



Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)

GUIDELINES FOR IMPLEMENTATION OF DUAL VOCATIONAL EDUCATION AND TRAINING (VET) IN ZAMBIA



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May 2026



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FOREWORD



I am honoured to present these Guidelines for the implementation of a Dual Vocational Education and Training System (Dual VET) in Zambia. At a time when our country is facing challenges such as high youth unemployment, skills mismatches and a rapidly changing labour market, it is critical to equip our young people with the skills needed to meet these challenges head on. The Dual VET programme is a key initiative in our strategy to drive inclusive growth, increase productivity and improve the lives of our citizens.

The Dual VET model offers a promising solution by combining classroom learning with practical on-the-job training, an approach that has proven successful in many countries. Germany, Switzerland and Austria have long demonstrated the benefits of dual VET systems, which closely integrate theoretical education with practical, on-the-job training. Inspired by these successful models, we are committed to creating a

robust TVET system that meets the specific needs of Zambia's economy and workforce.

Importance of the dual VET programme for Zambia

In Zambia, the adoption of a Dual VET system is not just an educational reform; it is a strategic shift to align our workforce development with the demands of a 21st century economy. This model aims to create a skilled, adaptable workforce that will drive innovation and growth in key sectors such as renewable energy, water management and construction. By integrating practical training with theoretical education, we will ensure that our young people are job-ready from the moment they graduate.

The Dual VET programme will help us address several critical challenges including:

- **Reducing youth unemployment:** By equipping young people with practical skills and direct links to employers, we can significantly reduce youth unemployment and underemployment, which have hindered our socio-economic progress for too long.
- **Tackling skills mismatches:** By aligning training curricula with the specific needs of local industries, we ensure that our education system is responsive to market demands, thereby reducing the gap between the skills acquired in education and those required in the workplace.
- **Supporting economic growth:** A skilled workforce is essential for a thriving economy. By investing in the Dual VET system, we are investing in Zambia's future prosperity, attracting more investment and supporting our efforts to diversify our economy.

Commitment to excellence and best practice

These guidelines are based on extensive research and consultation with a range of stakeholders, including government agencies, vocational training institutions (VTIs), host enterprises and international organisations. They draw on successful international examples, while being tailored to the unique context and needs of Zambia.

Our approach is informed by successful models from countries with strong Dual VET systems. In Germany, the Dual VET model has provided a stable foundation for a skilled workforce that drives economic growth. Similarly, in Switzerland and Austria, the model has been a key driver in creating high-quality jobs and fostering a culture of innovation. Kenya has also demonstrated how Dual VET can bridge the skills gap in sectors such as manufacturing and Information Communication technology (ICT) by fostering partnerships between vocational training institutions, industry and government. Similarly, Egypt has adapted the Dual VET model to address youth unemployment by building strong partnerships between schools and industry, despite challenges related to social perceptions and job placement.

By learning from these diverse experiences, Zambia could develop a dynamic and forward-looking VET system that effectively addresses local challenges.

Highlights of the guidelines

The guidelines are divided into 14 comprehensive chapters, each focusing on a critical component of the Dual VET system some of which include:

- **Stakeholder collaboration and industry engagement:** A key factor in the success of the Dual VET system lies in the collaboration between vocational training institutions, industries, and government bodies. By fostering strong partnerships, we can ensure that vocational training aligns with the evolving

needs of industries, thereby creating a responsive and adaptable system that supports both economic growth and individual career development.

- **Establishing a policy framework:** Clear and comprehensive legislation is necessary for a successful VET system. This includes defining the roles and responsibilities of government bodies, VET providers and host enterprises, as seen in the German and Swiss frameworks.
- **Adapt curricula to local needs:** Following the example of countries such as Egypt and Kenya, our curricula will be developed in close consultation with host enterprises to ensure that they are relevant to the skills required by local employers, helping to bridge the gap between training and employment.
- **Ensuring quality assurance and continuous improvement:** Ensuring the quality of the Dual VET system is paramount. Through robust quality assurance mechanisms and continuous feedback from stakeholders, we will regularly review and refine the system to meet the highest standards of excellence, ensuring that our graduates are equipped to meet the demands of the labour market.
- **Alignment with National Qualifications Framework (NQF):** The Dual VET programme will be fully aligned with Zambia's National Qualifications Framework (NQF), ensuring that all qualifications are recognized both nationally and internationally, and that they reflect the competencies required by employers in key industries.
- **Certification and accreditation:** Transparent and consistent certification processes are key to enhancing the credibility of our VET qualifications, both nationally and internationally.
- **Sustainability and financing strategies:** A sustainable funding model will be key to the success of the Dual VET system. By ensuring a balance of public and private sector contributions, we are committed to creating a system that is financially viable in the long term and capable of evolving with Zambia's growing economic needs.

A call to action

The successful implementation of the dual VET system requires a collective effort from all of us - government, industry, training institutions and the wider community. I call on all stakeholders to work together to build a dynamic, demand-driven education system that is aligned with Zambia's development goals.

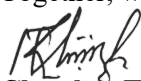
To our private sector partners, I urge you to see this as an opportunity to invest in Zambia's future workforce. To our training institutions, your role in shaping the next generation of skilled professionals is critical. To our international partners, your support and expertise will continue to be invaluable as we embark on this journey.

Conclusion

The Dual VET Programme is a significant milestone in Zambia's journey towards a more prosperous and equitable future. By equipping our young people with the skills they need to succeed in today's economy, we are laying the foundations for sustainable economic growth, social cohesion and national development.

Let us commit to this vision with determination and unity, confident that our efforts today will deliver the skilled workforce and dynamic economy of tomorrow.

Together, we can build a better future for all Zambians.



Cleophas Takaiza

Director General

Technical Education, Vocational and Entrepreneurship Training Authority

ACKNOWLEDGMENTS

We extend our deepest gratitude to all stakeholders who played an instrumental role in the successful development of the Dual Vocational Education and Training (Dual VET) Guidelines in Zambia. This achievement is the result of collaborative efforts across various sectors, whose commitment and expertise have been invaluable.

We would like to sincerely thank the Ministry of Education, the Ministry of Labour and Social Security, and the Ministry of Technology and Science for their visionary leadership and support in steering this initiative forward. Your guidance has laid a strong foundation for a robust and sustainable Dual VET system in Zambia.

We are equally grateful to our development partners and donors for their financial support and technical expertise, without which this project would not have been possible. Your unwavering commitment to strengthening the vocational education sector in Zambia has been vital in aligning our efforts with international best practices.

A special thanks is extended to the Vocational Training Institutions (VTIs) and their dedicated staff, who provided critical insights and input during the development of the guidelines. Your contributions ensure that the guidelines are both practical and aligned with the needs of students and educators alike.

We also wish to express our appreciation to the private sector and host enterprises, whose engagement and collaboration have been key to bridging the gap between education and the world of work. Your willingness to participate in this process has enriched the guidelines with real-world relevance and ensured that they meet the demands of a rapidly evolving economy.

Finally, to all individuals and organizations who contributed to this initiative, we extend our heartfelt thanks. Your collective efforts have created a roadmap that will benefit generations of Zambian youth, equipping them with the skills and knowledge necessary to thrive in today's dynamic workforce.

Thank you for your partnership and dedication to advancing vocational education in Zambia

ACRONYMS

CCIS	Chamber of Commerce and Industry of Serbia
CDF	Constituency Development Fund
CPD	Continuous Professional Development
Dual VET	Dual Vocational Education and Training
EU	European Union
ICT	Information Communication Technology
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
KAM	Kenya Association of Manufacturers
KPI	Key Performance Indicator
LIA	Lecturer Industrial Attachment
LMS	Learning Management Systems
M&E	Monitoring and Evaluation
MOETE	Ministry of Education and Technical Training
LMI	Labour Market Information
NOS	National Occupational Standards
NQF	National Qualifications Framework
NSAC	National Skills Advisory Committee
OJT	On-the-job Training
PLU	Practical Learning Units
PPE	Personal Protective Equipment
RUDS	Regional Units of Dual VET System
SDF	Skills Development Fund
SDL	Skills Development Levy
SAGs	Skills Advisory Groups
SME	Small and Medium Enterprise
TEVET	Technical Vocational and Entrepreneurship Training
TEVETA	Technical Vocational and Entrepreneurship Training Authority
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
VR	Virtual Reality
VTI	Vocational Training Institutions
WSS	Water Supply and Sanitation
WSSO	Water Supply and Sanitation Operations
WBL	Work Based Learning
ZAQA	Zambia Qualifications Authority

TERMS AND DEFINITIONS

Term	Definition
Traineeship	A system of training where individuals learn a trade or profession through hands-on, practical experience at a workplace, often as part of a Dual VET programme.
Assessment	The process of evaluating trainees' skills and knowledge, including both formative and summative assessments conducted during training and at the completion of the programme.
Certification	Official recognition of competencies and skills attained by trainees upon completion of a vocational training programme, aligned with national standards.
Competency	The combination of knowledge, skills, and attitudes required to perform tasks and functions in a specific occupation or trade.
Curriculum	A structured educational plan that combines theoretical learning and practical training in the workplace, aligned with national occupational standards (NOS) and industry needs.
Dual VET	A vocational training system combining theoretical learning and work-based practical training at vocational training institutions (VTIs) with on-the-job practical training in real workplace settings provided by host enterprises.
Employer-Based Training	Training provided directly by employers, particularly as part of a Dual VET system, where companies contribute to practical training.
Formative Assessment	Ongoing evaluations conducted throughout the training period to provide feedback on trainee progress and guide learning improvements.
Industry Contributions	Financial or in-kind support provided by companies to sustain the Dual VET system, including allowances, equipment, training facilities, and mentorship for trainees.
Logbook	A structured record maintained by trainees to document daily activities, tasks performed, and skills acquired during their practical training. Logbooks are reviewed by both supervisors and VTIs to monitor progress.
Mentorship	Guidance provided by experienced professionals to trainees during their practical training, fostering both technical and professional development.
National Occupational Standards (NOS)	A set of nationally recognized standards that define the skills, knowledge, and attitudes required for specific occupations, forming the basis for curriculum development in VET programmes.
National Qualifications Framework (NQF)	A formal system used to classify and recognize qualifications at different levels within a country's education and training system, ensuring standardization and quality assurance.
On-the-Job Training (OJT)	Practical training provided in real workplace settings, allowing trainees to apply theoretical knowledge and develop job-specific skills under the supervision of experienced industry professionals.
Pilot Program	A small-scale implementation of the Dual VET system to test its feasibility, effectiveness, and scalability before broader roll-out.
Practical Learning Units (PLU)	Specific modules or units designed to bridge theoretical learning with practical, hands-on experience in the workplace, aligning with industry standards and job roles.
Skills Development Fund (SDF)	A fund created to support vocational education and training initiatives, often financed by the Skills Development Levy (SDL) collected from employers.
Skills Development Levy (SDL)	A levy imposed on employers to finance the training and development of the workforce through contributions to the Skills Development Fund (SDF).
Soft Skills	Non-technical skills such as communication, teamwork, problem-solving, and adaptability, critical for success in any job or trade.
Summative Assessment	A final evaluation conducted at the end of a training programme to assess the overall performance of trainees and determine their readiness for certification.

Term	Definition
Trainer Qualifications	The required knowledge, skills, and credentials held by trainers responsible for delivering vocational training in both vocational training institutions and industry workplaces.
Training Allowances	Financial support provided to trainees during their work placements to cover costs such as transportation, meals, and accommodation.
Vocational Training Institutions (VTI)	Vocational training institutions responsible for delivering the theoretical components of vocational training programmes, working in collaboration with industry to provide comprehensive learning experiences.
Work-Based Learning (WBL)	A structured learning experience that takes place in a real work environment, enabling trainees to apply theoretical knowledge in practical, job-specific tasks under the supervision of experienced professionals.



INTRODUCTION

WHY DUAL VOCATION EDUCATION AND TRAINING (DUAL VET) IN ZAMBIA

Zambia has a high unemployment rate standing at 12 per cent (male = 11.5 and female = 12.6 per cent) in 2023 (Zamstats & MoLSS, 2023) – especially among its young people (17.2 per cent) where the World Bank estimated around 9.98 per cent in 2024 of whom live under the poverty line. Some of the reasons cited by industries for this high unemployment rate of young include lack of employable competences for the TEVET graduates. The current VET landscape fails to produce graduates with the required competencies in their areas of specialisation due to insufficient industrial exposure. This is aggravated by the lack of initiatives by the TVET sector to address the needs of the labour market and limited involvement of the private sector in the design and implementation of vocational training measures. This has compelled industry to retrain their new employee/recent graduates to enhance their productivity which is a costly undertaking.

