant supply of adequate and appropriate skills, knowledge,

and attitudes to harness other natural endowments in individual and national development.

Government prioritises skills development as a primary medium for improved productivity through value addition and industrialisation. The revised TEVET policy seeks to enhance productivity by empowering people with appropriate skills needed for personal progression and national development. The policy also seeks to inspire citizens to be innovative, entrepreneurial, and technologically proficient.

The revision of the policy was done after an evaluation of the 1996 TEVET policy. The policy evaluation revealed several challenges in its implementation since its formulation and adoption. Some of the challenges that hampered the implementation of the policy included inconsistencies in the regulatory framework, inadequate quality control systems, inadequate human and financial resources, inadequate infrastructure, obsolete equipment and uncompetitive conditions of service, weak linkages with line ministries and other stakeholders.

The revised policy has been developed to strengthen linkages with industry, coordination with line ministries and other TEVET providers, increase access to skills for a growing youth population and other target groups, and realign the policy to the 7NDP, Vision 2030 and other government priorities on skills development. The policy also enhances entrepreneurship development, strengthens the regulatory framework, enhances curriculum development and review, enhances assessment processes in TEVET and ensures sustainability in financing of the TEVET sector.

Other goals of the policy are to develop adequate infrastructure, build capacity in human resources focusing on creative, entrepreneurial and innovative

skills and mainstream cross-cutting issues such as, gender, HIV and AIDS, Learners with Special Educational Needs and vulnerable groups in the provision of TEVET. Government envisages that realising sustainable socio-economic development of the country would be enhanced by sufficiently investing in the youth, who constitute most of the country's population and labour force.

Online Bursary Application System Launched

TEVET Newswriter

The Ministry of Higher Education (MoHE) has launched an Online Bursary Application System for the TEVET sector to improve the processing of applications for the bursary. Higher Education Minister, Dr. Brian Mushimba who launched the system expressed happiness that local develop-



Dr. Mushimba shares a light moment with Director General TEVETA (Mr. Cleophas Takaiza) as Zambia Qualifications Authority CEO Mrs. Mirriam Chiyaba looks on.

ers were finding solutions to the national systems. He said the TEVET Online Bursary Application System signified a very important milestone for the Ministry. "The system will benefit Institutions and student applicants easing the process and creating an enabling environment to access the application documents on an online platform. The manual system that encompassed "red tape" and other cumbersome factors has today been replaced with such a smart system that will expedite the process."

TEVET Bursary Scheme was introduced in 2002 by Government with the objective to provide

support to vulnerable and meritorious students in meeting most of their training fees. This scheme is managed by the Ministry of Higher Education.

Since inception, a manual application system has been used to manage the TEVET Bursary, which has proven to be expensive and time consuming. It is against this background that the Ministry developed the Online Bursary Application system and rolled it out last year.

In the past three years alone, about 12, 100 young people have been awarded TEVET bursaries across the country. More 1, 500 applicants were awarded TEVET bursary in 2018; in 2019 more than 4, 600; and more than 6000 in 2020.

Objectives of Bursary Scheme

- (i) To provide financial support to vulnerable students in order to enable them access skills training;
- (ii) To encourage female students take up skills training in traditionally male dominated courses in

order to promote gender equality;

(iii) To promote critical skills for national development; and

(iv) To provide qualitative training for imparting appropriate vocational skills relevant to socio-economic development needs of Zambia

The Scope of the Bursary Scheme

- (i) To provide bursary according to the demands of the National Development Plans; and
- (ii) To provide bursary at 60% for

rural based institutions, 30% urban based institutions and 10% for Persons with disabilities.

The Bursary Award shall cover the following key areas:

(i) Tuition fees to be paid to the institution at (50%, 75% and 100%) depending on the location of the training institution, the programme offered and the funds available from the Treasury;

(ii) Boarding and lodging Fees (where applicable) paid directly to the Institution; and

(iii) Examination fees (100%) shall be paid directly to the Institution.

