Republic of Zambia



Ministry of Higher Education 2020

National Technical Education, Vocational and Entrepreneurship Training Policy

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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.

This Policy is a revised version of the 1996 National TEVET Policy. The objectives of this Policy are to: increase access and participation to TEVET; promote quality and relevance of TEVET; promote equity and inclusiveness at all levels of TEVET; promote entrepreneurship training and development; promote innovation, research and development in the TEVET system; and to enhance financing mechanisms in the TEVET Sector.

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 Policy 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

Acknowledgement



This Policy document is a product of extensive consultations involving Government Ministries, Provinces and other Spending Agencies, Non-Governmental Organisations, Training Institutions and the general public. Different approaches such as technical meetings, workshops and review of relevant documents were used.

In view of the foregoing, I wish to recognize the tremendous effort which was put into the development of this Policy. Special acknowledgement is given to Cabinet Office, the Inter-Ministerial Committee of line Ministries and the Steering Committee on the formulation of the Revised TEVET Policy and to all who actively contributed to the development of the Policy.

Finally, I wish to express my gratitude to members of staff in the Ministry of Higher Education for their commitment in facilitating the Policy review process. I am confident that this Policy will provide the much-needed guidance on Technical Education Vocational and Entrepreneurship Training in Zambia.

Kayula Siame
Permanent Secretary
MINISTRY OF HIGHER EDUCATION

Working Definitions

Access
A set of strategies to make Technical Education Vocational and Entrepreneurship Training available to the labour force.

Competencies
The required skills, knowledge and attitudes that need to be demonstrated to support effective work performance.

Competence Based Training (CBT)
Training which develops the skills, knowledge and attitudes required to achieve competency standards.

Competence Based Modular Training
Competence Based Training that is organised in modules where certification may be awarded after completing a module.

Development Partners
Countries and Organizations including the United Nations agencies that work with Government on various developmental aspects of mutual interest.

Equity
A set of strategies to increase access and participation in Technical Education Vocational and Entrepreneurship Training of traditionally under-represented or excluded groups especially women, Learners with Special Educational Needs, and vulnerable groups.

Efficiency
A level of performance that uses the least amount of input to achieve the highest amount of output.

Institute of Technology
A training institution that specialises in technical education and research and awards qualifications up to level 8 of the National Qualification Framework.

National Qualification Framework
An all-encompassing framework to integrate the qualifications issued by different academic and vocational bodies into a common structure.

Public Private Partnership
A government service or business venture which is funded and operated through a partnership of Government and one or more private sector companies.

Quality
Training that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Training Need
The gap between the defined competency standard and the prevailing competency standard of an individual.

Training Needs Analysis
The process of identifying skills priorities for national development.

Training Programme
A set of education and training activities designed to achieve a specific learning outcome, standard or qualification.

Technical Education, Vocational and Entrepreneurship Training (TEVET)
A range of learning experiences which are relevant to the world of work and which may occur in a variety of learning contexts, including training institutions, informal sector and the workplace.

TEVET Programs
A combination of courses and/or requirements offered in TEVET leading to a qualification.

Technical College
A training institution that offers training programmes in various occupational fields and awards qualifications up to level 6 of the National Qualification Framework.

Trades Training Institute
A training institution that offers training programmes in various occupational fields and awards qualifications up to level 5 of the National Qualification Framework.

Vocational Training Centre
A training institution that offers training programmes in various occupational fields and awards qualifications up to level 3 of the National Qualification Framework.

Acronyms and Abbreviations

CBMT	Competence-Based Modular Training
GRZ	Government of the Republic of Zambia
MCDSS	Ministry of Community Development and Social Services
MIHD	Ministry of Infrastructure and Housing Development
MCTI	Ministry of Commerce, Trade and Industry
MLSS	Ministry of Labour and Social Security
MoGE	Ministry of General Education
MoF	Ministry of Finance
MoH	Ministry of Health
MoHE	Ministry of Higher Education
MNDP	Ministry of National Development Planning
MSYCD	Ministry of Sport, Youth and Child Development
MTENR	Ministry of Tourism, Environment and Natural Resources
PAZA	Pharmaceutical Association of Zambia
PPP	Public-Private Partnership
STEM	Science, Technology, Engineering and Mathematics
SSTEP	Support for Science and Technology Education Project
TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TQF	TEVET Qualifications Framework
ZACCI	Zambia Association of Chambers of Commerce and Industry
ZCSMBA	Zambia Chamber of Small and Medium Business Associations
ZNFU	Zambia National Farmers Union



CHAPTER ONE

01 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 2020 National Policy on TEVET seeks to address a number of issues that have arisen since the 1996 Policy. The evaluation of the TEVET Policy revealed a number of challenges such as increasing unskilled youth population that continues to result in a high dependency ratio, inadequate infrastructure, obsolete equipment, inconsistencies in the regulatory framework, inadequate quality control systems, inadequate human and financial resources, uncompetitive conditions of service, weak linkages between training and industry needs, as well as weak synergies with line ministries and other stakeholders. In this regard, this Policy has been designed to address the challenges stated above.