Dual Vocational Education and Training (Dual VET) systems have played a pivotal role in the socio-economic development of many nations by bridging the gap between theoretical knowledge acquired in vocational education and training institutions (VTIs) and practical skills acquired in industry. The Dual VET system, particularly exemplified by the German and Kenyan models, combines on-the-job training with classroom instruction, thus preparing trainees comprehensively for the labour market.

In Zambia, there is a pressing need to enhance the competencies of the workforce to meet the demands of the growing economy, especially in key sectors such as mining, tourism, agriculture, energy, manufacturing, construction, water and energy.

For this reason, the Zambian Government through the Ministry of Technology and Science (MoTS) and TEVETA in cooperation with the Germany Development Cooperation (GDC) embarked on reforming the TEVET sector by improving collaboration with industry leading to the realignment of training into competence-based format as well the introduction of Dual Vocation Education and Training - Dual VET for the water and sanitation sector.

Dual VET can be considered as a system that promotes training of learners in two venues simultaneously thus in the company and in the vocational training institution using competency-based curricular format, thereby qualifying TEVET graduates for the labour market.

Therefore, these Dual VET Guidelines provides steps on how Dual VET shall be implemented in Zambia. Additionally, the guidelines acknowledge the pivotal role which the private sector, vocational training institutions, government, social partners will be playing to for the successful implementation of Dual VET in Zambia.

The introduction of Dual VET in Zambia aims to leverage the successful elements of international VET systems while tailoring them to the unique socio-economic context of the country. This foundation is built on comprehensive studies and recommendations from experts in vocational education and training, as well as insights from countries that have successfully adapted the Dual VET system. For instance, Euler (2013) emphasizes the importance of a nuanced adaptation of the German Dual system to local contexts rather than a direct replication like the case of Kenya. Additionally, insights from local stakeholders, including host enterprises, vocational training institutions, and trainees, provide a contextual understanding of the current VET landscape in Zambia.

In view of the above, the GIZ THRIVE program piloted Dual VET in the water supply and sanitation operations Level IV (Craft) at Lusaka business and Technical College (LBTC) and Lusaka Water Supply and Sanitation (LWSC) from 2023-2024 during which 28 Dual VET graduates were offered employment by the commercial water and sanitation utilities upon completion of their training.

By following these guidelines, Zambia seeks to create a robust vocational education and training framework that enhances employability, fosters economic growth, and supports sustainable development based on the following principles:

- i. Learning in alternation
- ii. Private sector driven
- iii. Recognition of Dual VET
- iv. Sustainable financing
- v. Inclusiveness



Photo Credit: GIZ Zambia, THRIVE Project

OBJECTIVES OF THE GUIDELINES

The primary objectives of these guidelines are to:

- i. **Enhance Workforce Skills:** Develop a skilled workforce that meets the current and future demands of the Zambia's economy.
- ii. **Promote an Industry-Driven Approach:** Foster strong partnerships between vocational training institutions and industries to ensure the relevance and quality of vocational training. This includes industry involvement in curriculum development, on-the-job training, and the assessment of competencies.
- iii. **Improve Employability:** Increase the employability of trainees by providing them with practical experience and industry-recognized qualifications.
- iv. **Support Sustainable Development:** Contribute to sustainable development by focusing on sectors critical to Zambia's economic including water supply and sanitation, energy, mining, construction, agriculture and tourism sectors.
- v. **Ensure Inclusivity and Accessibility:** Make vocational education and training accessible to all segments of society, including marginalized and rural populations, promoting gender equality and social inclusion.
- vi. **Facilitate Continuous Improvement:** Establish a system of continuous feedback and improvement to keep the vocational education and training programmes aligned with technological advancements and market needs.

SCOPE OF THE GUIDELINES

These guidelines cover the strategic and operational aspects of implementing Dual VET in Zambia. The scope includes:

- i. **Strategic Framework:** Overview of the Dual VET system, its objectives, and alignment with national development goals.
- ii. **Stakeholder Engagement:** Roles and responsibilities of government agencies, TEVET institutions, host enterprises, social partners and other stakeholders.

- iii. **Curriculum Alignment:** Guidelines for developing and integrating theoretical and practical training components tailored to the competence-based training format.
- iv. **Implementation Phases:** Detailed steps for the phased implementation of the Dual VET system, including preparation, development, execution, and evaluation stages.
- v. **Quality Assurance:** Mechanisms for ensuring the quality and relevance of training at two venues (thus vocational training institution and host enterprise/company).
- vi. **Monitoring and Evaluation:** Framework for ongoing assessment and continuous improvement of the Dual VET system.
- vii. **Sustainability:** Strategies for ensuring the long-term sustainability and scalability of the Dual VET system

These guidelines are intended for policymakers, vocational training administrators, host enterprises, and other stakeholders involved in the vocational education and training ecosystem in Zambia.





STEPS IN IMPLEMENTING Dual VET IN ZAMBIA

1.0 POLICY AND LEGISLATIVE FRAMEWORK

1.1 DEVELOPING COMPREHENSIVE LEGISLATION

To establish a solid foundation for Dual VET in Zambia, comprehensive legislation must be developed to clearly delineate the roles, responsibilities, and standards of all stakeholders involved. This legislation should draw inspiration from the frameworks in Germany, Switzerland and Kenya, which have successfully integrated Dual VET into their education systems.

1.1.1 Key Elements of Comprehensive Legislation

A. Roles and Responsibilities

- i. **Government Bodies:** Define the responsibilities of various government agencies, including the Ministry of Technology and Science (MoTS), the Ministry of Labour and Social Security (MoLSS), and TEVETA. These bodies should be responsible for policy formulation, regulatory oversight, funding, social protection of learners and quality assurance.
- ii. **Vocational Training Institution:** Specify the roles of VTIs in enrolling the learners, delivering theoretical and practical training, maintaining training standards by having sufficient training equipment and tools as well as competent and accredited trainers, conducting formative and summative assessments in collaboration with host enterprises (thus host enterprises).
- iii. **Host enterprises / Host enterprises:** Detail the obligations of host enterprises to have competent and accredited in-company trainers to providing workplace / on-the-job training and mentorship. Other aspects include outlining expectations for workplace conditions, supervision, and assessment of trainees as well as making the working environment safe from all forms of harassments.
- iv. **Trainees:** Define the rights and responsibilities/obligations of trainees, including their commitment to both training in the vocational training institution and on-the-job training in host enterprises, adherence to educational contracts with the host enterprises, and participation in assessments.

B. Standards and Quality Assurance

- i. **Curriculum Development:** TEVETA to establish guidelines for the development of competency-based curricula for Dual VET pathway that integrate training in the vocational training institution and on-the-job training in the host enterprise. This should include input from host enterprises to ensure relevance to current market needs.
- ii. **Development of training materials:** TEVETA to develop comprehensive training materials, such as logbooks and workbooks are crucial for in-company training. Additionally, trainers guide will be developed for both training venues. Logbooks allow trainees to record their daily tasks, learning experiences and reflections, which are then reviewed by supervisors to provide targeted feedback. Workbooks, on the other hand, contain structured exercises, case studies and practical tasks that trainees must complete as part of their on-the-job training, ensuring that learning objectives are met consistently across different training locations.
- iii. **Assessment and Certification:** TEVETA to create a standardized system for assessing and certifying trainees for the Dual VET pathway, ensuring that qualifications are recognized nationally and beyond and aligned with international standards¹.
- iv. **Accreditation of Training Providers and Trainers²:** TEVETA will implement a robust accreditation process for VTIs to ensure they meet required training standards. Additionally, TEVETA will establish an accreditation framework for both VTI and In-company trainers, requiring them to demonstrate both their technical expertise and pedagogical skills to maintain high standards in delivering vocational education.
- v. **Accreditation of the Host Enterprise and VTI:** TEVETA to accredit both training venues through a joint inspection which will be carried out in collaboration with respective industry experts.
- vi. **Equipping VTIs:** VTIs need to be equipped with modern facilities and resources that meet industry standards to provide quality training as prescribed in the CBT curricula. This includes investing in the latest tools, equipment and technology relevant to the trades being taught, such as machinery, digital learning platforms and simulation tools. Equipping VTIs with state-of-the-art workshops, laboratories and

¹ Further information in chapter 9

² Further information in chapter 9

digital classrooms will enable trainees to gain practical experience that closely mirrors the real-world work environment. In addition, VTIs should have access to industry-standard software and virtual training tools to complement face-to-face training, bridging the gap between classroom learning and workplace application.

1.2 ROBUST LEGAL STRUCTURE FOR CONTINUOUS COOPERATION

A robust legal structure is crucial to ensure continuous cooperation among different levels of governance and stakeholders in the Dual VET system. This structure should facilitate coordination, transparency, and accountability that support the long-term sustainability of Dual VET programmes.

1.2.1 Governance Bodies³

- i. **National Skills Advisory Committee:** The National Skills Advisory Committee (SAC) is tasked with identifying Zambia's critical skills needs through surveys, research and the production of regular skills lists. It advises the Minister of Labour and Social Security on workforce policy and supports the Labour Market Information (LMI) system to ensure alignment between training, employment strategies and economic needs. The SAC also plays an important role in skills gap analysis and provides input into skills development and labour market policies in support of Zambia's overall development goals.
- ii. **Sector Specific Skills Advisory Groups:** Sector Specific Advisory Group (SAG) also known as Sector Specific Skills Bodies (SSB) comprising representatives from government ministries, vocational training institutions, professional bodies, industry associations, and labour unions. This SAG should play an intermediary role to oversee the strategic direction and implementation of Dual VET programmes in the various sectors.
- iii. **Advisory Boards:** Advisory boards within VTIs should include members from local businesses; to provide ongoing feedback and ensure training programmes remain relevant to industry needs.

1.2.2 Ensuring Accountability and Transparency

- i. **Monitoring and Evaluation:** Implement a comprehensive monitoring and evaluation framework to regularly assess the effectiveness of Dual VET programmes. This should include performance indicators, feedback mechanisms, and periodic reviews.
- ii. **Public Reporting:** Mandate regular public reporting on the outcomes and impact of Dual VET programmes, including trainee employment rates, industry satisfaction, and programme improvements.
- iii. **Stakeholder Engagement:** Facilitate continuous stakeholder engagement through regular consultations, workshops, and forums to gather input and build consensus on VET policies and practices.

1.3 ALIGNING DUAL VET POLICIES WITH NATIONAL STRATEGIES

For Dual VET to be effectively integrated and formally recognized within Zambia's TEVET and employment landscapes, it is essential to align Dual VET policies with national strategies ensuring that Dual VET programmes contribute to overarching economic goals.

1.3.1 Integration with National TEVET Policy and Strategies

- i. **TEVET System Alignment:** Ensure that Dual VET is integrated into the broader national TEVET system. This involves creating pathways for trainees to have a smooth progression in their careers within the vocational training and education pathway.
- ii. **Lifelong Learning:** Promote lifelong learning by incorporating Dual VET into adult education and continuing professional development programmes. This supports skill upgrading and career advancement for the existing workforce.
- iii. **Inclusive Education:** Develop policies that make Dual VET accessible to all segments of the population, including marginalized groups, women, and individuals from rural areas. This includes providing scholarships, flexible learning options, and support services.

³ Further information in chapter 4.3

CS01 The Kenyan Case Study: Bridging the Skills Gap

Overview

In recent years, Kenya has faced rising unemployment, particularly among youth, despite significant demand for technically skilled workers in sectors such as manufacturing, construction, and Information Communication Technology (ICT). Responding to this gap, the Kenya Association of Manufacturers (KAM) has championed the integration of Technical and Vocational Education and Training (TVET), particularly through the Dual TVET programme, to bridge the skills mismatch and enhance youth employability. The Dual TVET system blends practical, on-the-job training with theoretical classroom education, aiming to meet the labour market's demands while providing young people with the skills necessary to secure employment in competitive sectors. Since its pilot phase in 2019, the programme has demonstrated significant success, particularly in the manufacturing sector, linking over 1,500 youths to employment opportunities and actively participating in curriculum reform to better address industry needs.

Challenges

The implementation of the Dual TVET programme in Kenya encountered several challenges, including:

- i. **Lack of Awareness and Social Acceptance:** There was a significant lack of awareness and social acceptance of TVET as a viable alternative to traditional university education. This hesitancy was observed among trainees, parents, and vocational training institutions, making it difficult to embrace vocational training.
- ii. **Reluctance by Industry:** Despite the high demand for technical skills, some industries were reluctant to fully engage with the programme. This reluctance was due to the perceived complexity and resource demands associated with Dual training systems.
- iii. **Infrastructure Limitations:** The initial phase of the programme faced infrastructural limitations, particularly in regions lacking the necessary facilities for effective practical training. Additionally, there were challenges in harmonizing industry-specific curricula with academic standards.
- iv. **Geographical Limitations:** The programme's geographical reach was limited, affecting its scalability and accessibility in more rural or underserved counties.