Eligibility of an applicant

- (i) Must be Zambian and in possession of a Green National Registration Card with any of the following qualifications:
- (ii) Grade 12 Certificate or its equivalent for those applying for Craft Certificate, Technician / Advanced Certificate, Technologist / Diploma and Degree Programmes;
- (iii) Grade 9 Certificate or Grade 7 Certificate for those applying for Trade Test Programmes. MoHE encourages those who have never been to school to apply for trade test programmes;
- (iv) Must possess acceptance letters from the MoHE Institutions
- (v) Must obtain a Social Welfare Report from the District Social Welfare Offices under the Ministry of Community Development and Social Welfare where applicants reside;
- (vi) Must not be on any other bursary support; and
- (vii) Must not be more than 35 years old at the time of making the bursary support application;

The Ministry of Higher Education encourages returning students to apply under special circumstances where they can prove that their sponsor/guardian are unable to continue in instances of death, disability, terminal/chronic illness or retrenchment by attaching supporting legal documents such as death certificates, medical reports, court orders, among others.

K11 million disbursed for MSME/informal sector skills training

TEVETA Newswriter

Zambia has set a goal to create jobs and diversify the economy as articulated in the Seventh National Development Plan (7NDP) and Vision 2030. Key sectors to increased and diversified job creation include agriculture, extractive industry, construction, and transport industries. A skilled workforce is one of the main factors in wealth creation aspirations. In the 7NDP, TEVET has identified as a critical sector to develop relevant skills to

actualise individual and national development aspirations.

The development of relevant skills requires increased access to education and training opportunities in the country. Financing education and training enhances the development of skilled workforce in the country. In the TEVET sector, the TEVET Fund is pivotal in enhancing the sector's outputs in skills development. The TEVET Fund plays an important role in developing a high quality, sustainable, demand-driven, and equitable TEVET system. Disbursement of the fund is through four pillars namely pre-employment, in-service, investment and MSME/informal sector training.

In line with the 7NDP intervention pillars, TEVETA signed training contracts with 70 training institutions worth K11 million for and MSMEs/Informal sector training. The funded training was in over 26 different skill areas. The contracts were signed with training institutions registered with TEVETA across the country. The training programmes were benefiting more than 4, 500 unskilled out of school youth and MSME/Informal sector players that need skilling to enhance their productivity, efficiency and material utilisation.

Funded training institutions were Youth Resource Centres under the Ministry of Youth and Sport; Ministry of General Education's skills training centres; and Community-Based skills centres. Others are Ministry of Higher Education TEVET institutions; Private Institutions; Zambia Correctional Services (skills training section); and Faith-Based skills training centres. The fund for the training has been sourced from the Skills Development Fund (SDF). The SDF was established under the Skills Development Levy Act Number 46 of 2016.

Funded training was in agriculture (poultry management, pig production, fish farming, horticulture/vegetable production, bee keeping and goat production); construction (woodwork technology, building technology, plumbing and pipe fitting and electrical engineering); engineering/manufacturing (metal fabrication, automotive mechanics, diesel mechanics, vehicle body maintenance and refinishing, fashion and textile

design technology and welding); and tourism/hospitality (food production, wildlife safari guiding, safari driving, canoeing, and camp site construction). The funding targets SMEs/Informal sector players, out of school unemployed youth and entrepreneurs needing up or reskilling.

The development of MSMEs is one of the long term ways of reducing levels of poverty and improving households' quality of life through wealth and job creation. In line with the 7NDP and government's aspirations on value addition to raw materials, the TEVET Fund seeks to increase access to skills training among youths who are not in school and MSMEs and develop quality skilled persons to drive national goals envisaged in national goals. It also seeks to improve economic status of communities either through employment or entrepreneurial undertakings, reduce poverty and promote value addition like in bee-keeping through production of other products and improve efficiency and material use.