The policy document is organised in different sections with Chapter 1 introducing the policy document. Chapter 2 providing the Situation Analysis of the TEVET sector. Chapter 3 is a section on the Vision, Rationale and Guiding Principles. Chapter 4 outlines the Policy Objectives and Strategies while Chapter 5 provides the Implementation Framework. Lastly, the document includes the Implementation Plan which has been developed as Volume II.



CHAPTER TWO

02 Situation Analysis

The Zambian Education System provides opportunities for learning through the academic and skills training pathways. The academic pathway leads to the attainment of an academic qualification while the vocational pathway leads to the acquisition of skills and competences. Vocational programmes are offered under the TEVET system at secondary schools, vocational training centres, trades training institutes, youth resource centres, community development centres and technical colleges. The TEVET qualifications range from level 3 (trade test) to level 6 (diploma) in accordance with the Zambia qualifications framework (ZQF).

The TEVET system in Zambia comprises the formal, informal and non-formal learning which enrols learners from the school system, including dropouts and the never been to school. The system also provides for Recognition of Prior Learning (RPL), including Life-Long Learning (LLL) and Work Based Learning (WBL).

Currently, vocational career progression is hindered by not having a route that encourages learners in TEVET to acquire higher learning qualifications in specified fields. As a result of this, learners prefer the academic pathway for their career progression. The TEVET system represents an alternative stream to the academic pathway offered by university education and other colleges. This situation analysis identifies the challenges in the TEVET sector and their underlying causes which include limitations of existing legal, institutional and administrative framework; quality and relevance; access and participation; efficiency and effectiveness as well as; equity and inclusiveness.

2.1 Access and Participation

Zambia's population stands at 17,884,915 with 5,596,520 being youths below the age of 35. Out of the total youth population, 1,434,281 are employed. This contributes to the country's dependency ratio being high as most of these youths are unemployed and lack the skills to self-employment. In addition, the labour force survey report of 2017 indicates a human capital deficit and shows that out of 2, 971,170 of the employed persons only, 324, 014 had received skills training up to certificate and diploma levels and 164, 700 had never been to school. The high youth population dividend has therefore created pressure on training facilities and places in training institutions and requires to be harnessed.

In order to address this low access to TEVET and take advantage of Zambia's population dividend, the Seventh National Development Plan (7NDP) has proposed a multimodal approach that is premised on institutional based training, Open Distance and Flexible Learning, Work Based Learning, and Recognition of Prior Learning. In this regard, Government has made strides in increasing access to TEVET in the last ten (10) years from 10, 512 in 2010 to 41, 806 in 2019 students through interventions such as construction and rehabilitation of infrastructure, promotion of various learning pathways and private-sector participation, among others.

According to the Examinations Council of

Zambia January –June 2018 Report, a total of 7,124 candidates who sat for Grade 7 examinations were not selected to Grade 8. Further, 145,521 candidates who sat for Grade 9 examinations did not progress to the next Grade. Lastly at Grade 12 School Certificate level, 48, 685 candidates did not obtain a school certificate. These constitute part of the potential TEVET candidates. Out of these categories, the TEVET system however in 2018, could only enrol about 35, 969 of the school dropouts and the school leavers. The low absorption capacity, therefore, reflects the need to develop a system that can increase both access and participation to TEVET. Other TEVET candidates include employees seeking retraining in current jobs or embarking on career shifts, out of school youths, never been to school, retirees, school dropouts and retrenches.

At Secondary School level, Government in 2014 revised the National Curriculum Framework to introduce the two-tier system providing vocational and academic learning. This was also intended to increase access to skills training and equip the secondary school learners with lifelong skills. The vocational tier provides practical skills acquisition and knowledge while the academic tier provides for academic learning. The two-tier system provides flexibility for learners to acquire competences that will enable them to be productive and contribute to economic development even when they leave the school system. Further, the system raises the profile of vocational training and prepares the learners to view both vocational and academic as potential and equal career pathways.

However, the implementation of the two-tier system has faced a number of challenges as the secondary school system was not adequately prepared to respond to the demands of delivering TEVET. The schools lack adequately trained teaching staff; have inappropriate infrastructure, inadequate tools and equipment, inadequate funding and inadequate teaching and learning materials for the delivery of vocational training.