Best Practices

To overcome these challenges, several best practices were employed:

- i. **Advocacy and Awareness Campaigns:** KAM strategically engaged in continuous advocacy and awareness campaigns to improve the perception of TVET among trainees and the general public, promoting it as a pathway to lucrative and in-demand careers.
- ii. **Enhancing Partnerships Among Stakeholders:** The organisation fostered strong partnerships between vocational training institutions, industries, and government agencies. This ensured that curricula were consistently aligned with the evolving needs of the labour market. By prioritising sectors like manufacturing, KAM leveraged existing demand to secure buy-in from industry leaders.
- iii. **Integration of Feedback Mechanisms:** A key success factor was the systematic integration of feedback mechanisms, where ongoing assessments informed curriculum adjustments and helped in scaling the programme effectively.
- iv. **Embracing Inclusivity:** KAM emphasised inclusivity by focusing on underrepresented groups. The goal was to ensure that 40% of participants were women and 1% were persons with disabilities, thereby fostering a more equitable approach to vocational training.

<https://kam.co.ke/road-towards-gainful-employment-the-dual-tvet-approach/>

2.0 STAKEHOLDER ROLES, RESPONSIBILITIES AND GOVERNANCE

2.1 RESPONSIBILITIES OF THE DUAL VET STAKEHOLDERS

For Dual VET to be successful, the roles and responsibilities of all stakeholders must be clearly defined. This section outlines the envisaged roles and responsibilities of different stakeholders in Dual VET training in Zambia.

2.1.1 Trainees

Trainees play a crucial role in the Dual VET system, actively participating in both training in the VTI and on-the-job training the host enterprise is required. Their responsibilities include:

- i. **Active Participation:** Engage fully in all training sessions, both in the classroom and on the job.
- ii. **Compliance with Policies:** Adhere to workplace policies and regulations, ensuring a safe and productive learning environment.
- iii. **Diligent Performance:** Perform assigned tasks with diligence and a commitment to quality.
- iv. **Continuous Improvement:** Seek opportunities for learning and improvement, demonstrating a professional attitude throughout the training period.
- v. **Feedback Provision:** Provide feedback on the training experience to help improve programme quality and relevance.
- vi. **Educational contract with host enterprise:** Understand and sign the educational contract with the host enterprise, acknowledging the rights, responsibilities/obligations, and expectations. This contract formalises their commitment to the training programme and outlines the scope of their on-the-job learning experience.
- vii. **Behaviour:** Always exhibit acceptable behaviour during training both at the VTI and industry and avoid misconducts.

2.1.2 Vocational Training Institutions (VTIs)

VTIs are responsible for enrolling trainees, delivering theoretical and practical aspects of the training as well as conducting assessments in close collaboration with the host enterprises. Their responsibilities include:

- i. **Theoretical Training:** Provide comprehensive classroom instruction aligned with the curriculum and industrial standards.
- ii. **Practical Training:** Facilitate practical training in workshops and ensure that the training is relevant and up to date with current industrial practices.
- iii. **Record Keeping:** Maintain accurate records of trainee performance, attendance, and performance.
- iv. **Reporting:** Regularly report trainee progress to industrial partners and regulatory bodies.
- v. **Curriculum Development:** Collaborate with industrial partners to develop and update training curricula to reflect industry needs and technological advancements.
- vi. **Assessment:** Use both formative and summative assessments to evaluate trainee performance. Formative assessments provide ongoing feedback throughout the training process to help identify areas for improvement, while summative assessments are conducted at the end of training phases by a specialised Assessment Centre to assess overall competence and readiness for progression.

2.1.3 Host Enterprise / Workplace

Host enterprises provide the on-the-job training component of Dual VET. Their responsibilities extend beyond offering hands-on experience to contributing to the sustainability and quality of the Dual VET system. Their responsibilities include:

- i. **On-the-job Training:** Offer high-quality on-the-job training in real workplace settings, allowing trainees to apply theoretical knowledge and practical knowledge acquired in training workshops.
- ii. **Allowances:** Pay agreed-upon allowances to trainees, ensuring they are compensated for their work and contributions.
- iii. **Financial Contributions:** In addition to providing practical training, host enterprises contribute to the financial sustainability of the Dual VET system. Mainly, costs covered include consumables and expert-hours for in company trainers.

- iv. **Compliance:** Ensure compliance with workplace legislation and safety standards to provide a secure training environment for trainees.
- v. **Supervision and Mentorship:** Provide adequate supervision and mentorship to trainees, facilitating their professional and personal development.
- vi. **Feedback and Assessment:** Conduct assessments of trainee's performance and provide feedback to both trainees and VTIs.

2.2 GOVERNANCE OF THE DUAL VET SYSTEM

A robust governance structure is essential to oversee the implementation, coordination, and continuous improvement of the Dual VET system. This involves establishing clear roles and responsibilities for various committees and boards that contribute to strategic direction, policy formulation, and stakeholder engagement.

2.2.1 National Skills Advisory Committee

The SAC plays a central role in the governance of the Dual VET system by ensuring that skills development aligns with national economic needs and industrial demands. Key governance-related responsibilities include:

- i. **Policy Formulation and Advice:** Providing expert advice to the Minister on vocational education and training policies to ensure alignment with national development goals.
- ii. **Stakeholder Alignment:** Facilitating regular consultations with stakeholders to ensure their interests and feedback are considered in policy and programme development.
- iii. **Oversight and Coordination:** Overseeing the implementation of skills surveys, research, and labour market assessments to guide decision-making and resource allocation for the Dual VET system.

Additional Functions Related to Governance:

- **Labour Market Information (LMI) System Coordination:** Ensuring that LMI and skills forecasting systems are effectively utilized to inform strategic planning and decision-making within the Dual VET system.
- **Skills Gap Analysis and Policy Input:** Contributing to the identification of skills gaps and developing recommendations to address these gaps through policy adjustments and targeted training programs. This can be through a training need analysis (TNA).

It should be noted that the Work Based Learning Bill (2025) once passed in Parliament require the establishment of the Work-Based Learning Committee instead of the current SAC.

2.2.2 Sector Specific Skills Advisory Groups

These groups, also known as Sector Specific Bodies (SSB) can act as intermediaries by providing sector-specific governance functions by aligning training with the specific needs of industry, ensuring that:

- i. **Sector-Specific Skill Needs are Identified:** Conducting skills gap analysis and identifying solutions within specific sectors.
- ii. **Stakeholder Collaboration is Enhanced:** Bringing together employers, workers, and skills providers to discuss labour market needs and improve alignment between skills demand and supply.
- iii. **Training Relevance is Maintained:** Ensuring training content remains relevant to the sector's evolving needs.

2.2.3 Advisory Boards

Advisory Boards within VTIs play a governance role by:

- i. **Guiding Curriculum Development:** Ensuring that training programs align with industrial needs and standards.
- ii. **Overseeing Programme Quality:** Evaluating training programs and recommending improvements to maintain high quality.
- iii. **Allocating Resources:** Advising on the effective allocation of resources to enhance training delivery and outcomes.

2.3 CONTINUOUS STAKEHOLDER ENGAGEMENT AND FEEDBACK MECHANISMS

Continuous stakeholder engagement is vital for the sustainability and success of the Dual VET system. Effective feedback mechanisms should be established to ensure that all stakeholders are actively involved in the development and improvement of the training programmes.

2.3.1 Regular Consultations and Workshops

Regular consultations and workshops should be conducted to ensure continuous alignment and cooperation among stakeholders. These sessions provide a platform for discussing challenges, sharing successes, and developing strategies for continuous improvement.

- i. **Frequency:** Hold consultations and workshops at least twice a year, but this can also be done as need arises.
- ii. **Participants:** Include representatives from government, vocational training institutions, industry, labour organizations, professional bodies, trainees and other stakeholders deemed relevant to the Dual VET need.
- iii. **Agenda:** Focus on reviewing programme performance, addressing challenges, and planning future initiatives.

2.3.2 Feedback Mechanisms

Establishing robust feedback mechanisms is crucial for gathering insights from all stakeholders and making informed decisions.

- i. **Surveys and Questionnaires:** Conduct regular surveys for trainees, trainers, and industrial partners to collect feedback on training programmes.
- ii. **Focus Groups:** Organize focus group discussions with different stakeholder groups to explore specific issues in-depth.
- iii. **Feedback Channels:** Create multiple channels for stakeholders to provide feedback, including online platforms, suggestion boxes, and direct communication with governance bodies.

2.3.3 Monitoring and Evaluation

A comprehensive monitoring and evaluation framework should be implemented to assess the effectiveness of the Dual VET system continuously.

- i. **Performance Indicators:** Develop key performance indicators (KPIs) to measure programme success, such as trainee employment rates, industry satisfaction, training quality, and trainee tracing mechanisms after they have left the VTIs.
- ii. **Periodic Reviews:** Conduct periodic reviews of training programmes and policies to ensure they remain relevant and effective.
- iii. **Continuous Improvement:** Use evaluation results to make data-driven decisions for programme improvements and policy adjustments.

3.0 PROGRAMME FRAMEWORK

3.1 CURRICULUM DEVELOPMENT

The effectiveness of the Dual VET system is contingent upon the alignment of its curriculum into competency-based format which should reflect the demands of the labour market. Industry collaboration plays an instrumental role in identifying core competencies. The curriculum is kept current and effective across various sectors, including water supply and sanitation, energy, agriculture, construction, tourism and manufacturing, through regular updates driven by industry feedback and technological advancements.

3.1.1 Industrial Collaboration

The competency-based Dual VET curriculum must align with the current and future demands of the labour market. To achieve this, collaboration with industrial stakeholders is essential. This entails:

- i. **Identifying the required competencies:** The specific competencies required in various sectors are identified through engagement with industrial partners. This process may involve surveys, focus groups, and skills advisory groups to ensure that the training aligns with industry's needs and expectations.
- ii. **Developing a curriculum that is relevant to the needs of the labour market:** The insights gained from industrial collaboration are used to develop a curriculum that combine theoretical training at VTIs with practical training in industry. The curricula should be designed in a manner that ensure their relevance and efficacy. This can be achieved by utilising PLUs that are based on authentic work scenarios.
- iii. **Tailoring training programmes:** The customisation of training programmes to meet the specific needs of various local industries, extending beyond the water supply and sanitation sector, serves to enhance the programmes' relevance and attractiveness. This encompasses all industry sectors.
- iv. **Regular updates to the curricula:** The establishment of a process for regular updates to curricula, based on feedback from industry and changing needs, is essential. This guarantees that the training remains consistent with developments in the industry and market requirements.

3.1.2 Practical Learning Units (PLUs)

PLUs represent a fundamental element of the Dual VET system, with the objective of establishing a connection between theoretical knowledge and practical application in on-the-job training. It is expected that each PLU will:

- i. **Be constructed around authentic work scenarios:** It is imperative that trainees are afforded the opportunity to gain hands-on experience in real work environments, as this facilitates a deeper comprehension and retention of concepts.
- ii. **Have input from industrial experts be included:** It is recommended that industrial professionals be consulted to ensure that PLUs are designed in a manner that is both relevant and aligned with current industrial practices.
- iii. **Be subject to regular review and updating:** It is essential to ensure that PLUs remain current with industrial trends and technological advancements to maintain their relevance and effectiveness.

3.1.3 Logbooks

Logbooks are essential tools in the Dual VET system, enabling trainees to systematically document their daily tasks, learning experiences and reflections (See Appendix A). By providing a structured way for trainees to record their progress, logbooks serve not only as personal learning diaries, but also as critical tools for supervisors to review, assess and provide targeted feedback, thereby enhancing the overall training and development process. Logbooks will cover the following:

- i. **Daily task recording:** Logbooks allow trainees to record their daily tasks, learning experiences and reflections, providing a detailed account of their activities during both theoretical and practical training.
- ii. **Structured reflection:** Trainees use logbooks to reflect on their learning experiences, helping them to identify strengths, areas for improvement and personal growth throughout the training period.
- iii. **Supervisor Review:** Supervisors regularly review logbook entries to monitor trainee performance and ensure that learning objectives are being met effectively.
- iv. **Targeted feedback:** Logbooks facilitate targeted feedback from supervisors and mentors, allowing them to address specific tasks or challenges identified by trainees and provide guidance tailored to individual needs.
- v. **Continuous learning:** The process of maintaining a logbook encourages trainees to engage in continuous learning and self-assessment, promoting a proactive approach to skills development.