The fund provides for continuous improvements in quality, relevance and accessing to training in relation to the 7NDP. The 7NDP recognises TEVET as a strategic component that ensures enhanced human capacity for sustainable national development, increased skilled persons' employability, productivity, and efficiency. The TEVET Fund provides a mechanism that encourages training institutions in TEVET to respond to skills demands from the labour market in the formal and informal sectors.

The up-skilling of MSMEs provides them new skills to remain competitive. Up-skilling is one of the strategic interventions to ensure enterprises remained buoyant, especially that the business world has become very fluid, technology is becoming more sophisticated and people's roles and type of skills for production have change. MSMEs thus need to be open to new skills and learning opportunities for them to remain competitive and strengthen their role in the economy.

The major objectives of up-skilling MSMEs and informal sector players are to increase their productivity and enhance their technical skills

for improved product quality and service delivery. It is also meant to improve their management and social skills for partnerships and business linkages with others to booster their ability to produce or meet market requirements. Broadening their knowledge base and potential to grow their enterprises and learning how to efficiently use material and time management are the other objectives of the up-skilling.

The TEVET Fund also intervenes in enhancing income opportunities for poor and marginalised groups, and enhance access to quality, equitable and inclusive education. People in remote areas have been disenfranchised because of being excluded from education. The fund provides inclusive skills acquisition by the youth and other age groups lacking financial capacity and training opportunities by financing skills training across the country and sectors. The finances are accessed through training providers, which has led to reduction in skills inequality in the economy. Inclusive access to education and training is one of the goals of the 7NDP.

TEVET institutions receive more than 125, 000 face masks in readiness for reopening

TEVET Newswriter

Almost each aspect of usual life has been affected by the spread of COVID-19. Businesses of different sizes and industries across sectors have been significantly impacted. One area that COVID-19 largely impacted and destabilised progress is in higher education. Colleges and universities have been thrown into uncertain waters as they converted to e-learning while they struggled with a myriad of challenges. The challenges were more pronounced

when it comes to programmes that require practical lessons in the workshops.

The reopening of colleges and universities for physical learning across the country proved problematic as coronavirus numbers spiked. But by Government and stakeholders took pragmatic collective actions to support training institutions, students, and entire education system to ensure learning was not completely disrupted for a long time. The efforts and determination to fight the pandemic resulted into the reopening on colleges and universities.

To support the reopening of training institutions, the Disaster Management and Mitigation Unit (DMMU) provided more than 233, 000 face masks to the Ministry of Higher Education for colleges and universities. The masks were distributed to lower the financial burden of providing masks to students by parents as they reopen. More than 125, 400 of the 233, 000 masks have been distributed to TEVET institutions across the country.

Each student received three (3) of the reusable cloth masks to be provided by recipient training institutions in the sector. The masks benefited 41, 800 students in the TEVET sector. Current training institutions registered with TEVETA are 295. Government owns 36.3% of those training institutions whilst 25.7% are under the private hands. The church owns 17.8%, community members 8.6%, trusts 7.2%, companies 2.7% and 1.7% are owned by nongovernmental organisations (NGOs). The institutions received the masks regardless of the ownership.

To cushion the financial pressures by parents to provide masks to learners as they reopen, Government provided the face masks to ensure no learner is denied access to training institutions for not having a mask. With COVID-19 having disrupted business operations and many economic activities, Government considered the procurement of face masks for learners as one of easing the returning of learners to school.

Some of the institutions are owned by the Ministries of Higher Education. Others are for the Ministries of Youth, Sports and Child Development; Community Development; General Edu-

cation; Commerce and Trade; Local Government and Defense. Whilst the rest are owned by the church, companies, communities, NGOs and private individuals.

The face masks are among the preventive measures against the spread of COVID-19. All students are required to wear masks when attending classes.

Face masks combined with other preventive measures including hand-washing and physical distancing help prevent the spread of the coronavirus. Face masks stop the spread of respiratory droplets as talking, coughing or sneezing. Face masks would thus reduce the spread of the coronavirus when they are widely used by people in public settings.