Progression in the TEVET system has also presented challenges to learners wishing to pursue higher level vocational qualifications. The Diploma/Technologist Qualification has remained the highest level for the TEVET system. There are gaps in qualification progression levels for some occupations and an absence of clear exemptions and policy guidelines, across different programmes, which have resulted in limited career progression of staff and graduates. Arising from this gap, some of the TEVET institutions have partnered with universities to offer technical degree programmes. However, this has not been sufficient to both improve the perception of TEVET and increase access at higher qualification levels. Similarly, the non-incorporation of the skills award qualifications on the ZQF has presented a challenge in the awarding of qualifications recognised through prior learning.

While some strategies have been suggested to enhance the participation of the private sector in the provision of TEVET, such as the introduction of the training levy and the participation of private training providers, there is still low participation of industry in TEVET provision. As a result, both access and participation remain a challenge despite all the interventions.

2.2 Quality and Relevance of TEVET

TEVET in Zambia has a quality assurance system which classifies training institutions according to their capacity in providing quality education and training. As at 2018, 53.0% of the registered TEVET institutions were in the grade three category, which is the lowest level in the quality grading system, 37.0% of the institutions were in grade two, while only 10.0% were in grade one, which is the highest level. This signifies that generally the TEVET system in Zambia is tilted towards provision of lower quality training. 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 and poor conditions of service for staff in the TEVET sector. In addition, there are inadequate capacities at management and supervisory levels to effectively and efficiently develop and implement the quality assurance systems in the training institutions.

Quality of TEVET in Zambia 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 read together with the TEVET Amendment Act No. 11 of 2005. This Act, among others, establishes TEVETA and provides the regulatory framework for the sector. It also provides for the establishment of public training institutions. The 2005 amendment provides for the establishment and management of the TEVET Fund, which led to the enactment of the Skills Development Levy Act No. 46 of 2016. This Act provides for the imposition, payment, and collection of a Skills Development Levy at the rate of 0.5% of gross emoluments for selected companies.

Despite the existence of this legal framework, there are some institutions offering training but not regulated by the TEVET Act. These institutions are also created through Acts of Parliament and they include; the National Institute for Public Administrators (NIPA) established under the NIPA Act No. 15 of 1998; General Nursing Council established under the Nurses and Midwives Act No. 55 of 1970 (and No. 31 of 1997), Higher Education Act No. 4 of 2013, Colleges of Education regulated through the Teaching Professional Act No. 5 of 2013 and established through the Education Act No. 5 of 2016; Institute for Tourism and Hospitality established under the Tourism and Hospitality Act No. 13 of 2015; and the Civil Aviation Act No. 5 of 2016, among others.

While these pieces of legislation have, in most cases, 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. The lack of synergies has further negatively impacted private sector participation who are a key stakeholder in defining occupational profiles, providing skills demand projections, participating in curriculum review and development, financing and providing work-based learning opportunities, including attachments, internships and placements. It has 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.

With regard to the relevance of training being provided in TEVET, most of the technologies being used in training institutions are outdated and no longer applicable in industry. As a result, there is a mismatch between technology existing in institutions and that which is prevailing in the industry. This mismatch is further exacerbated by the slow review of curricula to match the fast changing technology being used in industry. Efforts have been made by the Government to regularly review curricula whose process involves participation of industry and trainers. However, implementation has faced a number of challenges which include inadequately qualified trainers, poorly equipped training institutions, and inappropriate teaching and learning materials. Financing of curriculum development has also been a challenge and this has greatly hampered the pace of revision and the development of new national curricula. The current curriculum is focussed on preparing students for formal employment rather than self-employment. It also lacks emphasis on the growth and use of educational technologies and emerging issues such green skills that can improve the teaching and learning in TEVET.

Though there are some Training Institutions that have adopted ICT's in teaching of TEVET programs, there is need to emphasise the promotion of mainstreaming of ICT's at all levels of TEVET in the various training modalities. In

addition, both trainers and trainees lack relevant industrial practice. This is compounded by the fact that the current TEVET system does not have clear policy guidance and legislation on how to administer apprenticeship, internship and attachments. Centres of Excellence in Science, Technology, Engineering and Mathematics have been identified to promote specialisation in TEVET programs which will enhance quality and relevance.

2.3 Equity and Inclusiveness

Equity in TEVET has strived to achieve fairness and inclusion through interventions in gender, persons with disabilities, HIV/AIDS, geographical location and financial vulnerability. In 2017, the gender parity in TEVET was 0.43 with less than 30.5% of enrolled students in TEVET being female. The situation is worse in the participation of female in Science, Technology, Engineering and Mathematics programmes (STEM). However, great improvements have been made with increased female participation, albeit in commercially oriented fields. The participation of females in TEVET in Zambia is still very low. In the 2017 TEVETA Annual Report, statistics show that out of the 21,645 candidates who enrolled in the TEVET system, 6,610 were female, giving a proportion of 30.5%. Out of the 7,707 learners enrolled in secondary school Vocational Education and Training, 3,455 learners were females giving a proportion of 44.8%.