- vi. **Evidence for assessment:** Logbooks serve as evidence of acquired competencies that can be used in assessments to validate the trainee's progress and readiness for certification.
- vii. **VTIs/Industry/TEVETA Review:** VTIs regularly carry out logbook review while the trainee is in industry to monitor trainee performance and ensure that practical learning objectives are being met effectively

3.2 TRAINING METHODS

The effective implementation of training methods is of critical importance for the success of the Dual VET system. The combination of on-the-job training in industry and both theoretical and practical training at VTIs ensures a comprehensive learning experience, ensuring relevance and effectiveness.

3.2.1 On-the-Job Training

On-the-job training comprises practical training in the host enterprise, whereby trainees apply their theoretical knowledge and practical skills acquired in the VTI in authentic work contexts. This method encompasses the following:

- i. **Supervised practical training:** A form of on-the-job training in which the trainee is observed and guided by an experienced professional in a real-world setting. Trainees are required to work under the supervision of experienced professionals, who provide guidance and mentorship.
- ii. **Experience of practical work:** Trainees are engaged in tasks and projects that are analogous to the work they will undertake upon graduation.
- iii. **The utilisation of contemporary tools and techniques:** Modern training methods and tools are employed to enhance the learning experience, including digital tools, simulations, and interactive modules.
- iv. **The utilisation of logbooks and PLUs is also employed:** Trainees are required to maintain a logbook in which they document their industrial experiences, tasks completed, and skills acquired. This facilitates the monitoring of progress and the identification of areas requiring improvement.

3.2.2 Theoretical and Practical Training at VTI

Theoretical and practical training at VTIs provides the fundamental knowledge and skills required for a variety of trades and professions. This training method encompasses the following elements:

- **Classroom instruction:** Theoretical content is conveyed through lectures, discussions, and interactive sessions.
- **Integration with practical training:** It is essential that theoretical training introduces key concepts and practicals in VTI workshops, which are then reinforced and applied during on-the-job training in the host enterprise, ensuring a seamless connection between theory and practice.

3.2.3 Modern Training Methods and Tools

To enhance the effectiveness of both theoretical and practical training, it is recommended that modern training methods and tools be employed, such as:

- i. **Digital Learning Platforms:** The utilisation of digital platforms for the delivery of theoretical content, assessments and interactive learning modules in the VTI.
- ii. **Simulations and Virtual Reality:** The incorporation of simulations and virtual reality tools in the VTI to facilitate immersive learning experiences.
- iii. **Interactive Workshops:** The conducting of hands-on workshops and laboratories in the VTI to reinforce theoretical concepts through practical application.

3.3 TRAINING LOCATIONS AND PLAN

A training plan that is effectively coordinated between the host enterprise and VTI is of paramount importance for the Dual VET system. The training plan must consider the specific logistical and operational requirements. The proposed ratio is 60% on-the-job training in industry and 40% at the VTI for theoretical and practical. It should be noted that the ratio is not definitive and may be subject to alteration. It is also imperative that adequate time is given between the time the trainees report in the VTI and the time they start their on-the-job-training. This is to ensure trainees have the required basic knowledge and skills to enable them to effectively undertake the real-life work.

3.3.1 Alternating Training Locations

A fundamental aspect of the Dual VET system is the simultaneous alternation between two training locations, which is designed to provide a balanced learning experience. This encompasses the following:

- i. **VTI Training:** Theoretical and practical training at VTIs is provided to impart the requisite foundational knowledge and skills.
- ii. **Host enterprise Training:** The training plan should consider the specific logistical and operational needs of the trainees. One such need is the provision of workplace training. The on-the-job training is conducted at host enterprise where the trainees can gain hands-on experience in their respective fields.

3.3.2 Training Schedules

Training schedules should be designed in a manner that allows for the integration of both workplace and VTI training. This may be accomplished through a variety of formats, including:

- i. **Block release:** This is a training format in which trainees attend both their workplace and VTI for a set number of alternating blocks of time. Trainees engage in alternating blocks of time (e.g., several weeks) at the workplace and at the VTI. This format permits the implementation of intensive periods of on-the-job training as well as theoretical and practical training and *is highly recommended for the Zambia context*.
- ii. **Day release:** Trainees are required to spend a portion of each week in industry and the remainder at the VTI. This format facilitates a seamless integration of practical and theoretical learning.
- iii. **Flexible scheduling:** The schedules are tailored to meet the requirements of both trainees and employers, thereby ensuring that the training does not impinge upon the normal operations of the business.

3.3.3 Training Plan

A comprehensive training plan should delineate the activities, timeframes, and responsibilities pertaining to both the VTI and workplace training. The plan comprises the following elements:

- i. **Training Modules:** A comprehensive account of the training modules, including their respective objectives, content, and anticipated outcomes.
- ii. **The assessment methods:** The training plan must include clear guidelines on how trainees will be assessed, covering both formative and summative assessments. The assessment methods for the on-the-job training component should also be clearly defined to ensure that practical skills are properly evaluated and safety enhanced.
- iii. **Support Mechanisms:** The provision of support mechanisms, including mentorship, coaching, and additional resources, is essential for ensuring the success of trainees.

3.4 INTEGRATION INTO LOCAL SYSTEMS

For the Dual VET system to be sustainable and effective, it is essential that it is integrated into the local TEVET and industrial systems. This necessitates the establishment of long-term collaborative relationships and the alignment of training programmes with the specific requirements of the local community.

3.4.1 Comprehensive Integration Strategy

A comprehensive integration strategy should be developed to ensure the progressive integration of Dual VET components into the local education system. The strategy comprises the following elements:

- i. **Alignment with National Policies:** It is essential to guarantee that the Dual VET system is aligned with national TEVET and employment policies, thereby facilitating the achievement of broader socio-economic objectives.
- ii. **Collaboration with local industries:** The formation of collaborative relationships with local industries is essential for the provision of practical training opportunities and maintenance of curricula relevance.
- iii. **Incorporation into existing programmes:** The integration of Dual VET components into existing TEVET programmes is a strategy that has the potential to enhance their overall effectiveness and reach.

3.4.2 Long-Term Partnerships

The success of the Dual VET system is contingent upon the establishment of long-term partnerships with industry. The establishment and maintenance of these partnerships can be facilitated through the implementation of the following strategies:

- i. **Incentives for Participation:** Incentives may be offered to companies participating in the Dual VET system, including tax benefits, subsidies, and recognition programmes. In Zambia, the TEVET Fund could be a key mechanism for providing such support.
- ii. **Regular Communication:** It is essential to maintain regular communication with industrial partners to ensure alignment and address any challenges that may arise.
- iii. **Joint Initiatives:** The development of joint initiatives and projects with industrial partners is essential for the promotion of continuous collaboration and innovation.

3.4.3 Local Adaptation and Flexibility

The Dual VET system must be adaptable and flexible to meet the specific needs of local industries. This entails:

- i. **The adaptation of training programmes** to suit the requirements of local industries and the adaptation of training programmes to align with the requirements of local industries and labour markets.
- ii. **The provision of regular feedback and updates** is a fundamental aspect of the process. The establishment of mechanisms for regular feedback from industrial partners, coupled with the implementation of requisite updates to training programmes, are essential elements of the dual VET system.
- iii. **Support for SMEs:** The provision of targeted support mechanisms for SMEs with the objective of fostering their involvement in the Dual VET system. This encompasses the provision of financial assistance, training for supervisors, and streamlined administrative procedures.



Photo Credit: GIZ Zambia, THRIVE Project

CS02 Portugal Case Study - Industry Collaboration and Flexible Learning

Overview

Portugal's Dual VET system is implemented by the Employment and Vocational Training Office under the Ministry of Solidarity, Labour, and Social Security. The programme is designed for young people who have left the conventional educational system and provides them with vocational qualifications to facilitate the launch of their professional careers. The system is designed to facilitate a seamless transition from education to employment by integrating classroom learning with practical, on-the-job training. Dual VET in Portugal has been developed as an alternative pathway for those who have found it difficult to complete traditional education programmes.

Challenges

- i. **Disengagement from VET:** There has been a notable decline in the number of trainees engaged in VET programmes. The system is perceived negatively by young people, which makes it less popular and less likely to attract potential trainees.
- ii. **Company Participation:** Many small and medium-sized enterprises (SMEs) in Portugal lack the resources or motivation to engage fully with the system, particularly in curriculum design.
- iii. **Mismatch Between Education and Market Needs:** There is a discrepancy between the skills taught and the requirements of the market. VET institutions frequently operate in isolation from the evolving needs of the labour market, resulting in a discrepancy between training and the skills required by employers.
- iv. **Dependence on External Funding:** The programme is dependent on European funding, which introduces a risk of sustainability.

Best Practices

- i. **Collaboration with Employers:** Collaboration with employers is a key aspect of the programme. The system underscores the necessity for robust collaboration between vocational training institutions and companies, which play an active role in curriculum design and delivery. This collaboration guarantees that the training is aligned with the requirements of the labour market.
- ii. **Support Mechanisms:** The government has introduced financial incentives for trainees. These incentives include transportation and meal allowances, which help to increase participation and reduce dropout rates.
- iii. **Flexible Learning Plans:** Training programmes are designed to be adaptable to different industries, with a particular focus on ensuring that trainees receive practical experience that matches current industry demands.
- iv. **Involvement of the German Portuguese Chamber of Commerce:** German and Austrian companies operating in Portugal play a crucial role in promoting and supporting the Dual VET system, enhancing its credibility and effectiveness.

https://www.dualvet.eu/docs/productos/1_The%20Dual%20VET%20system.pdf

CS03 Egypt Case Study - Industry Collaboration and Flexible Learning

Overview

Egypt's Dual VET system is overseen by the Ministry of Education and Technical Training (MOETE) with support from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). This system, established in the 1990s, aimed to address youth unemployment in Egypt by creating partnerships between schools and local industries to enhance the skills needed for employment. Trainees spent two days per week in a technical secondary school focusing on theory, and four days per week in a workplace developing practical skills and learning workplace behaviour. By 2002, about 86 percent of companies offered employment contracts to graduates of this program.

Challenges

- i. **Compromised In-Company Training:** In-company training quality has been compromised, leading to occupational safety and health concerns of the trainees which in some cases has led to death. Some might mistakenly think of the dual educational system as 'Child labor' due to the violations that take place inside factories and training places.
- ii. **Social Perception:** Bad social perception has caused a decrease in enrollment rates.
- iii. **Accountability:** Accountability is a significant challenge due to complicated distribution of responsibilities between private and governmental sectors in the Dual VET in terms of responsibilities of the school and the industry. This often result in tensions between the MoETE and private sector representatives.
- iv. **Job Misplacements and Labour Market Mismatch:** There are challenges with job placements and matching the dual educational system's trainees and graduates with relevant jobs and find training opportunities for them in relevant industrial entities matching what they are studying or what they have studied.
- v. **Inadequate Cooperation:** The other challenge is that of inadequate cooperation between ministries and governmental institutions involved in the Dual VET system.
- vi. **Resistance from Coventional Education System:** There is resistance from conventional educational systems that opposed the changes introduced as a result of DualVET.
- vii. **Other Challenges Associated with the Programme:** Undefined legal status, high cost, gender balance, loss of graduates to higher education, and the potential of its trainees to displace other workers.

Best Practices

- i. **Strong Partnership Between Technical Secondary School and Industry:** The Dual VET implemented in Egypt had a strong, vital partnership between technical schools and industry, (i.e., between the theoretical training delivered in school and practical experience delivered in industry).
- ii. **Trade Oriented Education System:** Being trade-oriented in the sense that both theoretical and practical education are aimed, side by side, to enhance trainees' knowledge in the selected profession.
- iii. **Enhancing Educational Quality and Infrastructure:** Upgrading of education through enhancement of laboratory facilities, refining instructors' knowledge and qualifications and introducing advanced pedagogic methods.
- iv. **Governance mechanisms:** The system in Egypt is not bilateral, but multi-lateral, with an intermediary bodies like the Dual Vet Policy Implementing Unit at the national level and Regional Units of Dual VET System (RUDS).
- v. **Stipends:** Private sector firms involved in the dual system shall consider paying suitable financial stipends to the trainees involved in the trainings. There is a fixed range of stipends that is agreed with the MoETE and gets amended every certain period. Financial incentives play a crucial role in attracting trainees to enrol in the dual system.

<https://scholar.lib.vt.edu/ejournals/JOTS/Winter-Spring-1999/PDF/ideas.pdf> <https://fount.aucegypt.edu/etds/2069>

4.0 TRAINING OF TRAINERS

4.1 PROFESSIONAL DEVELOPMENT PROGRAMMES

To maintain the high standards of vocational education and training, it is essential to provide continuous professional development for both VTI trainers and industry trainers/mentors. The objective of these programmes is to enhance pedagogical skills and trade-specific knowledge.