Government is providing students with face masks to ease reopening of colleges as students without masks will not be allowed to attend lessons. The distribution of masks is an effort "not to leave anyone behind" in the new normal. The reopening of schools, colleges and universities is in abidance to strict adherence to the health guidelines provided by the Ministry of Health.

Managers of the training institutions are required to provide leadership in ensuring that learning institutions are safe for learners and prevent the spread of COVID-19 among learners. The training institutions are working with health officials and the community at large to ensure that there is strict adherence to the guidelines provided by both the Ministry of Health and the Ministries in charge education.

President Edgar Lungu announced the reopening of non-examination classes at secondary school, college and university levels during the reopened parliament on September 11, 2020. The President directed Ministries of General and Higher Education to work on modalities to reopen schools, colleges and universities from 14-28 September.

The reopening is done with total observance to COVID-19 guidelines. The Ministry of Higher Education recommended training institutions to ensure strict adherence to COVID-19 guidelines in preventing the spread pandemic as schools, colleges and universities reopen.

Broadly, the COVID-19 pandemic has resulted lockdown measures, leading to economic recession, disruption of education and closure of higher learning institutions and businesses at national and global levels. This has threatened continuity of skills development, including all forms of work based learning, such as apprenticeships and internships in the TEVET sector.

Without leaving anyone behind, the Government is taking actions to ensure that the youth are provided with an enabling environment to confront the challenges of COVID-19. The United Nations Educational, Scientific and Cultural Organization (UNESCO) estimated that nearly 70% of the world's learners were affected by school closures across various education levels. The acquisition of face masks is a strategic step in safeguarding the learners and making their learning more conducive in the new normal.

Skills development plays a big part in fostering the resilience of young people. Hence, it is crucial for Government and all stakeholders to ensure the continuity of skills development, especially through distance and blended learning, to guarantee the safety of staff in the education and training workforce and provide continuity to all learners including apprentices and interns and those wishing to up skill and reskill.

TEVETA develops strategy for e-learning to meet training needs amid COVID-19 and beyond

TEVET Newswriter

The current COVID-19 pandemic has unprecedented impact not only on our health, lives, and economies, but also on the education and training sector. It is estimated that more than 1.5 billion learners worldwide are not attending school because of the pandemic. According to UNESCO at least 56 countries have closed schools globally and more than 516 million children and youth are affected.

In Zambia, all learning schools, colleges and

universities were prematurely closed on 27 March 2020 due to the pandemic. School closures due to COVID-19 across the world have put gains made in access to education and training at risk and negated them. The poorest and most marginalized children and youth also face broader risks linked to limited access to essential services like school information on disease prevention, water and sanitation and information and communication technology service.

School closures even when done temporary carry high social and economic costs to society. Studies have shown that after abrupt closure of schools, some learners never returned to the classroom after schools re-opened. Others had fallen far behind in learning and development. Accordingly, TEVETA has developed an e-learning strategy and learning platform for the TEVET sector in the wake of the COVID-19.

The e-learning strategy includes development of online training content for theoretical and practical training. It also includes developing and implementing an e-learning platform to be hosted at TEVETA to be accessed by all registered learners across the country. The common model of learning system in the TEVET is largely dominated by face-to face model.

The common model of teaching and learning system in the TEVET sector is largely dominated by the conventional face-to face model. Only 22 (7.5%) of the 295 training institutions registered with TEVETA have demonstrated capacity to develop learning materials that are suitable for use through Open, Distance and Flexible Learning (ODFL), which is part of e-learning. In 2019, TEVETA recorded 41, 806 registered learners and only 3 263 (7.8%) were under the Open, Distance and Flexible Learning model.

The statistics above shows that the impact of the coronavirus on the TEVET learners and teachers has posed a great challenge. Only 7.8 % of these learners have not been affected as much as those that learn through classroom-based learning as they have had residential classes online. Some institutions have put in

place measures to teach remotely using various educational technologies.

