Republic of Zambia



Ministry of Higher Education 2020

National Technical Education, Vocational and Entrepreneurship Training

Implementation Plan

Table of Contents

Foreword	iii
Introduction	1
Implementation Plan	2

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Foreword



Technical Education, Vocational and Entrepreneurship Training (TEVET) is critical to the provision of skills for improved productivity through industrialisation and value addition. It facilitates productivity through empowering of the population with the skills needed for personal progression and national development. The Government of the Republic of Zambia through this Policy will provide guidance in the development and management of the technical education, vocational and entrepreneurship training. It will also inspire citizens to be innovative, entrepreneurial and technologically proficient.

The 1996 Policy has been revised in recognition of the fact that for the country to attain the Vision 2030, it needs highly skilled and competent citizens. In this regard, the Policy Expresses Government's desire to enhance skills development at all levels starting from trade test certificate to post graduate with focus on women, youths and marginalised groups. In a highly competitive world for scarce competencies and in particular, in a rapidly expanding knowledge economy, there is need to have an elaborate policy and objectives regarding training, financing and curricula among other critical variables. Sustainable development in any nation can only be 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.

The sustainable socio-economic development of the country can only be realized if sufficient investment

is made in the youth, who constitute the majority of the Country's population and labour force. It is for this reason that the Government of the Republic of Zambia has placed priority on skills development among the youth. Education and skills development, therefore, plays a critical role in socio- economic development as it provides opportunities for growth, poverty reduction, productivity and human development. In the implementation of the Policy, the Government through my Ministry will facilitate, rationalise, and harmonise the coordination and management of all skills training.

It is my desire that this Implementation Plan will strengthen training, and in particular, skills development provision in the country. The success of the Policy will depend on all stakeholders playing their role in creating a vibrant and robust TEVET system. I therefore, wish to implore all stakeholders to effectively play their part in the implementation of the Policy so as to realise its objectives.



Hon. Dr. Eng Brian Mushimba, MP.
MINISTER OF HIGHER EDUCATION

INTRODUCTION

Government recognises the need for a skilled labour force through the technical, vocational and entrepreneurship training for national development. Prior to 1996, the country relied on the 1969 Statement of Policy and Intent, which was developed to satisfy the prevailing requirements of commerce and industry. This was meant to ensure a steady output of Zambian youths who were technically oriented and trained in initiative, creativity and productive hard work.

The 1996 Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy, was broader than the 1969 Statement of Policy and Intent, since the latter focused mainly on skills provision for the formal sector. The 1996 Policy, on the other hand, incorporated entrepreneurship development and encompassed all types of technical education and vocation training like nursing, agriculture, community development and engineering. In addition, it covered training conducted at all levels in both the formal and informal sectors. This National TEVET Policy was developed to address the challenge of a shrinking formal sector that was unable to generate employment opportunities. The Policy also sought to address the lack of financial and institutional structures to support self-employment for the growing informal sector.

The evaluation of the TEVET Policy revealed a number of challenges in its implementation since its formulation and adoption in 1996. The implementation of the Policy was hampered by some significant challenges such as 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, therefore, been developed to respond to these challenges and address the following key issues:

a. Strengthen Linkages with Industry;
b. Strengthen coordination with Line Ministries and other TEVET Providers;
c. Increase access to skills for a growing youth population and other target groups;
d. Realign the Policy to the 7NDP, Vision 2030 and other government priorities on skills development;
e. Enhance Entrepreneurship Development to all target groups;
f. Strengthen the regulatory framework;
g. Enhance Curriculum Development and Review;
h. Enhance Assessment processes in TEVET;
i. Ensure sustainability in financing of the TEVET sector;
j. Develop adequate infrastructure;
k. Build capacity in human resources focusing on creative, entrepreneurial and innovative skills; and
l. Mainstream cross-cutting issues such as, gender, HIV and AIDS, Learners with Special Educational Needs and vulnerable groups in the provision of TEVET.