In the Vision 2030 and the 7NDP, the Government of the Republic of Zambia promotes the participation of females in TEVET. Government's goal on gender equity and equality is to reduce and ultimately eliminate gender imbalances and inadequacies associated with the provision of education, training and development. The Vision of the National Policy on Learners with Special Educational Needs is that "Persons with Disabilities enjoying equal opportunities that are fundamental for living and development by 2030." One of the Policy objective focus areas is inclusive education and training. In this regard, MoHE in 2007 developed a Disability Policy on Training which articulates the acquisition of skills training in the TEVET Institutions. Further, in partnership with the International labour Organisation, the MOHE developed guidelines on Inclusive Vocational Training to provide a framework for mainstreaming disability programs in TEVET.

Most TEVET learning institutions do not have the requisite facilities to support the needs of persons with disabilities. This has contributed to inhibiting potential learners with disabilities from accessing TEVET. According to the Zambia Census of Population for 2010, the proportion of the Zambian population with Learners with Special Educational Needs was reported to be at 2%. The proportion of the population with Special Educational Needs that had never attended school was higher (34.4%) than that of the population without Special Educational Needs (20.9%). The highest level of education attained by the majority of the population with disabilities was primary education.

The Geographical distribution of TEVET training institutions has continued to play a role in the ability to access skills training particularly to the rural based population. The barriers to accessing TEVET in rural areas include; inappropriate reasonable accommodation, inadequate space in training institutions, gender inequity, Learners with Special Educational Needs, geographical location and vulnerability status. While the Government has strived to increase access to skills training, the majority of the facilities service urban areas. As at December, 2018 there were 304 institutions registered to offer TEVET programmes, out of which 80% were located in urban areas while the remaining 20% were in rural areas. Despite deliberate efforts by Government to increase access for the rural population by embarking on the construction of training institutions across the country, most of the institutions are still incomplete to increase access. Furthermore, in a number of institutions, the courses, equipment, tools, and infrastructure are not developed taking into consideration the needs of learners with disabilities.

TEVET, like any other sub sector has been affected by cross cutting issues such as HIV/AIDS, gender, disability, climate and technological changes. This has a direct impact on the learners, trainers and the learning environment. In order to address this, deliberate policies have been put in place at Institutional level to ensure issues affecting the learners and staff are taken care of.

2.4 Entrepreneurship Development

The informal economy has continued to be a viable alternative to many citizens due to limited opportunities for employment in the formal economy. About 80% of the population in Zambia is in the informal economy. Persons involved in the informal economy require entrepreneurial skills in order to be more productive and competitive. In addition, learners need to be provided with access to business incubators to support them with their entrepreneurial skills.

The 1996 TEVET Policy introduced entrepreneurship training as a way of preparing graduates for self-employment. However, the implementation of entrepreneurship development has faced a number of challenges in actualizing the intentions of the Policy. These challenges include inadequate qualified trainers, inadequate business counsellors, mentors, and inadequate institutions promoting business incubations; limited availability of instructional materials and technology; continued preference for formal employment; weak coordination; and inadequate support systems for entrepreneurial development.

2.5 Innovation, Research and Development Promotion

Research and Development (R &D) is critical to national development such that TEVET can be used as a vehicle through which R & D is enhanced. The Ministry is implementing R & D through incubation centres in selected training institutions which are promoting innovation, business and entrepreneurship skills. Despite these interventions, R & D has remained low in TEVET. This is attributed to insufficient budgetary allocation towards new innovations and inventions in TEVET, inadequate qualified staff and infrastructure to conduct R & D, and obsolete equipment.

At present, there are no Policy guidelines and programmes on TEVET Research and Development, whose outputs should inform innovations at the three functional levels of the Policy value chain namely; Policy, Regulation and Service delivery. Similarly, there have been no innovations in the teaching systems to incorporate Indigenous Knowledge Systems (IKS) in skills development. Zambia's rich cultural heritage is underpinned by Indigenous Knowledge and skills for which no Policy guidelines exist to ensure coherent and sustained integration in the formal TEVET system. Furthermore, there is limited linkage between TEVET and science and technology institutions.

2.6 Financing Mechanisms

Funding to the TEVET sector is mainly through Government grants, contribution from employers through the Skills Development Levy, student fees, donor funding and income generation activities by the training providers. Of these sources, government grants constitute the main source of funding, whilst the remaining sources represent minimal funding streams for TEVET. Provision of funding to public TEVET Institutions is through budget allocations to Line Ministries.