However, the lack of internet connectivity for some lecturers and learners when not in college has meant that some learners have not been able to continue learning during the COVID-19 closure. Further some lecturers and learners lack digital literacy required to effectively use educational technologies for online teaching and learning. In addition, the lack of locally developed online materials in a central online repository makes it a challenge for both lecturers and learners to have access to appropriate teaching and learning materials.

It is against the given background that TEVETA developed standard online training content for theoretical and practical training and implement an e-learning platform to address the challenges experienced by the pandemic and beyond. A digital learning platform has since been developed for the TEVET sector. The developed e-learning training content modules for both theory and practical are hosted by TEVETA and accessible by all registered training institutions and learners.

The e-learning strategy for the TEVET sector provides for blended pathways to balance theoretical and practical learning. The blended approach is based on the learner profiles and their access to information and communication technologies required in delivering e-learning. The strategy embraces online training (web based training; computer based training using compact discs accessible by learners and mobile learning (m-learning). M-learning allows learners to access learning on a mobile device of their choice.

Broadly, the role of e-learning in the COVID-19 crisis is significant for teaching and learning in the post coronavirus era for the working class that need to upgrade their qualifications. Thus, the e-learning strategy will be valuable to the distance learning pathway in the country in the post coronavirus era.

Students from certificate level of training are expected to be computer literate as they take a standard module introduction to computers. Therefore, institutions and learners would

adapt to e-learning without many difficulties. Printing the learning materials will be done for institutions and learners with challenges with internet connectivity.

Government, employers and other stakeholders to promote the creation of viable and reliable e-learning systems that enable the youth gain the skills, experiences, and guidance they need to navigate their future careers during and post the COVID-19 pandemic.

During the period of coronavirus, e-learning became an important training pathway rather than face to face teaching. E-learning provides for adherence to safety measures put in place in Zambia and world over. It has the advantages of offering and sharing materials in all kinds of formats.

Pragmatic e-learning approaches are critical in the development of renewed focus on how to build learning systems that adequately prepare young people for the job market following the rising uncertainties.

Young people have been largely been affected by the crisis leading to their hands-on/practical lessons and apprenticeships/work based training grinding to a halt.

The e-learning platform aims at facilitating continued provision of hands-on skills training amid the COVID-19, which has restrained students from undertaking lessons in training institutions. The e-learning strategy will also key in delivering training in post COVID-19.

Government is keen to ensure that skills development was not interrupted by similar pandemics as e-learning plays a pivotal role in the country's delivery of education and training for sustained economic development through the various ventures and enterprises that skilled persons perform.

Collaborative actions to develop green skills in technical education and vocational training

TEVET Newswriter

Global climate disruptions cause floods, droughts, and other calamities. Mitigating and adaptation to these climatic disruptions require environmental friendly human action and skills to develop eco-friendly goods and services. The development of relevant eco-friendly skills requires collaborative efforts across sectors to develop learning systems that develop pertinent skills to meet the climate change mitigation and adaptation actions.

The TEVET sector is among the key sectors that develop hands-on skills significant in mitigating and adapting to climate change disruptions. Experts across the SADC region have been working on strategies to develop appropriate curricula and training pathways to develop the necessary skills to mitigate and adapt to climate change disruptions faced in the region. A team of experts on skills for sustainable development was assembled by SADC member states to ensure the region developed appropriate skills in the wake of climate change disruptions.

Climate change mitigation and adaptation actions being made by the SADC region are based on the fact that education is critical in promoting sustainable development as emphasized in Chapter 36 of Agenda 21.

The collaborative efforts coordinated by the UNESCO Regional Office for Southern African and ILO also involves thirty (30) additional stakeholders from professional training institutions across SADC, social partners and private sector players joined the workshop for national consultative purposes.

The multi-stakeholder collaborative process seeks to create awareness and understanding

of the relationship between education, training, sustainable development and the transition to a green economy. Environmental friendly practices on advancing policy and transforming learning environment and accelerating sustainable solutions to development through the promotion of green human capital, skills for green jobs and the greening of economies are gathered and showcased



Experts from different countries during the SADC green skills workshop.

from countries in the region.