IMPLEMENTATION PLAN

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 1: To increase access and participation to TEVET	Facilitate the construction, and rehabilitation of infrastructure for skills development	Construct 7 TEVET Institutes	No. of TEVET institutes constructed	3	1	1	1	1	210,000	MOHE, MIHD, MOF,TEVETA
		896 bed spaces (hostels) created	No. of bed spaces constructed	384	128	128	128	128		MOHE, MIHD, MOF TEVETA
		49 staff houses constructed	No. of staff houses constructed	21	7	7	7	7		MOHE, MIHD, MOF TEVETA
		14 workshops constructed	No. of workshops constructed	6	2	2	2	2		MOHE, MIHD, MOF TEVETA
		Rehabilitate 5 Trades Training Institutes	No. of trades training institutes rehabilitated	1	1	1	1	1	25,000	MOHE, MIHD, MOF, TEVETA
		Construct additional Infrastructure in 4 existing training institutions	No. of Institutions with additional infrastructure constructed	0	1	1	1	1	25,000	MOHE, MIHD, MOF TEVETA
		2 Workshops created	No. of workshops constructed	1	0	1	0	0	1,000	MOHE, MIHD, MOF TEVETA
		2720 Bed spaces created	No. of bed spaces constructed	100	320	160	320	1920	75,000	MOHE, MIHD, MOF TEVETA
		1 Library created	No. of Libraries Constructed	1	0	0	0	0	4,000	MOHE, MIHD, MOF TEVETA
	Promote innovative training modes	Validate Open Distance and Flexible Learning Guidelines	Open Distance and Flexible Learning Guidelines approved	1	0	0	0	0	100	MOHE, TEVETA, Training Institutions Cooperating Partners,
		Implement Open Distance and Flexible Learning Guidelines	No of learners accessing training through ODFL	5,000	6000	7000	8000	9000	10000	MOHE, TEVETA, Training Institutions Cooperating Partners
		Strengthen Competence Based Modular Training	Competence Based Modular Training Guidelines in place	0	1	0	0	0	250	MOHE, TEVETA, Industry, Training Institutions, Cooperating Partners

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 1: To increase access and participation to TEVET			No of Competence Based Modules developed and in use	15	30	30	30	30	250	MOHE, TEVETA, Industry, Training Institutions
			No of learners certified in Competence Based Modular training							MOHE, TEVETA, Industry, Training Institutions
		Scale up the certification of Recognition of Prior -Learning	No. of learners certified through Recognition of Prior –Learning	1500	1650	1700	1850	1900	10,000	MOHE, TEVETA, MLSS, ZAQA, MCDSS, MYSCD
		Develop E-learning Framework	E-learning Framework in place	1	0	1	0	0	250	MOHE, TEVETA, MCDSS, MCT, ZICTA, Industry
		Implement National Work Based Learning (WBL) Framework in key sectors (Agriculture, Mining, Tourism, Manufacturing, Construction and Energy)	No. of sectors providing work based learning opportunities	6	6	6	6	6	100	MOHE, TEVETA, MLSS, MYSCD, Cooperating Partners, Industry
			Proportion of learners attached to industry	20%	35%	50%	65%	70%	100	MOHE, TEVETA, MLSS, MYSCD, Cooperating Partners, Industry
			Proportion of interns attached to industry	10%	20%	30%	45%	50%	100	MOHE, TEVETA, MLSS, MYSCD, Cooperating Partners, Industry
		Develop Continuous Professional Development (CPD) Framework	Continuous Professional Development (CPD) Framework developed	0	1	0	0	0	100	MOHE, TEVETA, MLSS, Industry
			No of lecturers trained in training delivery through alternative modes	100	200	300	400	500	600	MOHE, TEVETA MLSS