An analysis of the national budget allocation to the education and skills sector between 2015 and 2019 shows a downward trend of 20.2% in 2015, 17.2% in 2016, 16.5% in 2017, 16.1% in 2018 and 17.8% in 2019. This allocation is within the bracket of International Frameworks that governments should allocate 15% to 20% of their National Budget to Education. One of them being the Cairo Protocol on Education which Zambia has assented to and stipulates that at least 20% minimum budgetary allocation should be for the education sector. As a percentage of educational budgets, the allocation for the TEVET sector has

been 1.6% in 2015, 1.3% in 2016, 3.8% in 2017 and 3.1% in 2018. It is clear from the above figures that government budgetary allocation for TEVET is generally low in relation to the rest of the education sector, hence it is not sufficient to ensure quality provision of skills development in the country.

There have been some reforms in Financing to the TEVET Sector. The TEVET Amendment Act No. 11 of 2005 provided for the establishment and management of the TEVET Fund, which led to the enactment of the Skills Development Levy Act No. 46 of 2016. This Act provides for the imposition, payment, and collection of a Skills Development Levy at the rate of 0.5% of gross emoluments in selected companies. This Fund is accessed through four windows namely; (i) Employer Based Training, (ii) Investment and Development Funding (Human resource development, infrastructure/equipment and systems development), (iii) Pre-employment Training and, (iv) SMEs and Informal Sector Training. Currently, not all employers are contributing to the Fund hence the budgetary allocation for this fund has been reducing. The allocation in 2017 was K236, 000,000.00 and in 2018 it reduced to K176, 698,000.00 which shows a 25% reduction.

The Government has also established other financing modalities to the TEVET sector which are interventions meant to improve access to TEVET by vulnerable youths and enhance quality training. Amongst these mechanisms includes the TEVET Bursary Scheme which is mainly targeted at supporting vulnerable students to access TEVET. Over the years, the budgetary allocation for the TEVET Bursary has not been able to meet the demand by the intended group. This is attributed to the growing number of vulnerable youths that need access to skills training.

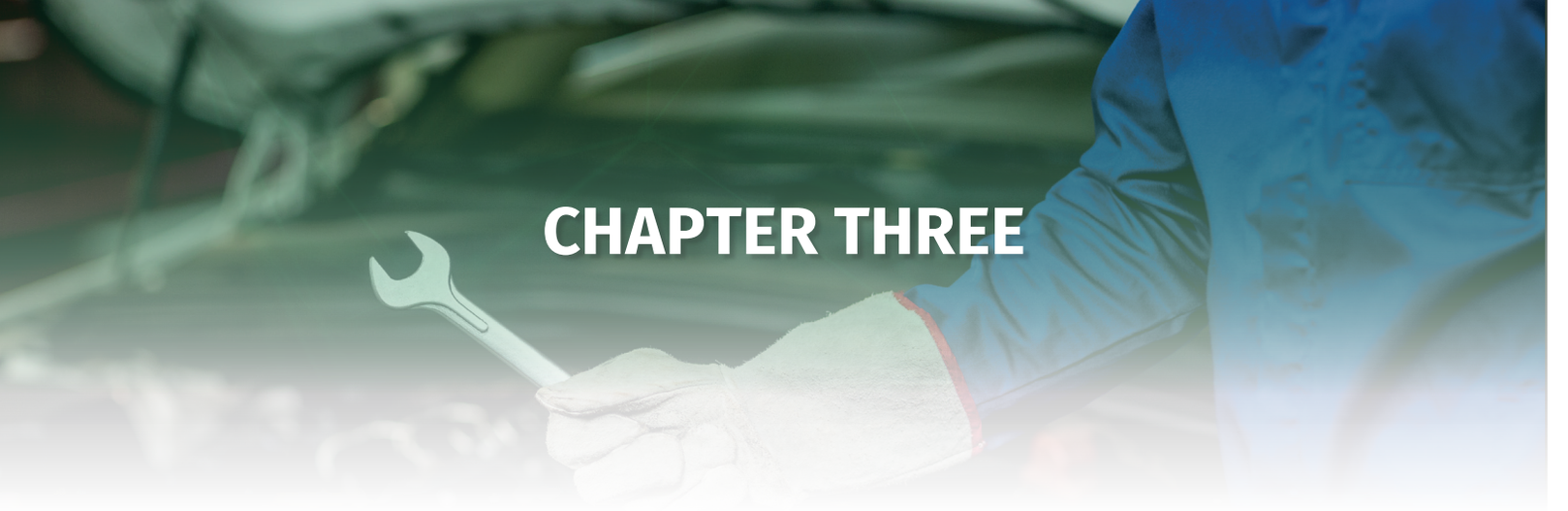
There has been an overall downturn in International/donor support to the TEVET sector although there are still both Bilateral, Multilateral organizations and Developmental partners who offer funding support. These organizations and partners provide funds for TEVET capital infrastructure, training equipment and materials support, technical assistance, Human Capital Development, Lecturer qualifications upgrade among others.