The regional collaborative process has work groups on policies and partnerships for skills development, curricula and pedagogies (methods and practices of teaching green skills) in support of skills for sustainable development and skilling for an inclusive green economy. Emerging opportunities and challenges due to climate change in specific economic sectors are discussed and factored into climate change adaptation and mitigation strategies.

Stakeholders from the region share experiences of the relationship between education, training, sustainable development and the transition to a green economy. They also develop national action points on how to practically ensure that individual nations and the region developed policies and skills for the green economy. Governments in SADC are committing themselves and taking steps in developing strategies and policies that would develop skills for the green economy.

The workshop was officially opened by the Permanent Secretary of the Ministry of Higher and Tertiary Education of Zimbabwe. The Permanent Secretary was represented by the UNESCO National Commission Secretary General Ms. Margaret Chirapa who informed the meeting that Zimbabwe had adopted its' National Qualifications Framework with 8 levels. In his opening remarks, the UNESCO ROSA Director and Representative, Professor Hubert Gijzen stressed the importance of clarifying the concepts of 'green economies and green societies, which are part of the UNESCO Technical and Vocational Education and Training (TVET) strategy (2016-2021). He further stated that focus on skills and TVET was because skills were important for employment creation, creation of entrepreneurship and poverty reduction.

Ms Anne-Marie Kiaga representing the International Labour Organisation Country Office for Zimbabwe and Namibia mentioned that ILO was firmly convinced that the transition to a greener economy offered a significant opportunity to overcome poverty and inequality by creating more and better jobs as a key part of the 2030 Agenda for Sustainable Development. She spoke of the drivers of change in the work place and of the new forms of work and lifelong learning.

The action points in greening technical and vocational education and training (TVET) included strategic communication on green skills among stakeholders, enhancing existing environmental friendly practices and programmes, assessing mechanism and institutional frameworks in promoting green skills, mapping practices and programmes on climate change, coordinating policies and programmes, and developing platforms for sharing good practices.

Communicating green Skills is among Government Ministries and other stakeholders in order to mainstream green skills in the national and sector policies and national strategic documents. The communication also focuses on the kind of sectoral actions required to reduce human footprint on the environment.

TVET plays an important role in steering the transition to a low-carbon economy and climate -resilient society. It is carried out through the traditional roles of TVET in preparing learners for occupational fields and increasing their participation in the world of work. These traditional roles are facing new expectations, including calls to adapt to better align with emerging green jobs and qualifications and contribute to the development of skills and competencies that power a more circular economy and sustainable culture, as opposed to the common take-make-dispose culture that prevails.

The SADC stakeholders recommended that curricula in TEVET should integrate green skills and training systems. The other consensus was on the need to communicate the message on green skills to main stakeholders in the TEVET sector, Government Ministries and other stakeholders to mainstream green skills in the national and sector policies and national strategic action plans.

The communication should focus on required sectoral actions to reduce human footprint on the environment. The environmental friendly practices the communicative actions should focus on include sustainable farming, natural resource management, or construction.

Further, it was vital to ride on existing practices and programmes being implemented by various institutions. Farming practices such as conservation agriculture should be fostered, reuse/recycling of waste augment in training systems and lifestyles, rainy water harvesting adopted and other climate change mitigation practices should be fostered across the sectors of the economy.

Generally different actors are working on cross-cutting green skills development plan for education and training systems that ensure learners acquire skills and competences needed for the green economy are developed. Therefore, education and TEVET sectors, labour market, business associations and other players' coordination should be enhanced to ensure timely articulation and integration of green competences and concepts in occupation standards, curriculum development and learning systems to

adapt to current and future career needs in the advent of climate change pressures.

Occupational standards launched to enhance quality of skills

By MoHE & ZAQA

Government has embraced development of occupation standards in order to create quality skilled workforce in various economic sectors. Ministry of Higher Education (MoHE), Permanent Secretary Kayula Siame disclosed.