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 1: To increase access and participation to TEVET	**Enhancing implementation of secondary school vocational and entrepreneurship training**	Develop a Skills Development Strategy and Implementation Plan for vocational training in secondary schools	Skills Development Strategy and Implementation Plan developed	0	1	0	0	0	100	MOHE, MOGE, MLSS, MYSCD, MCDSS, MOT, MOA, TEVETA, ZAQA, HEA
		Train lecturers in vocational and entrepreneurship training	No. of lecturers trained in Vocational and Entrepreneurship Skills Training	100	100	100	100	100	550	MOHE, MOGE, TEVETA, TEVET Institutions, Cooperating Partners
		Procure training materials and equipment for secondary schools providing vocational training and entrepreneurship	No. of secondary schools with training materials and equipment procured	0	7	7	8	8	15,000	MOHE, TEVETA, TEVET Institutions
		Construct vocational training workshops in 30 secondary schools (3 in each of the 10 provinces)	No. of secondary schools with vocational training workshops constructed	0	7	7	8	8	30,000	MOGE, MOHE, TEVETA, MHID
	Promote lifelong learning in skills training.	Develop guidelines for lifelong learning.	Lifelong learning guidelines developed.	0	1	0	0	0	500	MOHE, TEVETA, TEVET Institutions, Cooperating Partners, Industry
		Conduct a study to identify indigenous skills.	study to identify indigenous skills conducted.	0	1	1	0	0	500	MOHE, TEVETA, TEVET Institutions, Cooperating Partners, Industry

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 2: To promote quality and relevance of TEVET	**Develop diversified curricula that is responsive to national, regional and international needs**	Conduct consultation meetings with different sectors on the Curricula to respond to national and international needs	No. of curricula developed/revised in consultation.	2	2	2	2	2	500,	MOHE, TEVETA, TEVET Institutions, Cooperating Partners, Industry
		Develop curricula in key areas of the economy	No. of Curricula Developed	50	20	20	20	20	5,000	MOHE, MOGE, TEVETA, TEVET Institutions
		Revise curricula in key areas of the economy	No. of Curricula Revised	50	50	50	50	50	5,000	MOHE, MOGE, TEVETA, TEVET Institutions
		Train lecturers in the new Curricula	No. of lecturers trained in the new curricula.	75	75	100	100	75	3,000	MOHE, MOGE, TEVETA, TEVET Institutions
	Develop a human resources development strategy for lecturers in TEVET institutions	Undertake a training needs assessments for TEVET Lecturers.	Training needs assessment undertaken	0	1	0	0	0	500	MOHE, MOGE, TEVETA, TEVET Institutions
		Document the identified skills and qualification gaps.	Skills and Qualification gaps for lecturers documented	0	1	0	0	0	200	MOHE, TEVETA ZAQA,
		Design a training Plan	Training Plan Designed	0	1	0	0	0	200	MOHE, TEVET Institutions
	Develop a Human Resources Development Strategy for learners	Conduct a countrywide skills and qualification gaps survey.	Skills and qualification gaps survey conducted	1	0	0	0	0	1,000	MOHE, MLSS, ZAMSTAT, MYSCD, MCDSS, TEVETA, TEVET Institutions, ZAQA
		Develop a human development strategy for learners.	Strategy developed	1	0	0	0	0	500	MOHE, MLSS, ZAMSTAT, MYSCD, MCDSS, TEVETA, TEVET Institutions, ZAQA

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				2020	2021	2022	2023	2024		
Objective 2: To promote quality and relevance of TEVET	**Enhance mechanisms for monitoring quality in TEVET**	Review quality assurance mechanisms.	Revised Quality assurance mechanisms in place	0	1	0	0	1	150	MOHE, TEVETA, ZAQA, TEVET Institutions
		Review quality assurance monitoring tools.	Revised Quality assurance monitoring tools in place	0	1	0	0	1	100	MOHE, TEVETA, ZAQA, TEVET Institutions
		Sensitize stakeholders on the implementation of the quality assurance monitoring mechanisms	No. of stakeholder sensitization meetings conducted	0	4	0	0	4	1,000	MOHE, TEVETA
		Conduct Tracer Studies to determine relevance of Training to industry	No. Tracer studies conducted	0	1	0	1	0	300	MOHE, TEVETA, TEVET Institutions
		Carry out an assessment to identify the required tools and equipment.	Equipment needs assessment undertaken	1	0	0	0	0	150	MOHE, TEVETA, TEVET Institutions
	Facilitate the provision of modern tools and equipment and internet connectivity to TEVET Institutions	Procure modern training tools and equipment.	No. of institutions with workshops equipped .	26	3	3	3	3	50,000	MOHE, TEVETA
			No. of institutions equipped with hand tools	10	15	10	10	10	10,000	MOHE and TEVET Institutions
		Train the lecturers in utilization of modern training tools and equipment	No. of Lecturers trained	40	40	20	20	20	500	MOHE, TEVET Institutions
		Develop an equipment maintenance policy	Policy in place	1	0	0	0	0	200	MOHE, TEVETA, TEVET Institutions
		Facilitate internet connectivity in all colleges and trades Training Institutes;	No. of institutions with internet connectivity.	3	5	5	5	5	1500	MOHE, TEVETA, TEVET Institutions, SMART Zambia, ZAMREN, ZICTA
	Mainstream the use of ICT at all levels of TEVET	Establish an M&E framework for TEVET	M&E Framework for TEVET established	0	1	0	0	0	200	MOHE, TEVETA, TEVET Institutions
		Establish a management information system for TEVET	Management information system for TEVET established	0	1	0	0	0	500	MOHE, TEVETA, TEVET Institutions