2.7 National Values, Patriotism and Ethical conduct

Despite Zambia being a Christian nation, it has become increasingly clear that the national tenets are being compromised through adopted behaviours, moral degradation and lack of guidance, amongst the youths. The TEVET sector plays a major role in providing skills to develop members of society that can contribute to national development. However, more should be done to ensure that graduates are not only equipped with the knowledge and skills necessary for work but also with the ethics and moral standing to ensure patriotism, human dignity and discipline. There is need, therefore, to build frameworks that will support the promotion of national identity, patriotism, ethical conduct, human rights, dialogue, entrepreneurial and leadership skills. This will not only improve discipline, but also develop responsible graduates that will ably contribute towards the national development process.

2.8 Monitoring and Evaluation systems

Various measures have been taken to strengthen the monitoring and evaluation of TEVET programmes and policies mainly with a view of establishing a sustainable system of data collection, processing and reporting. Management information infrastructure has been put in place at some institutions through the setting up of local area networks and training of institution staff in Monitoring and Evaluation. Furthermore, development of a tracer system of TEVET graduates has been initiated. Monitoring and Evaluation Systems for TEVET have, however, generally remained weak. The key challenge has been in the collection and management of data. Equally of concern has been the absence of research and development in TEVET.



CHAPTER THREE

03 Vision, Rationale & Guiding Principles

3.1 Vision

The Vision statement for the TEVET sector is:
"A highly effective, competitive and innovative TEVET System"

3.2 Rationale

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:

- Strengthen Linkages with Industry;
- Strengthen coordination with Line Ministries and other TEVET Providers;
- Increase access to skills for a growing youth population and other target groups;
- Realign the Policy to the 7NDP, Vision 2030 and other government priorities on skills development;
- Enhance Entrepreneurship Development to all target groups;
- Strengthen the regulatory framework;
- Enhance Curriculum Development and Review;
- Enhance Assessment processes in TEVET;
- Ensure sustainability in financing of the TEVET sector;
- 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

3.3 Guiding Principles for the Tevet Policy

The Policy is underpinned by the following key guiding principles.



3.3.1 Accessibility

To promote equal access to skills and entrepreneurship development opportunities in line with the abilities, aspirations and needs of the TEVET target groups.



3.3.2 Equality and Equity

To provide equal opportunities and equitable distribution of training programmes and services aimed at empowering citizens.



3.3.3 Inclusiveness

All TEVET programmes and initiatives shall not discriminate against any citizen on the basis of sex, gender, age, race, Learners with Special Educational Needs or any other form of discrimination as enshrined in the national Constitution.



3.3.4 Responsiveness

To ensure that the qualifications are responsive to the needs and aspirations of the labour market and other stakeholders both locally and internationally.



3.3.5 Respect for Human Rights

Conformity with universally recognised human rights without discrimination based on gender, race/origin, age, Learners with Special Educational Needs, ethnicity, religion, language, political affiliation or social status.



3.3.6 Respect for Cultural, Religious, Customary and Ethical Values

To promote respect for positive cultural, religious, customary and ethical value of different communities.



3.3.7 Transparency and Accountability

To promote transparency and accountability among institutions and organisations involved in skills and entrepreneurship development.



CHAPTER FOUR

04 Policy Objectives & Measures

To address the challenges faced by the TEVET Sector, Government will pursue the following objectives by taking appropriate strategies:

4.1 Access and Participation

Policy Objective 1: To increase access and participation to TEVET

Policy Measures:

a. Facilitate the construction, expansion, upgrading and maintenance of all-inclusive infrastructure for skills development;
b. Promote innovative training modes such as open and distance learning, Competence Based Modular Training, e-learning, recognition of prior learning, apprenticeship training and workplace-based training;
c. Enhancing implementation of vocational training and entrepreneurship in secondary schools;
d. Promote the use of local languages in vocational skills training; and
e. Promote lifelong learning in skills training.

4.2 Quality and Relevance

Policy Objective 2: To promote quality and relevance of TEVET

Policy Measures:

a. Develop and implement diversified curricula that is responsive to national, regional and international needs;
b. Develop a Human Resources Development Strategy for Lecturers in TEVET Institutions;
c. Develop a Human Resources Development Strategy for Learners;
d. Enhance mechanisms for monitoring quality in TEVET;
e. Facilitate the provision of modern tools and equipment to TEVET Institutions;
f. Facilitate connectivity and use of ICT in all colleges and trades Training Institutes;
g. Mainstream the use of ICT at all levels of TEVET;
h. Establish Centres of Excellence in TEVET;
i. Establish Innovation and incubation hubs;
j. Upgrade the highest level of qualifications in TEVET from Level 6 to Level 10 of the ZQF;
k. Promote the transfer of knowledge and skills from the industrial clusters to TEVET Institutions;
l. Review the current TEVET legislation that will compel industries to work with TEVET providers; and
m. Facilitate for the improvement of conditions of service for staff in TEVET.