Mrs. Siame said over the years, MoHE embarked on linking the bridge between quality and access occupational standards from the mismatch.

The Permanent Secretary was speaking today during the launch of the National Occupational Standards developed by the Zambia Qualifications Framework (ZAQA) in Lusaka.

"The necessity of trade is very critical and hence we need to have occupation standards that are responsive to product quality and accessible by industry. The six launched occupation standards encompassed Agriculture and Tourism.

Mrs. Siame explained that the Government required experts with quality standards of qualifications hence MoHE was proactive in developing qualifications comparable not only regionally but also internationally. She added that ZAQA will extend the development of more occupational standards to other sectors that include manufacturing and the mining.

"We are giving ZAQA the push and we are very happy partnering with the Irish Government to support ZAQA and collectively move on course of the strategic process". Mrs. Siame said.

She urged the public and private sectors to come on board and provide necessary concepts on the development of occupational

standards and create the 2030 vision on the requisite skills.

And Zambia Qualifications Authority (ZAQA) CEO and Executive Director Mirriam Chiyaba said ZAQA recognised several occupations in the country and at the outset identified what has been launched today in the sectors of tourism, agriculture, livestock and fisheries in order to set responsive trades and occupational standards framework.

Mrs. Chiyaba said the launch of the occupational standards will form a strong basis and responsive to the requirement of industry.

Meanwhile, Irish Ambassador to Zambia Seamus O'Grady said the partnership of the two Governments have been applied progressively in cordial and practicable collaboration ties. His Excellence O'Grady disclosed that the forty-year partnership between The Republic of Ireland and Zambia pragmatically executed in various sectors of education, health, and agriculture are among workable partnership to witness today.

His Excellence O'Grady said The Republic of Ireland has over the years embraced credible qualifications and collectively interrogated concepts and supported occupational standards and information management systems in partnership with the Government of the Republic of Zambia.

His Excellence O'Grady disclosed that a total sum of Two Hundred and Fifty Thousand euros was disbursed towards the development of occupational standards, but he however stressed that the partnership was more than monetary. "The launched ambitious program shall address challenges to find solutions in industry in order to meet economical strides."

Moving a vote of thanks, Technical Education, Vocational and Entrepreneurship

Training Authority (TEVETA) Director General Cleopus Takaiza said the TEVET sector was looking forward for more profiles to be developed make the best desired and improved quality TEVET sector.

MoHE Flags off TEVET Training Equipment Distribution worth \$10m

TEVET Newswriter

The Minister of Higher Education Dr Brian Mushimba has flagged off the distribution of training equipment for the TEVET sector. Dr. Mushimba said the Government continued to support TEVET colleges through skills training and self job creation despite difficult conditions experienced by colleges over a period of time lacking vibrant equipment as Technology keeps escalating.

He said Government procured the state-of-the art equipment worth \$10 million to replace the obsolete training equipment to create a robust training platform. The equipment was procured using proceeds from the Skills Development Fund (SDF) to support training in various skills programmes.

The minister encouraged training institutions management to take advantage of the SDF created under the act of parliament as a supporting mechanism for enhancing skills training. Dr. Mushimba also commended the private sector for the pivotal role they play through a Levy contributed and evidently bearing fruits as deserving.

And Higher Education Permanent Secretary Kayula Siame said the TEVET sector over the

years had not been equipped with training equipment required to channel suitable skills training but today through the SDF, equipment worth million of kwachas has been procured, she encouraged trainers to effectively use the newly acquired training equipment to also promote agriculture and equally inculcate entrepreneurial skills in students in various skills.

The SDF has different financing areas of the TEVET sector. These include MSME/informal sector training financing, pre-employment (TEVET bursary), employer-based and infrastructure, human resource development and equipment acquisition for training in the sector.

The equipment is for different skills centres, trades training institutes and colleges offering TEVET in the country. Recapitalising TEVET is resonate to the Vision 2030, which recognises TEVET as an integral part to inclusive economic development,



Some of the equipment procured for training institutions in the sector.

citizen empowerment and key to informal sector productivity and formalisation to broaden the country's tax base.