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				2020	2021	2022	2023	2024		
Objective 2: To promote quality and relevance of TEVET		Integrate the use of ICT in the delivery of TEVET programs	No. of TEVET programs with ICT integrated in training delivery	5	15	15	15	15	700	MOHE, TEVETA, TEVET Institutions
	Establish centers of excellence in TEVET	Procure specialized equipment for the centers of excellence	No. of centers with specialized equipment is procured	6	0	6	0	0	3,000	MOHE, TEVETA, TEVET Institutions
		Train lecturers in the specialized programs	No. of lecturers retrained	20	20	20	20	20	1,000	MOHE, TEVETA, TEVET Institutions
		Establish specialised departments supported by key industries / companies in TEVET institutions	No. of industry supported specialised departments in TEVET institutions	2	2	2	2	2	500	MOHE, MOL, Industry TEVET Institutions
	Upgrade the highest level of qualifications in TEVET from Level 6 to Level 10 of the ZQF	Review legislation on TEVET to provide for higher qualifications	TEVET (Amendment Act) with provisions for higher qualifications in place	0	1	0	0	0	1,000	MOHE, MOJ, TEVETA, ZAQA, HEA, TEVET Institutions
		Train TEVET Lecturers to create cadre of trainers in Polytechnics and Universities of Technology	No. of Targeted TEVET lecturers trained	0	0	15	20	15	6,000	MOHE, TEVETA, TEVET Institutions, HEA
		Establish 4 Polytechnics to offer higher qualifications in TEVET	No. Polytechnics established	0	1	0	1	0	50,000	MOHE, TEVETA, ZAQA, HEA, TEVET Institutions
		Register and accredit high level TEVET qualifications on the ZQF	No. of TEVET qualifications registered on the ZQF under levels 6-10	0	5	5	5	5	500	MOHE, ZAQA, TEVETA
	Promote the transfer of knowledge and skills from the industrial clusters to TEVET Institutions	Hold liaison meetings between industry and TEVET institutions	No. of liaison meetings held	2	2	2	2	2	750	MOHE, TEVET Institutions, Industry
		Conduct cluster advisory meetings between industries and TEVET institutions.	No. of Cluster Advisory Meetings held	1	1	1	1	1	1,000	MOHE, TEVET Institutions, Industries

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				2020	2021	2022	2023	2024		
		Undertake exchange Programmes for industrial exposure for TEVET lecturers.	No. of exchange programmes undertaken	0	5	5	5	5	1,000	MOHE, TEVETA, TEVET Institutions Industry, MOHE, MLSS, TEVETA
			No. of lecturers participated in exchange programs	0	100	150	200	250	1500	TEVET Institutions, Industry, MOHE, MLSS, TEVETA
		Industrial attachment for TEVET students.	No. of students attached to industry	200	1000	1000	1000	1000	1,000	TEVET Institutions Industry, MOHE, MLSS, TEVETA
	Review the current TEVET legislation that will compel industries to work with TEVET providers; and	Review legislation on TEVET to compel industries to work with TEVET providers	TEVET No 13 of 1998 and then (Amendment Act) No 11 of 2005 with provisions amended	0	1	0	0	0	1,000	MOHE, MOJ, MYSCD, MLSS, MCDSS TEVETA, Industry
	Facilitate for the improvement of conditions of service for staff in TEVET.	Harmonise the conditions of service for staff in TEVET to be linked to TEVET grading system	Conditions of Service for staff in TEVET aligned with the TEVET grading system	0	1	0	0	0	1,000	MOHE, TEVETA, MLSS TEVET Institutions,