4.3 Equity and Inclusiveness

Policy Objective 3: To promote equity and inclusiveness at all levels of TEVET

Policy Measures

a. Promote participation of female students in male-dominated programmes;
b. Promote participation of male students in female-dominated programmes;
c. Promote bursary support to vulnerable persons and Learners with Special Educational Needs (LSENs) including girl learners and rural based learners;
d. Promote the provision of reasonable accommodation and appropriate facilities for LSENs; Provide training facilities for Learners with Special Educational Needs in line with assessments (LSENs)
e. Enhance training of inmates in Correctional Facilities; and
f. Promote the use of appropriate communication, teaching and learning materials for LSEN.

4.4 Entrepreneurship Training and Development

Policy Objective 4: To promote entrepreneurship development

Policy Measures

a. Strengthen entrepreneurship training in the TEVET system;
b. Develop an information, education and communication strategy to popularise entrepreneurship;
c. Develop and promote tailor-made training programmes for Micro, Small and Medium Enterprises (MSMEs);
d. Promote the establishment of business incubators;
e. Promote and strengthen formation of TEVET graduate enterprises;
f. Promote skills transfer for social and economic empowerment; and
g. Establish and strengthen skills training in primary and secondary schools.

4.5 Innovation, Research and Development

Policy Objective 5: To promote innovation, research and development in the TEVET system

Policy Measures

a. Develop a research and development agenda for TEVET;
b. Promote joint projects and linkages between TEVET and Research and Development institutions;
c. Promote joint projects and linkages between TEVET and industry;
d. Promote training of learners in high level skills such as critical thinking, problem solving, and Artificial Intelligence;
e. Re-orient TEVET Staff in Research and Development and Digital Training;
f. Promote innovative research in TEVET; and
g. Promote the utilisation and documentation of indigenous knowledge and skills in TEVET.

4.6 Financing Mechanisms

Policy Objective 6: To enhance financing mechanisms in the TEVET Sector

Policy Measures:

a. Strengthen TEVET Financing implementation structures;
b. Strengthen the implementation of the Skills Development Fund;
c. Advocate for increased financing towards skills development; and
d. Facilitate public-private partnership in the financing of the Skills Development.

5.7 National Values, Patriotism and Ethical Conduct

Policy Objective 7: To enhance National Values, Patriotism and Ethical conduct

Policy Measures:

a. Promote ethical and career guidance in TEVET institutions;
b. Mainstream ethical and national values in the curriculum;
c. Mainstream critical thinking and problem solving in the curriculum; and
d. Establish clear, timely and transparent disciplinary processes for TEVET Institutions.



CHAPTER FIVE

05 Implementation Framework

In order to effectively implement this TEVET Policy, it is essential to have an elaborate and flexible implementation framework.

5.1 Institutional Arrangement

The successful implementation of this Policy requires full participation of all key stakeholders. The revised Policy provides a new focus in skills development with a view to attaining the status of a middle-income country through wealth creation. The key stakeholders in TEVET are as shown in the table below:

Roles of TEVET Stakeholders in Policy implementation

Stakeholder	Role in implementation of TEVET Policy
MoHE	■ Coordinate and supervise implementation of the TEVET programmes ■ Monitor and evaluate the TEVET Policy ■ Facilitate review of TEVET legislation ■ Monitor performance of statutory Bodies ■ Mobilize resources for TEVET ■ Set policies and guidelines for standards in TEVET
Parliament	■ Appropriate funds to TEVET ■ Legislate for TEVET ■ Provide legislative oversight to Policy implementation
Cabinet Office	■ Provide guidance on Policy development implementation
Line Ministries	■ Collaborate with MoHE in the provision of TEVET
	■ Participate in institutional Management Boards ■ Mobilise resources for TEVET in their specific sectors ■ Provide TEVET services ■ Support entrepreneurship and empowerment programmes ■ Provide labour market information ■ Participate in Cluster Advisory Group ■ Support the development and implementation of the legal framework in TEVET