4.1.1 Pedagogical Skills

It is essential that professional development programmes place a strong emphasis on the importance of pedagogical skills. This will ensure that trainers are fully equipped to deliver effective and engaging instruction. The following areas are of particular importance:

- i. **Training Methods:** Training in a variety of training methods to cater for different learning styles, including interactive and experiential learning techniques.
- ii. **Assessment Strategies:** The development of skills in formative and summative assessment, enabling the accurate measurement of trainee performance and the identification of areas for improvement.
- iii. **Classroom Management:** Techniques for managing diverse groups of trainees, maintaining discipline, and fostering a positive learning environment.
- iv. **Use of Technology:** Training on the integration of digital tools and resources in training to enhance learning outcomes.

4.1.2 Trade-Specific Knowledge

It is essential that trainers possess up-to-date knowledge and skills in their specific trades. Professional development programmes should include the following:

- i. **Industrial Trends:** Ensuring that trainers are kept informed about the latest industrial trends, technologies and best practices.
- ii. **Practical Skills:** There should be opportunities for trainers to practise and refine their technical skills through hands-on workshops and industrial placements.
- iii. **Industrial collaboration:** Collaboration between trainers and industrial professionals to gain insights and real-world experience needs to be facilitated.

The recommendations for Dual VET in Zambia places great emphasis on the importance of trade-specific competencies, stressing the need for trainers to stay current with industry's developments.

4.2 CERTIFICATION AND ACCREDITATION PROCESSES FOR TRAINERS

To guarantee that trainers meet the required TEVET and professional standards, TEVETA to provide a comprehensive certification and accreditation of both VTI and in-company trainers. Aspects to be taken into consideration will comprise the following elements:

4.2.1 Certification Criteria

The certification of trainers should be based on clearly defined criteria, which should include:

- i. **Educational qualifications:** The minimum educational requirements for trainers should include a relevant or vocational qualification which should be at least a notch higher than the qualification to be obtained by the trainees to ensure compliance with TEVET regulations.
- ii. **Professional experience:** A minimum of three (3) years of industrial experience in the relevant trade is required.
- iii. **Training and assessment competency:** Evidence of effective training ability, to be evaluated through observed training sessions and feedback from colleagues and relevant regulators or institutions.

These certification criteria ensure that trainers are fully qualified and competent in both their trade and training abilities.

4.2.2 Certification Process

The certification process should be transparent and accessible, involving the following steps:

- i. The first step is to apply. Applicants for certification must apply detailing their qualifications, experience, and training competency.
- ii. The **assessment phase** is the next step in the certification process through recognition of prior learning. A panel of experts should review the application and conduct assessments, which may include training observations, interviews, and written examinations.
- iii. Successful applicants will be awarded **certification**, which will remain valid for a specified period. However, this certification will require renewal based on the applicant's continued professional development and performance reviews.
- iv. A practising license for a certified and accredited trainer to be given every year and subject to renewal annually in a particular field.

4.2.3 Continuous Professional Development (CPD)

Certified trainers are responsible for engaging in continuous professional development to maintain their certification. This includes:

- i. **Ongoing Training:** Certified trainers are expected to regularly participate in professional development programmes and workshops to stay updated on the latest industrial practices and training methods.
- ii. **Performance reviews:** These will be conducted on an annual basis to assess training effectiveness and identify areas for improvement. Annual performance reviews are conducted to assess training effectiveness and identify areas for improvement.
- iii. **CPD Credits:** Obtaining CPD credits through participation in training programmes, conferences, and other professional activities.

4.2.4 Accreditation of trainers⁴

Accreditation is a critical aspect of ensuring that certified trainers meet established national and international standards for vocational education and training. The accreditation process serves to validate the quality and competence of trainers and the institutions that employ them, thereby enhancing the credibility of the Dual VET system. Key elements of the accreditation process are:

- i. **Accreditation standards:** Trainers and training providers must meet established accreditation standards set by TEVETA in collaboration with sector specific bodies (SSBs) or sector specific skills advisory groups (SAGs). These standards cover educational qualifications, training competencies and industrial experience requirements.
- ii. **Accreditation bodies:** The accreditation of trainers is done by TEVETA which assesses and approves trainers based on their compliance with established criteria. This will ensure that trainers are held to consistent high standards across all VTIs and host enterprises.
- iii. **Institutional accreditation:** VTIs and host enterprises that provide work-based training must also undergo an accreditation process by TEVETA to validate their ability to deliver quality training. This includes an assessment of facilities, availability of the MoU/training Agreement between the host enterprise and the VTI as well as availability of accredited trainers.
- iv. **Transparency and accountability:** The accreditation process should be transparent, with clear guidelines on requirements, procedures and timelines. Accredited trainers and institutions should be publicly listed in the government gazette to build confidence in the quality of Dual VET.

4.3 BUILDING CAPACITIES IN INTERMEDIARIES

Intermediaries such as SSBs or SAGs and others, can be instrumental in facilitating the dissemination, management, monitoring, and control of Dual VET programmes. It is crucial to invest in capacity building for these institutions if we are to ensure the long-term viability and effectiveness of the Dual VET system.

4.3.1 Capacity Building Programmes

Effective implementation of Dual VET requires developing and implementing capacity-building programmes for intermediaries with the objective of enhancing their ability to support Dual VET. The programmes should include the following elements:

- i. **Management Training:** Training in programme management, including planning, implementation and evaluation.

⁴ Further information in chapter 9

- ii. **Monitoring and evaluation:** This will be carried out to ensure that the programme is meeting its objectives. The development of skills in monitoring and evaluating Dual VET programmes will ensure quality and effectiveness.
- iii. **Stakeholder Engagement:** The development of techniques for engaging with industrial partners, government bodies, vocational training institutions and other stakeholders to build robust collaborative networks.

4.3.2 Support Mechanisms

It is essential to establish support mechanisms to assist intermediaries in managing Dual VET programmes. These mechanisms include:

- i. **Resource Centres:** The establishment of resource centres, which provide access to training materials, industrial contacts and best practice guidelines, is also recommended.
- ii. **Advisory Services:** Providing advisory services to assist local institutions in overcoming challenges and implementing effective strategies.
- iii. **Funding Opportunities:** Identifying and securing funding opportunities to support capacity building and programme development.

4.3.3 Monitoring and Control

It is essential to implement effective monitoring and control mechanisms to guarantee that Dual VET programmes are implemented correctly and achieve the desired outcomes. The following strategies have been identified:

- i. **Development of Key Performance Indicators (KPIs):** The development of KPIs enables the measurement of programme success and the identification of areas for improvement.
- ii. **Regular audits:** Conducted based on KPI to ensure compliance with standards and regulations. It is essential to conduct regular audits of Dual VET programmes to ensure compliance with standards and regulations.
- iii. **Feedback Systems:** The implementation of feedback systems will enable the gathering of input from trainees, trainers, VTIs and host enterprises.

4.4 PLACEMENT OF VTI TRAINERS IN INDUSTRIES

To guarantee that VTI trainers remain informed of new technologies and industrial practices, they should be placed in industries for specific periods of practical experience and upskilling.

4.4.1 Industrial Placements

It is recommended that industrial placements be organised for VTI trainers to provide them with hands-on experience in real work environments. This entails:

- The formation of **partnership agreements** with industrial partners to facilitate the placement of trainers.
- **Determination of the duration of the placement** on a case-by-case basis. The duration of placements should be sufficient to allow trainers to gain meaningful experience.
- **Setting clear learning objectives** for trainers to achieve during their placements.

4.4.2 Upskilling and Knowledge Transfer

It is essential to ensure that the skills and knowledge gained by trainers during their industrial placements are effectively transferred to their training practices. This encompasses:

- i. **Post-placement debriefing:** Conduct debriefing sessions to allow trainers to reflect on their experiences and discuss how they will integrate new skills and knowledge into their training practice.
- ii. **Sharing of best practices:** It is recommended that trainers share best practices and insights gained from industrial placements with their colleagues.
- iii. **Continuous improvement:** Utilise the insights gained from industrial placements to drive continuous improvement in training programmes and curricula.

4.4.3 Support and Incentives

It is important to provide support and incentives to encourage VTI trainers to participate in industrial placements. This encompasses:

- i. **Financial support:** Providing financial assistance to cover the costs associated with industrial placements.

- ii. **Recognition and Rewards:** Show appreciation for trainers who take part in industrial placements by offering awards, promotions and other incentives.
- iii. **Professional Networks:** The creation of professional networks for trainers to connect with industrial professionals and peers is facilitated.
- iv. **Trainer Exchanges:** The creation of trainer exchange programme is vital for benchmarking as this would help trainers learn best practices from their peer.

CS04 Germany Case Study - Fostering Professional Development

Overview

Germany's Dual VET system is a globally recognised model for its integration of theoretical education at vocational schools (Berufsschulen) and hands-on experience in real workplaces. One of the key factors contributing to the system's success is the ongoing professional development of VET trainers. Germany attaches great importance to ensuring that both VTI trainers and in-company trainers maintain up-to-date pedagogical and trade-specific knowledge, in line with modern industry demands. This guarantees a uniform standard of education that aligns with the evolving needs of the economy.

Challenges

- i. **Professional development:** One of the key challenges Germany faces in maintaining the quality of its Dual VET system is ensuring that trainers remain up-to-date with new training methodologies and emerging industry trends. In light of the rapid advancement of technology, it is essential that trainers undergo regular professional development to ensure they are equipped with the skills to integrate new tools, technologies and training strategies into their work.
- ii. **Logistical challenge:** Furthermore, the logistical challenge of coordinating industry placements for trainers, which are vital for their professional upskilling, requires significant collaboration between businesses and vocational training institutions.

Best Practices

- i. **Professional Development Programmes:** Germany's Dual VET system places a strong emphasis on the continuous professional development of trainers. The programmes are designed to enhance both pedagogical skills and trade-specific knowledge. Trainers receive regular training to enhance their training methods, including the use of interactive learning and digital tools.
- ii. **Certification Processes:** A robust certification process is in place to ensure that trainers meet the requisite educational and professional standards. In addition to relevant degrees or vocational qualifications, candidates must also demonstrate training competency, which is assessed through observed training sessions and feedback.
- iii. **Industry Placements for Trainers:** To guarantee that our trainers remain up to date with industry best practice, VTI regularly places them in industry placements to gain practical experience. This enables them to gain practical experience of new technologies and trends, which they can then apply to their training. This approach is reinforced by the establishment of collaborative agreements between VET schools and host enterprises.
- iv. **Capacity building in local institutions:** Chambers of Commerce are instrumental in providing support and disseminating information about Dual VET programmes. These institutions receive support to enhance their capacity to manage, monitor and control Dual VET systems effectively. They guarantee that training is aligned with industry requirements and that trainers are provided with the necessary support to facilitate their professional development.

<https://www.bibb.de/en/77203.php>

5.0 ENROLMENT OF TRAINEES BY VTIS

5.1 SELECTION OF TRAINEES BY VTIS

The selection of trainees by VTIs is a structured process designed to identify candidates who possess the aptitude, motivation, and foundational skills necessary for success in the Dual VET programme.

5.1.1 Criteria for Selecting Trainees

To guarantee that the chosen candidates are well-suited to the Dual VET programme, VTIs should establish transparent selection criteria in collaboration with host enterprises that include:

- i. **Entry requirements of candidates:** Candidates must demonstrate a minimum level of entry requirements as stipulated in the curricula and there may be additional requirements by the host enterprise depending on the trade or sector in question.
- ii. **Aptitude for Dual VET:** Assessments of candidates' suitability for the programme can be conducted through a variety of methods, including the use of standardised tests, interviews, or practical assessments, which are designed to evaluate their aptitude for vocational training.
- iii. **Motivation and commitment:** Motivation and commitment are essential qualities for success in this programme. It is essential to evaluate candidates' motivation and commitment to completing the Dual VET programme. This can be evaluated using personal statements, interviews, and recommendations.
- iv. **Relevant experience:** While not a prerequisite, prior experience or exposure to the trade or sector can be an advantage. This may include evidence of internships, part-time employment, recognition of prior learning, or participation in related extracurricular activities.
- v. **Soft Skills:** It is important to assess candidates' soft skills, such as communication, teamwork, and problem-solving abilities, to ensure their success in both the theoretical and practical components of the programme.