The Vision 2030 has also paved the way for National Development Plans that have put job and employment creation at the core of its activities through addressing issues of youth unemployment and skills shortages that are attainable through the TEVET financing to enhance value-addition chances utilising hands-on and entrepreneurship skills.

The demand from industry for the TEVET sector to scale-up its efficiency in developing relevant skilled

persons to ensure the nation has the quantity and quality of TEVET skills required to foster national development has been increasing over the years. The demand includes skills covering manufacturing, agricultural and value addition to agricultural commodities, community, business related, hospitality, develop-

between the inadequacies in the application of technology, handling of equipment and their practical experience. In a number of cases, new TEVET graduates become productive after a year of being on-the-job, during which time they were closely supervised to ensure they acquire relevant competences to be effective in

Fashion Design and Tailoring training programmes. The other equipment is for Food Production, Cosmetology, Hospitality, and Taxidermy and Tannery training programmes offered by different trades and skills training institutions across the country. The modern equipment will help narrow skills gaps and mismatch



Dr. Mushimba test driving a tractor during the flagging off of training equipment distribution.

between industry and training that often arise from training institutions using old equipment and lack of continuous professional development by trainers for enhanced training delivery.

The financing in equipment acquisition includes training of key staff on usage of the new equipment in delivering training to avoid situations where the staff in TEVET institutions do not know how to conduct practical lessons using state-of-art training equipment and tools. One of the long term goals Government through the Skills Development Fund is to increase access, improve efficiency and effectiveness in TEVET system hence the procurement of training hand tools and equipment.

ment and engineering. The demands are in line with national and personal aspirations to attain the middle income status and improve living conditions among households.

the industry. In some cases employers felt that the present vocational training was not up-to-date with changing technologies and industrial activities applying in the industry.

The SDF has other series of new mechanisms of financing TEVET to improve efficiency and effectiveness of the sector and establish national quality assurance mechanisms to improve the quality of delivery and the confidence of beneficiaries in the training and skills they acquire.

Different players have indicated the serious shortage of skills in the various industrial sectors. In the mining sector alone, the Zambia Chamber of Mines estimates an annual deficit of approximately 1,000 skilled persons. The National Council for Construction has indicated more numbers in terms of shortages of skills required in the construction sector, as a concern and huge challenge for their members. Taking into consideration various sectors of the Zambian economy the annual skills shortage could be estimated at over 100,000 persons.

In view of many challenges that are being faced in developing skills in the country, Government under the Ministry of Higher Education introduced in the 2017 budget a Skills Development Fund which is aimed at enhancing the provision of quality and equitable access of skills.

In the long term, proceeds from the SDF are expected to play an important role in developing a high quality, sustainable, demand-driven, and equitable TEVET system in the country. The SDF provides for opening equal access to training funds on a competitive basis with due reference to national development priorities.

Further, industry over the years indicated that training institutions were producing graduates whose knowledge, skills and attitudes did not match the needs of the labour market. Industry was concerned that in most cases, the new graduates from the TEVET sector required on-the-job training to bridge the gap

One of the financing areas of the Skills Development Fund is infrastructure and equipment for training providers offer programmes that are in the national skills priority areas and to ensure infrastructure and relevant equipment was procured for smooth transition of learners from training into industry. It is from background that Government has invested US\$10 million from the SDF towards the acquisition of modern equipment in the TEVET sector.

The assorted equipment is for Mechanical and Metal Fabrication, Automotive Mechanics and Electrical, Agriculture Mechanics, Bricklaying and Plastering, Plumbing and Sheet Metal, and

The funding strategy sets precedence for disbursement modalities towards continuous improvement in the quality and relevance of training in relation to different sectors and Vision 2030 and Seventh National Development Plan (7NDP) that recognise TEVET's integral role in attaining those Vision's goals. The Skills Development Fund is a strategic component in ensuring quality and relevant TEVET that increases employability, productivity and efficiency.