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				2020	2021	2022	2023	2024		
Objective 3: To promote equity and inclusiveness at all levels of TEVET	**Promote participation of female students in male-dominated programmes**	Develop and implement a media and communication strategy for TEVET	Media strategy in place	0	1	0	0	0	200	MOHE, TEVETA, TEVET Institutions
		Provide TEVET bursary support to females in male dominated programmes,	proportion of female students enrolled in STEM courses in TEVET supported by TEVET Bursary	12%	15%	25%	35%	40%	90	MOHE, MCDSS, TEVET Institutions
	Promote participation of male students in female-dominated programmes;	Provide TEVET bursary support to males in female dominated programmes,	proportion of male students enrolled in female dominated programmes supported with TEVET bursary	30%	30%	30%	30%	30%	90	MOHE, TEVETA, TEVET Institutions MOHE, MCDSS, TEVET Institutions
	Promote participation of vulnerable persons and Learners with Special Educational Needs (LSENs), in TEVET	Allocate quotas for bursary support to vulnerable persons	Proportion of vulnerable learners accessing bursary support	90%	90%	90%	90%	90%	270	MOHE, MCDSS, TEVET Institutions
		Allocate quotas for Bursary support to Learners with Special Educational Needs (LSENs)	Proportion of Learners with special education needs accessing bursary support	10%	10%	10%	10%	10%	30	MOHE, MCDSS, TEVET Institutions
		Include LSEN in vocational training	Proportion of Learners with special education needs accessing vocational training.	10%	10%	10%	10%	10%	30	MOHE, MCDSS, TEVET Institutions
		Conduct an assessment on the training needs for Learners with Special Educational Needs (LSENs)	Assessment undertaken	0	1	0	0	0	100	MOHE, TEVETA, TEVET Institutions
	Provide training facilities for Learners with Special Educational Needs in line with assessments (LSENs)	Develop teaching materials and aids for learners with special education needs.	No. of teaching materials and aids for learners developed	0	0	5	5	5	150	MOHE, TEVETA MCDSS,
		Procure assistive devices for LSENs	No. of assistive devices procured	50	50	50	50	50	500	MOHE, TEVET Institutions MCDSS,

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 3: To promote equity and inclusiveness at all levels of TEVET		Provide reasonable accommodation and appropriate training facilities for LSENs	Accommodation and training facilities provided	3	2	1	1	0	10,000	MOHE, TEVET Institutions MCDSS,
	Enhance training of inmates in Correctional Facilities	Provide Skills Training for inmates in correctional facilities	No. of inmates trained	500	500	500	500	500	1,500	MOHE, MoHA, TEVETA, TEVET Institutions MCDSS, MHA
		Conduct a study to determine TEVET programmes suitable for inmates	Needs Assessment study conducted	0	1	0	0	0	100	MOHE, TEVETA, TEVET Institutions MCDSS, MHA
	Promote the use of appropriate communication, teaching and learning materials for LSEN.	Develop appropriate communication, teaching and learning materials for LSEN.	No. of curricula transcribed to brail	0	5	10	10	15	1,500	MOHE, MCDSS TEVETA, TEVET Institutions, Cooperating partners
			No. of Trainers trained in appropriate communication, teaching and learning materials for LSEN.	20	20	20	20	20	750	MOHE, MCDSS TEVETA, TEVET Institutions, Cooperating partners