5.1.2 Procedures for Selecting Trainees

VTIs should implement a transparent and efficient selection process that includes the following steps:

- i. Candidates are required to submit an application form and the necessary supporting documentation, including academic transcripts, personal statements and letters of recommendation.
- ii. **Initial screening:** As the first step in the application process, VTIs and host enterprise perform an initial screening of applications to verify eligibility based on academic qualifications and other basic criteria.
- iii. **Aptitude testing:** Candidates who have been shortlisted will then be required to complete an aptitude test to assess their suitability for vocational training. This may include written tests, practical assessments and psychometric evaluations.
- iv. **Interviews:** Successful candidates who have passed the aptitude tests are invited to attend an interview with a selection panel. The panel is typically comprised of VTI staff, industry representatives, and, where appropriate, alumni of the programme.
- v. **Final selection:** The final selection is made by the selection panel inclusive of the host enterprise. The selection panel will make the final decision on which candidates will be admitted to the programme based on the results of the aptitude tests and interviews.
- vi. **Notification and Enrolment:** Successful candidates will be informed of their admission and provided with instructions for enrolment and orientation.

5.1.3 Entry Requirements and Admission Process

It is essential to ensure that the entry requirements and admission process are clearly communicated to prospective candidates to guarantee transparency and accessibility. The key components are as follows:

- i. **Entry requirements:** Detailed information on the academic qualifications, aptitude assessments and other criteria required for admission to the programme.
- ii. **Application process:** Clear, step-by-step guidance on the application process, including submission deadlines, required documents, and contact information for support.
- iii. **Clear timelines:** A comprehensive timeline outlining the stages of the selection process, from the submission of applications to the announcement of final admission decisions.
- iv. **Orientation Programme:** The orientation programme is designed for newly admitted trainees and introduces the Dual VET system, expectations, and available support services.

5.2 SELECTION OF TRAINEES BY HOST ENTERPRISES / INDUSTRY

The selection of trainees by host enterprises is a collaborative process that ensures the chosen candidates are well-suited to meet the specific needs of the companies and can effectively integrate into the workplace.

5.2.1 Criteria for Selecting Trainees

It is the responsibility of host enterprises to establish selection criteria that align with their operational requirements and the demands of the trade or sector in question.

The criteria for selection should include:

- i. **Technical skills:** The evaluation of candidates' technical skills and knowledge relevant to the trade is a key aspect of the selection process. This can be evaluated through practical tests, previous work experience, or vocational training.
- ii. **Workplace readiness:** The assessment of candidates' readiness to work in a professional environment includes an evaluation of their understanding of workplace norms, safety protocols and professional behaviour. Workplace readiness and motivation could be based on the experience gained by the trainees during the first months at the VTI. For example, during the first few months of theoretical training at VTI, trainees could be evaluated on their practical aptitude, work ethics and adaptation to the learning environment. This evaluation could be used as an additional criterion for selection into industry-based traineeships.
- iii. **Soft Skills:** An emphasis is placed on soft skills, including communication, teamwork, adaptability and problem-solving, which are essential for effective integration into the workplace.
- iv. **Cultural fit:** It is important to consider whether candidates are a good fit for the company's culture and values. This can be assessed through interviews and interactions with current employees.
- v. **Motivation and commitment:** It is important to assess candidates' motivation and commitment to the traineeship, ensuring they are dedicated to completing the training and contributing to the company.
- vi. **Appropriate attitude:** VTIs' assessments of trainees' motivation and commitment are usually carried out during the first few months that the trainees are with the VTI. This early assessment period allows VTIs to assess the trainees' commitment and engagement in both theoretical learning and practical tasks before they move on to industry placements. Candidates must demonstrate a positive attitude towards learning, adaptability, and a strong commitment to personal and professional development to be considered for traineeship selection.

5.2.2 Procedures for Selecting Trainees

The selection process for trainees should be comprehensive and impartial, comprising the following stages:

- i. **Collaboration with VTIs:** Host enterprises work with VTIs to identify potential candidates from the pool of trainees who have completed the initial phase of the Dual VET programme.
- ii. **Post the job and accept applications:** The next step is to post the job and accept applications. Companies advertise traineeship positions, and interested candidates submit applications. The job postings should include comprehensive job descriptions, the requisite qualifications, and the application procedures.
- iii. **Initial Screening:** Industries perform an initial screening of applications to identify candidates who meet the qualifications and suitability criteria for the role.
- iv. **Basic Practical Aptitude Assessments:** Shortlisted candidates undergo basic assessments that evaluate their foundational aptitude, willingness to learn, and adaptability to hands-on tasks. The focus is on understanding basic instructions, safety awareness, and problem-solving, rather than specific technical skills.
- v. **Interviews:** Candidates who successfully complete the practical assessments are invited to interview with industry representatives. The interviews evaluate the candidate's technical knowledge, soft skills and cultural fit.
- vi. **Site visits and trials:** In certain instances, candidates may be extended an invitation to visit the premises or participate in a trial period, during which they will have the opportunity to observe the workplace environment and demonstrate their skills in a real-world setting.
- vii. **Final Selection:** The final selection is made based on the results of the assessments, interviews, and trials. Based on the results of the practical assessments, interviews and trials, industries will make their final selection of trainees.

5.2.3 Onboarding and induction

Onboarding and induction are critical components of the Dual VET system, providing a structured introduction to the workplace for new trainees. This process ensures that trainees are well prepared to integrate into the company environment, understand their role and meet the expectations of their employer.

Key elements of onboarding and induction:

- i. **Orientation to company policies and culture:** Trainees are introduced to the company's values, mission, safety protocols and workplace culture. This orientation helps them understand the business environment and the standards they are expected to uphold.
- ii. **Introduction to roles and responsibilities:** Trainees are given a detailed explanation of their roles, responsibilities and expectations. This step ensures that they are aware of their responsibilities and how their work contributes to the company's objectives.
- iii. **Occupational Health and Safety training:** OHS training is paramount in any practical training environment. Induction sessions include comprehensive safety training, covering emergency procedures, use of personal protective equipment and specific safety protocols related to their trade.
- iv. **Trainer assignment:** Each trainee is paired with an in-company trainer who provides ongoing support, guidance and feedback throughout the Dual VET.
- v. **Job shadowing and initial assignments:** Onboarding often includes job shadowing, where trainees observe experienced employees performing tasks. This hands-on observation helps them understand the workflow and gain insights into effective job performance.
- vi. **Ongoing feedback mechanisms:** Regular check-ins and feedback sessions are an integral part of onboarding, allowing trainees to raise concerns, seek clarification and receive constructive feedback on their performance.
- vii. **Sexual harassment:** It is essential to provide training on recognising, preventing and reporting sexual harassment in the workplace. Trainees should be informed of their rights, the company's zero-tolerance policy to sexual harassment, reporting mechanisms and support systems in place to ensure a safe and respectful working environment for all.

NB: Enrolment of trainees in a Dual VET programme is normally lead by the VTI in close collaboration with the host enterprises. This is because the host enterprise understands better the quality of trainees needed for the trade.

5.3 CONTINUOUS IMPROVEMENT AND FEEDBACK MECHANISMS

To guarantee the efficiency and ongoing enhancement of the selection procedure, VTIs and host enterprises must implement comprehensive feedback systems and conduct regular reviews of their processes.

5.3.1 Feedback from Trainees and Trainers

It is essential to obtain feedback from trainees and trainers to identify potential areas for improvement in the selection process. This encompasses:

- i. **Surveys and questionnaires:** It is recommended that regular surveys and questionnaires be distributed to gather input on the selection process, challenges faced, and suggestions for improvement.
- ii. **Focus groups discussions:** These are another valuable tool for gathering feedback. It is also recommended to conduct focus group discussions with current trainees and trainers to gain deeper insights into their experiences and perspectives.
- iii. **Exit interviews:** Conduct exit interviews with trainees and trainers who complete the programme to ascertain their overall experience and obtain feedback on the selection process.

5.3.2 Feedback from Host enterprises

Input from host enterprises is crucial for optimising the selection process and guaranteeing its alignment with their requirements. This entails:

- i. **Regular meetings:** The selection process is reviewed on a regular basis with host enterprises to assess its effectiveness, share experiences and identify best practice.
- ii. **Advisory Group:** The formation of advisory groups, comprising representatives from industry, VTIs, and regulatory bodies, will facilitate ongoing input and recommendations for improvement.
- iii. **Performance reviews:** In collaboration with host enterprises, performance reviews of trainees will be conducted to assess the success of the selection process and identify necessary adjustments.

5.3.3 Continuous improvement

A commitment to continuous improvement is essential to ensure that the selection process remains relevant and effective. The following strategies have been identified as key to achieving this goal:

- i. **Regular reviews:** Conduct regular reviews of the selection criteria and procedures to ensure they align with industry needs and educational standards.
- ii. **Benchmarking:** This is a process of comparing one's own performance with that of others to identify areas for improvement. The selection process is benchmarked against best practices from other countries and institutions to identify areas for improvement.
- iii. **Innovation and Adaptation:** Embracing innovation and adapting the selection process to incorporate new technologies, methods and insights from ongoing feedback.



Photo Credit: GIZ Zambia, THRIVE Project

6.0 TRAINING IMPLEMENTATION



Photo Credit: GIZ Zambia, THRIVE Project

6.1 TRAINING PHASES

The Dual VET system is structured in phases, combining theoretical, practical and on-the-job training simultaneously to ensure comprehensive skill development. The phases are designed to build on each other, providing trainees with the competencies and hands-on experience required to excel in their chosen trades.

6.1.1 Theoretical and practical Training Phase in the VTI

The objective of the theoretical and practical training phase is to impart foundational knowledge and technical skills through classroom and workshop instruction at VTIs.

A. Curriculum Content

- i. **Core subjects:** The core subjects depend on the trade and national qualification framework (NQF Level), e.g. for water supply and sanitation operations programmes core subjects may include basic sciences (mathematics, physics, chemistry) and introduction to ICT.
- ii. **Technical subjects:** The technical subjects cover the essential theories, principles, concepts, techniques and practicals specific to the trade and the national qualification framework (NQF Level), such as water supply and sanitation operations, electrical technology, plumbing and renewable energy.
- iii. **Soft Skills:** Soft skills training includes communication, teamwork, customer care, entrepreneurship skills, problem-solving and workplace ethics.

B. Training Methods

- i. **Lectures and seminars:** Traditional training methods, such as lectures and seminars, provide a solid foundation of knowledge.
- ii. **Interactive Learning:** The use of interactive learning methods, including group discussions, case studies and role-playing exercises, is an effective way to enhance understanding and engagement.
- iii. **Digital Tools:** The use of digital learning platforms, online resources and simulation tools support theoretical instruction.
- iv. **Practical sessions:** The use of practical sessions during the theoretical training phase of Dual VET allow trainees to apply learnt concepts in real-world scenarios, bridging the gap between classroom knowledge and hands-on experience.
- v. **Assessment:**

- a. *Formative assessment:* The programme includes regular quizzes, assignments and practical exercises to assess understanding and progress.
- b. *Summative assessment:* A comprehensive competency-based assessment will be conducted at the completion of the Dual VET programme at the Assessment Centres designated by TEVETA.



Photo Credit: GIZ Zambia, THRIVE Project

6.1.2 Workplace Training Phase

Host enterprises are not only involved in the development of training curricula but are also key players in the delivery of on-the-job training. The on-the-job training phase provides trainees with the opportunity to gain hands-on experience in real work environments, allowing them to apply their theoretical knowledge and skills under the guidance of the in-company trainers.

A. Practical Learning Units (PLUs)

- i. **Work-Based Projects:** PLUs are structured around work-based projects that reflect the demands and complexities of actual job roles.
- ii. **Industry Collaboration:** collaboration with host enterprises is key to developing competence-based curricula, logbooks and PLUs that meet current market needs and standards.

B. Logbooks

- i. **Purpose:** Logbooks serve as a structured record of the trainee's daily activities, tasks performed, and skills acquired during the in-company training period. They provide a comprehensive overview of the trainee's progress and experience in a real work environment.
- ii. **Content requirements:** Trainees are required to document their work experience, including tasks completed, challenges encountered, and skills developed as required by the competency-based curricula. The logbook should also include reflections on learning, feedback from in-company trainers and self-assessments. A template of the Logbook is presented in Appendix A.
- iii. **Regular review:** Logbooks are regularly reviewed by both in-company trainers and VTI instructors to ensure that training objectives are being met. This review process provides an opportunity for ongoing feedback and adjustment of training activities to meet learning objectives.
- iv. **Role of assessment:** The logbook is an integral part of the assessment process and is used to evaluate the trainee's engagement, commitment and ability to apply theoretical knowledge and skills in a workplace setting. It serves as a major tool (at least 60%) for formative assessment and contributes to the final assessment.