Stakeholder	Role in implementation of TEVET Policy
Ministry of Finance	■ Mobilise financing for the TEVET Sector ■ Timely disbursement of funds from the TEVET Sector ■ Monitor utilization of funds ■ Provide fiscal incentives
Ministry of National Development Planning	■ Support planning of programmes and projects ■ Support monitoring and evaluation of TEVET ■ Support data management and information systems
Statutory Bodies in Education and Training	■ Provide standards ■ Provide regulation
Zambia Revenue Authority (ZRA)	■ Collect and remit the Skills Development Levy ■ Collect and remit any other funds relevant to the sub sector;
Professional and trade associations and Union	■ Participate in development of training programmes ■ Participate in setting training standards ■ Participate in TEVET assessments ■ Provide opportunities for work based learning ■ Participate in facilitating work based learning ■ Participate in governance of TEVET institutions ■ Promote industrial harmony and productivity
Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)	■ Regulate and monitor TEVET provision ■ Advise MoHE on matters of TEVET ■ Develop and revise TEVET curriculum Coordinate the Trades and Occupations sub framework of the ZQF ■ Monitor labour market trends ■ Implement policies and guidelines for standards in TEVET ■ Conduct TEVET examinations
Examinations Council of Zambia and Professional bodies	■ Collaborate with TEVETA on the conduct of TEVET examinations
Universities	■ Underwrite selected TEVET courses and programmes ■ Collaborate with TEVET institutions innovation, research and development ■ Technical universities to provide technological
Training service providers	■ Offer programmes based on national TEVET curricula ■ Develop and offer programmes based on local socio-economic activities ■ Employ staff on competitive terms and conditions of service ■ Maintain assets and asset registers ■ Market training programmes ■ Establish business incubators ■ Support graduates to start enterprises Collaborate with Science & technology institutions, and Universities ■ Mobilise resources for training

Stakeholder	Role in implementation of TEVET Policy
Civil Society Organisations	■ participate in TEVET programmes ■ Promote linkages ■ Provide checks and balances in TEVET Policy Implementation
Individual Learners & prospecting Learners	■ Acquire relevant skills, Knowledge and Attitudes ■ Pay user fees ■ Participate in TEVET programmes ■ Participate in alumina activities ■ Uphold National values
Sponsors of Learners	■ Pay user fees timely ■ Participate in TEVET programmes
Science and Technology institutions	■ Collaborate with TEVET institutions ■ Participate in curriculum development and revision ■ Provide advisory services ■ Participate in innovation, research and development
Development Partners and NGOs	■ Contribute to TEVET financing ■ Participate in TEVET programmes ■ Promote national and international linkages ■ Provide checks and balances ■ Provide finances ■ Support documenting of emerging best practices
Banking and Financing institutions	■ Participate in TEVET programmes ■ Offer financing and development services to graduate enterprises ■ Offer tailor-made financing to incubators in TEVET institution ■ finance and participate in public-private partnerships with institutions ■ provide finances for skills acquisition
Industry	■ Participate in public-private partnerships with institutions ■ Contribute to TEVET Financing ■ Participate in development of training programmes ■ Participate in setting training standards ■ Participate in TEVET assessments ■ Participate in facilitating work based learning ■ Participate in governance of TEVET institutions ■ Provide opportunities for industrial attachment
General public	■ Participate in TEVET programmes ■ Communicate the skills needs of communities

5.2 Legal Framework

To effectively implement the revised TEVET Policy, there is need for an enabling legal and regulatory framework. The TEVET sector is governed by various pieces of legislation which facilitate for the provision of higher education including skills and entrepreneurship development. Therefore, in order to have a well-coordinated TEVET sector in the country, this document shall be the overarching policy and will form a basis for a harmonized legal framework that provides for skills development.

The TEVET sector has been operating within the legal framework as provided in the following legislation:

a. TEVET Act No. 13 of 1998 and the TEVET (Amendment) Act No. 11 of 2005
b. Skills Development Levy Act No. 46 of 2016
c. Apprenticeship Act No. 36 of 1965
d. Zambia Qualifications Authority Act No. 13 of 2011
e. Higher Education Act No. 4 of 2013
f. Tourism and Hospitality Act No. 13 of 2015

However, 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 this Policy.

5.3 Resource Mobilization

To implement this Policy, Government will need to scale up and sustain its budgetary allocations for TEVET. This will include proceeds from the Skills Development Fund. Further, additional resources will be secured from Cooperating Partners and other stakeholders engaged in TEVET.

5.4 Monitoring and Evaluation

The implementation of the TEVET Policy requires effective Monitoring and Evaluation (M&E) that provides appropriate feedback. In this regard, the Ministry, in partnership with key stakeholders will put in place a robust M & E Framework and conduct periodic monitoring and evaluation of the TEVET projects and programmes. The Ministry of Higher Education will be responsible for monitoring the implementation of the Policy and evaluating its' impact. The Ministry will utilise a participatory Monitoring and Evaluation approach to ensure effective participation by key stakeholders.

Notes



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