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 4: To promote entrepreneurial skills development	**Strengthen entrepreneurship training in TEVET**	Train lecturing staff in entrepreneurship training.	No. of lecturers trained in Entrepreneurship Skills	40	40	40	40	40	280	MOHE, TEVETA, TEVET Institutions
		Procure instruction materials and equipment	No. of institutions with instruction materials and equipment procured	0	10	10	10	0	1,000	MOHE, TEVETA, TEVET Institutions
		Hold quarterly liaison meetings between TEVET institutions and Industry	No. of liaison meetings held	4	4	4	4	4	400	MOHE, TEVET Institutions, Industries
		Develop an Information, Education and Communication Strategy to popularize entrepreneurship	Information, Education and Communication Strategy developed	0	1	0	0	0	200	MOHE, TEVETA, TEVET Institutions, MCTI, MYSCD
	Develop and promote tailor-made training programmes for Micro, Small and Medium Enterprises (MSMEs);	Identify tailor-made training programs for Micro, Small and Medium Enterprises (MSMEs) in communities	No. of tailor-made training programs designed	50	75	75	80	80	350	MOHE, TEVETA, TEVET Institutions, MCTI, MYSCD
			No. of tailor-made training programs delivered	45	70	70	75	75	500	MOHE, TEVETA, TEVET Institutions, MCTI, MYSCD
			No. of (MSMEs) trained in tailor-made training programs	250	300	300	450	450		MOHE, TEVETA, TEVET Institutions, MCTI, MYSCD
	Strengthen formation of TEVET graduate enterprises	Establish incubation centres in TEVET institutions	No. of incubators established	1	2	3	2	2	1,000	MOHE, TEVETA, TEVET Institutions, NTBC, CEEC, MCTI, ZDA
			No. of graduate entrepreneurs	30	30	30	30	30		MOHE, TEVETA, TEVET Institutions, Industries, NTBC, CEEC, MCTI, ZDA
		Procure equipment for incubation centres	No. of Centres equipped	1	2	3	2	2	2,000	MOHE, TEVETA, TEVET Institutions
	Promote skills transfer for social and economic empowerment;	Develop guidelines for conducting tracer studies	Guidelines for conducting tracer studies Developed	1	0	0	0	0	2,000	MOHE, TEVETA, TEVET Institutions

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
		Conduct tracer studies	No. of tracer studies undertaken	1	0	1	0	0	2,000	MOHE, TEVETA, TEVET Institutions, Development Partners.
Objective 5: To promote innovation, research and development in TEVET	**promote research and development in TEVET**	Establish research and development units in TEVET Institutions.	No. of Institutions with research and development units	1	2	2	2	3	2,000	MOHE, TEVET Institutions, NSTC, NTBC
		Establish research committees in TEVET	No. of research committees established in TEVET	1	2	2	2	3	1,000	MOHE, TEVET Institutions, NSTC, NTBC
		Conduct research in TEVET Institutions	No. of Innovations developed in TEVET Institutions	2	2	5	5	5	5,000	MOHE, TEVET Institutions, NSTC, NTBC
			No. of research outputs in TEVET Institutions	2	2	5	5	5		MOHE, TEVET Institutions NSTC, NTBC
		Procure equipment for research and innovation in TEVET Institutions	No. of Institutions with Research and Innovation Equipment procured	1	2	2	2	3	10,000	MOHE, TEVET Institutions, NSTC, NTBC
		Conduct joint projects between TEVET and Research and Development institutions	No. of joint projects between TEVET and R & D institutions conducted	1	1	1	2	2	5,000	MOHE, TEVET Institutions, Development Institutions, NSTC, NTBC
		Conduct joint projects between TEVET and industry	No. of joint projects between TEVET and Industry conducted	1	2	2	2	1	5,000	MOHE, TEVET Institutions, Industry NSTC, NTBC
		Develop training programmes and curricula in indigenous knowledge and skills in TEVET	No. of indigenous knowledge and skills programmes and curricula developed	2	2	3	3	3	2,000	MOHE, TEVET Institutions NSTC, NTBC
		Train learners in indigenous knowledge and skills in TEVET	No. of learners trained in indigenous knowledge and skills in TEVET	50	100	125	125	100	5,000	MOHE, TEVET Institutions