- v. **Validation:** To ensure the accuracy and authenticity of the records, in-company trainers are required to validate and sign off the entries made by the trainees. This validation confirms that the activities and skills recorded are in line with the training objectives and TEVETA should check for conformity with the assessment standards.

C. Training Locations

- i. **VTI Classrooms and Workshops:** VTIs provide theoretical training in classrooms and supplementary practical training in the workshops equipped with the required equipment, tools and consumables for a duration of 40% - 50% of the total allocated time.
- ii. **Workplace Settings:** On-the-job training is conducted at the host enterprise's workplace, workshops, or project sites for a duration of 50%-60% of the total allocated time.

D. Supervision and Training

- i. **In-company Trainers:** Experienced and accredited in-company trainers from host enterprises oversee the training process, providing guidance, feedback, and training to ensure the highest standards are met.
- ii. **VTI Trainers:** VTI trainers support practical and on-the-job training by coordinating with in-company trainers and ensuring that the training objectives are met.

E. Assessment

- i. **Formative Assessments:** Formative assessments are conducted on a regular basis by in-company trainers from industry and VTI trainers to monitor progress and address any issues that may arise.
- ii. **Practical Assessments:** Practical assessments are conducted to evaluate the ability to perform tasks in a practical setting.
- iii. **Summative Assessments:** Summative assessments are conducted at the end of the training programme at Assessment Centres by independent in-company trainers/Assessors from industry.

6.2 TRAINING DURATIONS AND METHODOLOGIES

To ensure an effective and seamless learning experience, it is essential to adopt a coordinated approach to training, durations, and methodologies within the Dual VET system.

6.2.1 Training Durations

- i. **Theoretical and practical training:** The typical duration of theoretical and practical training at the VTI is between 40% - 50% (or 4 months in each year), depending on the complexity of the trade and the level of qualification.
- ii. **Workplace Training:** The on-the-job training in the host enterprise can vary between 50%-60% (or 7 months in each year) depending on the complexity of the trade and the level of qualification.
- iii. **Assessment:** Trainee can be given a 1 month to prepare and sit for a competency-based summative assessment.

6.2.2 Training Methodologies

A. Work-based Learning (WBL)

- i. **On-the-job training (OJT):** Trainees spend a 50%-60% of their training period in real work environments, applying theoretical knowledge and skill to perform tasks under the supervision of experienced and accredited in-company trainers. This method emphasises learning by doing and allows trainees to gain practical experience and develop job-specific competencies.
- ii. **Project-based learning:** Trainees work on real-life projects directly related to their future job roles. This method encourages problem solving, critical thinking and creativity, while reinforcing theoretical knowledge through practical application.
- iii. **Lectures and seminars:** Traditional training methods such as lectures and seminars are used by the VTIs to impart trade-specific knowledge and technical skills. These sessions provide a theoretical grounding in topics related to the trainees' specific trades.
- iv. **Interactive learning:** The use of group discussions, case studies, role-plays and simulations to actively engage trainees and help them understand complex concepts. This method encourages peer learning and collaborative problem solving.
- v. **Blended learning:** A combination of traditional face-to-face training and online learning tools. This method allows for flexibility and accessibility, allowing trainees to learn at their own pace while still participating in classroom activities.

B. Mentoring and coaching

- i. **Mentoring from in-company trainers:** Trainees receive guidance, feedback and support from experienced trainers in the workplace. Mentorship promotes the development of both technical skills and professional attitudes and helps trainees integrate into the workplace culture.
- ii. **Peer coaching:** Trainees learn from their peers, particularly more experienced trainees or recent graduates, through structured coaching sessions. This method encourages the sharing of practical experience and fosters a collaborative learning environment.

C. Use of digital tools and technology-enhanced learning

- i. **E-learning platforms:** Online courses, digital resources and interactive modules are used to support classroom learning. E-learning platforms provide flexible access to content, allow self-paced learning and facilitate distance learning when required.
- ii. **Simulations and Virtual Reality (VR):** Simulations and VR tools provide trainees with realistic, immersive learning experiences where they can practice skills in a controlled environment before they can be exposed to the actual real tasks. These tools are particularly useful for complex or dangerous tasks.

6.3 DETAILED TRAINING PLAN

A comprehensive training plan is vital to ensure the seamless integration of the Dual VET system and guarantee a successful implementation process.

6.3.1 Development of Training Schedules

- i. **Collaborative planning:** VTIs and host enterprises work together to create training schedules that align with the competency-based curricula, Dual VET training calendars and industry operations.
- ii. **Flexibility:** It is essential that schedules be flexible enough to accommodate the needs of trainees, VTIs, and host enterprises. It should also allow trainees to be put into small rotational groups for effective learning.

6.3.2 Curriculum Integration

- i. **Alignment with Industry Needs:** The curriculum is subject to regular updates based on feedback from host enterprises, sector specific SAGs and other industry players, to guarantee its continued relevance and effectiveness.
- ii. **Integration of Theoretical and Practical Components:** The competency-based curriculum provides a seamless integration less theoretical but more practical training, with clear connections between classroom instruction and on-the-job learning.

6.3.3 Monitoring and Evaluation

- i. **Formative / Continuous assessment:** Performance is evaluated on an ongoing basis through regular assignments, practical exercises, and feedback sessions.
- ii. **Performance metrics:** It is essential to establish performance metrics to assess the effectiveness of the training programme, including trainee retention rates, completion rates and employment outcomes.
- iii. **Feedback Mechanisms:** Establish feedback mechanisms to gather input from trainees, trainers, and host enterprises, using this feedback to inform continuous improvements.
- iv. **Regular reviews:** Conduct regular reviews of the training programme to identify areas for improvement and ensure alignment with industry standards and labour market demands.

6.4 CONTINUOUS IMPROVEMENT AND INNOVATION

It is essential to maintain the quality and relevance of the Dual VET system through continuous improvement and innovation. This involves:

6.4.1 Adoption of new technologies

- i. **Digital learning tools:** The incorporation of digital learning tools and platforms will enhance theoretical instruction and provide flexible learning options.
- ii. **Simulation and Virtual Reality:** Simulation and virtual reality technologies should be used to provide trainees with the opportunity to gain hands-on experience in a controlled environment.

6.4.2 Host enterprises

- i. **Strengthening existing collaborations:** It is essential to foster strong partnerships with industry stakeholders to guarantee that the training programme remains aligned with the evolving needs of the market.
- ii. **Sector Specific Advisory groups (SAG):** It is recommended that sector specific advisory group (SAG) be established to provide ongoing input and guidance on skills anticipations, labour market needs and demand, curriculum development and training methodologies.

6.4.3 Research and Development

- i. **Innovation Hubs:** The establishment of sector-specific of excellences as innovation hubs within VTIs will facilitate research and development in vocational training, conduct CPD trainers of trainers, encouraging the exploration of new training methods and technologies.
- ii. **Pilot projects:** Pilot projects should be implemented to test new approaches and innovations in the training programme, with successful initiatives then scaled across the Dual VET system.

6.4.4 Professional Development for Trainers

- i. **Continuous Training:** It is essential to provide continuous professional development opportunities for VTI and industry trainers, ensuring they remain up-to-date with the latest industry trends and training methodologies.
- ii. **Exchange Programmes:** It is recommended that regional exchange programmes for trainers be facilitated to provide exposure to best practices and innovations in vocational education and training from other countries and institutions.



Photo Credit: GIZ Zambia, THRIVE Project

7.0 ASSESSMENT, CERTIFICATION AND ACCREDITATION

7.1 DUAL ASSESSMENT SYSTEM

The Dual assessment system reflects the competency-based nature of Dual VET, which emphasises the acquisition of practical, real-world competencies while maintaining a solid foundation of theoretical understanding of the trade. The greater emphasis on workplace assessments (Weight 60-70%) ensures that trainees are work ready, while assessments at VTIs (Weight 30-40%) verify that they have acquired the necessary technical knowledge. This approach guarantees that the assessments are comprehensive, impartial, and aligned with the actual demands of the real-world job market.

By balancing assessments between these two environments, the Dual VET system ensures a comprehensive assessment of trainees' skills that is closely aligned with industry needs and educational standards.

7.1.1 Roles of VTIs and Host enterprises

In the Dual VET Assessment System, VTIs and host enterprises have specific roles they need to play as described in the subsequent sections. It must be noted that the Assessment and Certification division of TEVETA oversee all assessments (formative and summative).

A. Role of VTIs

Assessments conducted at VTIs should focus on evaluating theoretical knowledge and limited practical skills, soft skills and basic technical skills through written assessments, oral presentations and practical or/and simulations.

- i. **Formative assessment:** VTIs conduct periodic assessments, including quizzes, assignments, and classroom activities and workshop-based practical tasks, to evaluate the progress of trainees on an ongoing basis.
- ii. **Summative Assessments:** TEVETA in collaboration with in-company trainers shall conduct assessments at the end of the Dual VET Program at Assessment Centres after which TEVETA shall certify competent trainees.
- iii. **Record Keeping:** VTIs and Host Enterprises shall maintain comprehensive records (also known as portfolio of evidence) of trainees' performance, attendance, and assessment outcomes. TEVETA shall request for these records at any time.

B. Role of Host enterprises

A significant proportion of assessments should take place in the workplace, as this setting provides the most authentic environment for assessing practical skills and competencies.

- i. **Formative assessments:** Regular practical assessments by in-company trainers to evaluate trainees' competencies and readiness for professional work. This shall be done through hands-on tasks, projects, and real-world job assignments in accordance with the practical learning units.
- ii. **Feedback Provision:** Host enterprises provide feedback to VTIs on trainees' performance, highlighting strengths and areas for improvement.

7.1.2 Certification Criteria

The certification criteria must be clearly defined and communicated to all relevant parties. The criteria are as follows:

- i. **Knowledge Competency:** The demonstration of theoretical knowledge is evaluated through formative and summative assessments.
- ii. **Professional Competency:** Evidence of practical abilities is to be demonstrated through the completion of hands-on tasks, the undertaking of projects, and the conduct of performance reviews.
- iii. **Soft Skills:** An evaluation of communication, teamwork, problem-solving, and other soft skills relevant to the trade will be conducted.
- iv. **Professional Attitude:** The evaluation of trainees' professionalism shall include an assessment of punctuality, reliability, and adherence to workplace norms.

It is of the greatest importance to ensure that the certification criteria are aligned with national standards by integrating the assessment framework with Zambia's NQF, as regulated by ZAQA. This approach ensures that both theoretical knowledge and practical skills are validated through competency-based assessments, thereby guaranteeing that the qualifications are recognised both nationally and internationally. It is essential that TEVETA and host enterprises collaborate to implement a robust assessment process that meets the needs of various sectors such as energy, water supply and sanitation, tourism, construction, etc.

7.1.3 Certification Process and the Issuing Authority

The certification authority (TEVETA) is responsible for the issuance of nationally and internationally recognised Certificates upon the successful completion of the Dual VET programme. The roles in question are as follows:

- i. **VTIs:** Responsible for providing formative assessments and feedback on the theoretical training and workshop-based practical training components in collaboration with TEVETA and forwarding the results to TEVETA.
- ii. **Host enterprises:** Responsible for providing on-the-job assessments and feedback in collaboration with TEVETA and forwarding the results to TEVETA.
- iii. **TEVETA:** Conducts the final verification of all formative assessments from VTIs and Host enterprises and conducts summative assessments in collaboration with in-company trainers at Assessment Centres using a competence-based curricula format followed by issuance of official certificates, thereby ensuring that all assessment criteria are met, and national standards are maintained.

7.2 IMPLEMENTATION OF THEORETICAL AND PRACTICAL ASSESSMENTS

To ensure a comprehensive evaluation of trainees' competencies, it is essential to implement both theoretical and practical assessments.

7.2.1 Theoretical and workshop-based Assessments

Theoretical and workshop-based assessments are designed to assess the knowledge and comprehension of core concepts and technical information acquired by trainees. Such assessments comprise the following:

- i. **Formative Assessments:** Regular quizzes, assignments, classroom and workshop activities are conducted to monitor the trainees' ongoing progress.
- ii. **Summative Assessments:** A comprehensive assessment is conducted at the conclusion of the theoretical and workshop-based training phase to evaluate the trainee's overall knowledge and skills as well as preparedness for the subsequent on-the-job training.

7.2.2 On-the-Job Practical Assessments

On-the-job practical assessments assess the trainees' ability to apply theoretical knowledge in contexts that reflect real-world professional practice. These assessments include both formative and summative assessment components:

- i. **Formative Assessments:** Ongoing assessments conducted by in-company trainers to monitor the acquisition of practical skills and the advancement of professional development. These may include hands-on tasks and simulation exercises to provide continuous feedback and guide trainees' learning progress.
- ii. **Summative Assessments:** Comprehensive evaluations conducted at the end of a training period to assess overall competence and readiness for professional roles. This will be conducted by TEVETA in collaboration with in-company trainers at Assessment Centres. This includes final hands-on tasks or projects, and simulation exercises designed to test the trainees' abilities to perform tasks typical of their future responsibilities. Summative assessments should be done by industry players.