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				2020	2021	2022	2023	2024		
		Promote training of learners in high level skills such as critical thinking, problem solving, and Artificial Intelligence	No. of learners trained in emerging skills.	100	150	200	200	200	750	MOHE, TEVET Institutions
			No. of TEVET Staff trained in emerging skills.	10	20	20	30	30	750	MOHE, TEVET Institutions
		Train TEVET Staff in Research and Development and Digital Training	No. of TEVET Staff in Research and Development and Digital Training, high level skills	0	30	30	30	30	500	MOHE, TEVET Institutions
Objective 6: To enhance financing mechanisms in the TEVET Sector	**Strengthen TEVET Financing implementation structures;**	Provide financial support to Institutions training in priority skill areas	No. of Institutions conducting training in priority skill areas supported	100	100	100	100	100	200,000	MOHE, MOF, TEVETA, Industry, Cooperating Partners
	Strengthen the implementation of the Skills Development Fund	Conduct Quarterly meetings with the SDF Managers' Committee	No. of quarterly meetings conducted by the Manager's Committee	4	4	4	4	4	1,000	MOHE, TEVET Institutions, Industry
		Support registered training Institutions through the SDF	No. of training institutions benefiting from the SDF	78	100	150	150	150	840,000	MOHE, TEVETA, TEVET Institutions
		Procure Training Equipment for the TEVET Institutions	No. of Institutions receiving Training equipment	10	10	10	10	10	50,000	MOHE, TEVETA TEVET Institutions, Industry
		Support skills training for SMEs and out of school youths	No. of SMEs and out of school youths supported	8000	8000	8000	8000	8000	4,000	MOHE, TEVETA, MLSS, MCTI , TEVET Institutions, MCDSS
		Enhance support to industry / companies through employee capacity building	No. companies benefiting from the SDF	13	15	20	28	35	150,000	MoHE, TEVETA, TEVET Institutions, Industry
			No. Employees benefiting from the SDF	2623	3500	4300	4800	5200		MoHE, TEVETA, TEVET Institutions, Industry

POLICY	POLICY MEASURE	ACTIVITIES	INDICATORS	IMPLEMENTATION PLAN					BUDGET (K'000)	IMPLEMENTING INSTITUTION
				2020	2021	2022	2023	2024		
Objective 6: To enhance financing mechanisms in the TEVET Sector	**Advocate for an increase in financing towards skills development;**	Conduct Budgetary increase advocacy meetings with Ministry of Finance	Proportion of Budgetary increase in discretionary funding to TEVET	3%	4%	5%	6%	7%	20,000	MOHE, MOF, MYSCD Cooperating Partners
	Facilitate public-private partnership in financing for Skills Development	1. Strengthen linkages with private sector to finance skills training	No. of meetings held with stakeholders from different sectors of the economy	2	2	2	2	2	450	MoHE, TEVETA, Industry, TEVET Institutions
			No. of PPPs established	1	1	1	1	1	100	MoHE, MOF, TEVETA, Industry, TEVET Institutions
		2. Strengthen linkages with development partners to finance skills training	No. of partnerships between development partners and MOHE	2	3	3	3	3	50,000	MoHE, MOF, TEVETA, Industry, TEVET Institutions, Cooperating Partners
		3. Encourage the participation of private sector in provision of training	No. of private sector training providers accessing funding for training	20	20	20	20	20	50,000	MoHE, TEVETA, Industry, TEVET Institutions
Objective 7 To enhance National Values, Patriotism and Ethical conduct	**Promote ethical and career guidance in TEVET institutions;**	Mainstream ethical and national values in the curriculum;	Develop guidelines to institutionalize the National Values and Principals.	0	1	0	0	0	500	MoHE, TEVETA, Industry, TEVET Institutions
			No. of Curriculum with inclusion of ethical and national values mainstreamed.	0	20	20	20	20	1,500	MoHE, TEVETA, Industry, TEVET Institutions
		Mainstream critical thinking and problem solving in the curriculum; and	No. of Curriculum with inclusion of critical thinking and problem solving mainstreamed	0	20	20	20	20	1,500	MoHE, TEVETA, Industry, TEVET Institutions
		Establish clear, timely and transparent disciplinary processes for TEVET Institutions.	Develop guidelines for timely and transparent disciplinary processes for TEVET Institutions.	0	1	0	0	0	500	MoHE, TEVETA, Industry, TEVET Institutions

Notes



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