7.2.3 Certification upon Successful Completion

Upon completion of both the theoretical workshop-based and on-the-job practical assessments, trainees are awarded certification by TEVETA following verification by TEVETA that all assessment criteria have been met, including practical skills and professional competencies.

7.2.4 Alignment With ZAQA and NQF

To ensure that vocational education and training qualifications are nationally recognised and meet industry requirements, all theoretical, workshop-based practical and on-the-job practical assessments must be designed in alignment with the NQF, as regulated by ZAQA. This alignment ensures that the certifications issued are not only valid within Zambia but also facilitate pathways for international recognition and further education. The

incorporation of sector-specific standards ensures that TEVET graduates are equipped with the requisite skills and knowledge to secure immediate employment and embark on long-term career development in these critical fields.

NB: The paradigm shifts by TEVETA of converting curricula into competency and modular based format requires harmonisation with the NQF.

7.3 ASSESSMENT AND CERTIFICATION PATHWAYS

It is possible that different sectors may have specific assessment and certification pathways that are tailored to their unique requirements and approved by TEVETA. The following aspects shall be considered:

- i. **Assessment tools:** TEVETA develops assessment tools in collaboration with Host Enterprises and VTIs
- ii. **Formative Assessments:** Regular formative assessments are conducted to monitor progress and provide feedback at both training venues.
- iii. **TEVETA Verification:** Prior to conducting summative assessments, the final verification process for formative assessments to be carried out by TEVETA, conducted by TEVETA. This is designed to guarantee that all assessment criteria have been met before certification is issued.
- iv. **Summative Assessments:** Comprehensive summative assessment at the end of the Dual VET Programme is administered TEVETA at Assessment Centres in collaboration with In-company trainers.



Photo Credit: GIZ Zambia, THRIVE Project

8.0 QUALITY ASSURANCE, EVALUATIONS AND AUDITS

8.1 ESTABLISHING A NATIONAL QUALITY ASSURANCE FRAMEWORK

A comprehensive quality assurance framework is essential for assessing the quality and effectiveness of the Dual VET programme. This framework should include key performance indicators (KPIs) and accreditation processes to ensure high standards of training delivery.

8.1.1 Key Performance Indicators (KPIs)

KPIs are measurable values that help to assess the performance and impact of the Dual VET programme. They should cover different aspects of the programme, including:

- i. **Trainee enrolment and retention rates:** Monitoring the number of trainees who enrol and complete the programme.
- ii. **Employment outcomes:** Monitoring the employment rates of graduates in relevant industries.
- iii. **Skills Competency Levels:** Assessing the level of trainee competence in both theoretical and practical skills.
- iv. **Employer Satisfaction:** Measuring the satisfaction of host enterprises with the skills and competencies of trainees.
- v. **Trainee satisfaction:** Gathering feedback from trainees on the quality of the training and their overall experience.
- vi. **Pass rates:** Measuring the success rates of trainees in theoretical assessments and practical assessments.

8.1.2 Accreditation Processes

Accreditation is an important part of the quality assurance framework. It ensures that VTIs and host enterprises meet established standards for the delivery of training. Accredited VTIs and host enterprises must be monitored regularly to ensure continued compliance with accreditation standards.

8.2 STAKEHOLDER ROLES IN MAINTAINING QUALITY STANDARDS

All stakeholders play an important role in maintaining the quality standards of the Dual VET system. Their responsibilities include:

8.2.1 Government Bodies

Government bodies play a crucial role in the governance and quality assurance of the Dual VET system in Zambia in line with the Traineeship and Work based learning legislation. Their responsibilities include:

- i. **Policy development:** Establishing policies and regulations that define quality training standards, accreditation criteria and social protection in a workplace.
- ii. **Funding and resources:** Providing financial support and resources to VTIs and host enterprises to ensure they meet quality standards (e.g. from the TEVET Fund, Constituency Development Fund and other funding modalities).
- iii. **Oversight and regulation:** Monitoring and enforcing compliance with national quality standards through regulatory bodies such as TEVETA.

8.2.2 Vocational Training Institutions

VTIs are central to the delivery of quality education within the Dual VET system. Their responsibilities encompass:

- i. **VTI readiness** ensures all necessary training requirements enshrined in the curricula are in place, including the MoU/ training agreement with the would-be host enterprise.
- ii. **Accreditation of the training facility:** The VIT ensures all necessary accreditations are in place including for the trainers.
- iii. **Enrolment of trainees:** VTIs in collaboration with host enterprises shall enrol the trainees based on the requirements of the curricula and industry needs.
- iv. **Curriculum delivery:** Ensuring that theoretical training and workshop-based practical training are delivered according to the approved competency-based curricula and the National Occupational Standards (NOS) and meets industry requirements.
- v. **Trainer qualifications and competency:** Recruitment and retention of qualified and competent trainers with both pedagogical skills and industry-specific competencies.

- vi. **Continuous improvement:** Regularly updating training materials and methods based on feedback and industry trends.

8.2.3 Host enterprises

Host enterprises play a crucial role in the Dual VET system by bridging the gap between classroom learning and real-world application. They are responsible for:

- i. **Workplace readiness** ensures all necessary training requirements enshrined in the curricula are in place, including the MoU/ training agreement with the would-be VTI partner.
- ii. **Accreditation of the training facility:** The host enterprise ensures all necessary accreditations are in place including for the in-company trainers.
- iii. **Enrolment of trainees:** Participate in the enrolment of trainees by the VTIs based on the requirements of the curricula and industry needs.
- iv. **Practical training:** Providing high quality practical training that is consistent with theoretical instruction and industry standards.
- v. **Mentoring:** Ensuring that trainees receive guidance and support from experienced trainers.
- vi. **Feedback and collaboration:** Working with VTIs to provide feedback on trainee performance and contribute to curriculum development.

8.2.4 TEVETA

TEVETA serves as the overall Authority for maintaining quality and standards within the Dual VET system. It is responsible for:

- i. **Curriculum development and / review** develops competency-based curricula in collaboration with industry and VTIs.
- ii. **Training materials including practical learning units:** TEVETA develops standardised training materials in collaboration with industry and VTIs.
- iii. **Assessment tools:** TEVETA develops standardised assessment tools in collaboration with industry and VTIs.
- iv. **Quality Assurance:** Overseeing the quality assurance framework and ensuring compliance with national standards.
- v. **Accreditation:** Conducting accreditation processes for VTIs and host enterprises.
- vi. **Evaluation and Audits:** Conducting regular evaluations and audits to monitor programme effectiveness and compliance.
- vii. **Assessment and certification:** Oversee formative and summative assessments, and issues certificates to competent trainees.

8.3 PERIODIC EVALUATIONS AND AUDITS

Quality assurance in Dual VET is not limited to training delivery but extends to the assessment and certification processes. Regular evaluations and audits are essential to maintain high standards and ensure continuous improvement in the Dual VET system.

8.3.1 Evaluation procedures

Evaluations assess the effectiveness of the Dual VET programme and identify areas for improvement. Key components include:

- i. **Formative evaluations:** Ongoing evaluations conducted during the training programme to provide immediate feedback and address issues promptly.
- ii. **Summative Evaluations:** Comprehensive evaluations conducted at the end of training cycles to assess the overall outcomes and impact of the programme.
- iii. **Stakeholder feedback:** Collection of feedback from trainees, trainers and host enterprises to inform evaluations.

8.3.2 Audit Procedures

Audits ensure that VTIs and host enterprises comply with established standards and regulations. Key components include:

- i. **Internal audits:** Conducted by VTIs and host enterprises to self-assess compliance and identify areas for improvement.

- ii. **External audits:** Conducted by TEVETA or other regulatory bodies to verify compliance with national standards and accreditation criteria.
- iii. **Audit Reports:** Detailed reports outlining audit findings, compliance issues and recommendations for corrective action.

8.3.3 Continuous Improvement

Lessons learned from assessments and audits should be used to drive continuous improvement. This includes:

- i. **Action plans:** Developing and implementing action plans to address issues identified in evaluations and audits.
- ii. **Periodic reviews:** Conducting regular reviews of action plans to monitor progress and make necessary adjustments.
- iii. **Best practices:** Identifying and sharing best practice between VTIs and industry to improve the quality of training.

8.4 TRACER STUDIES

Tracer studies are an important tool for assessing the long-term impact of Dual VET on graduates and the labour market. They provide valuable data on employment outcomes, career progression and the relevance of the training. This can be carried out by the VTIs, TEVETA and even by the sector specific SAGs.

8.4.1 Recommended Timing for Tracer Studies

It is recommended that tracer studies be conducted **6 months to 1 year** after the completion of the training programme. This timeframe allows graduates to transition into the workforce and provides sufficient data on employment outcomes and job relevance. In some cases, conducting follow-up tracer studies **2 to 3 years** post-training may offer deeper insights into long-term career progression and the sustained relevance of the skills acquired.

8.4.2 Aims of Tracer Studies

Tracer studies aim to evaluate the long-term outcomes of Dual VET programmes by tracking:

- i. **Employment status:** Tracking the employment status of graduates to determine the effectiveness of the training programme in facilitating job placement, including self-employed / entrepreneurs.
- ii. **Job relevance:** Assessing the relevance of the skills and knowledge acquired during training to the graduate's current job.
- iii. **Career progression:** Monitoring the career progression of graduates to assess the impact of the training on their career development.
- iv. **Employer feedback:** Collecting feedback from employers on the performance and competencies of graduates in the workplace.

8.4.3 Conducting Tracer Studies

Conducting tracer studies involves a systematic approach to gather and analyse data on the outcomes of Dual VET programmes. This process includes:

- i. **Survey design:** Designing comprehensive surveys that collect a range of data on employment outcomes, job relevance and career progression.
- ii. **Data collection:** Using a variety of methods such as online surveys, telephone interviews and focus groups to collect data from graduates and employers. Data can also be collected from the tracer databases anchored in the VTI, TEVETA or sector specific SAGs.
- iii. **Data analysis:** Analysing the data to identify trends, strengths and areas for improvement in the training programme.
- iv. **Reporting:** Preparation of detailed reports that present the findings of the tracer studies and make recommendations for improving the dual VET system.

8.4.4 Use of Tracer Study Results

Findings from tracer studies should be used to inform continuous improvement efforts. This includes:

- i. **Curriculum updates:** Updating the curriculum based on feedback from graduates and employers to ensure it remains relevant to industry needs.
- ii. **Programme adjustments:** Adjusting the training programme based on identified strengths and weaknesses.

Policy development: Informing policy decisions and strategic planning to improve the effectiveness of the dual VET system.



Photo Credit: GIZ Zambia, THRIVE Project

9.0 PROVINCIAL ADAPTATION AND FLEXIBILITY

9.1 ALLOWING VOCATIONAL TRAINING INSTITUTIONS TO TAILOR PROGRAMMES TO LOCAL INDUSTRY NEEDS

One of the key strengths of the Dual VET system is its capacity to integrate theoretical education with practical, hands-on experience in industry. To maximize this strength, it is crucial to allow VTIs the flexibility to adapt their programmes to the specific needs of local industries. This approach ensures that the training provided is relevant and directly applicable to the job market in each region.

9.1.1 Identifying Local Industry Needs

Each province in Zambia has unique economic activities and industrial sectors that require specific skill sets. For example, while one region may have a strong focus on agriculture, another may be more oriented towards mining or renewable energy. To tailor vocational training programmes effectively, VTIs should conduct regular assessments of training needs with input from industry and government institutions.

This can be achieved through:

- i. **Industry Surveys:** Conducting surveys and consultations with local businesses to identify the skills they require.
- ii. **Labour Market Analysis:** Analysing labour market data to understand employment trends and forecast future skill needs.
- iii. **Stakeholder Engagement:** Establishing skills advisory groups (SAGs) comprising representatives from local industries, vocational training institutions and government bodies to provide ongoing input and feedback on training programmes.

9.1.2 Developing Customized Competency-based Curricula

Based on the insights gained from local industry needs assessments VTIs should have the autonomy to develop customized competence-based curricula. These curricula should align with national vocational standards while incorporating regional specifics. Key components include:

- i. **Core Modules:** These modules provide trainees with foundational competencies in essential skills and knowledge that are required across various trades.
- ii. **Elective Modules:** Elective courses are tailored to address the specific needs of local industries, such as specialized agricultural techniques, mining safety protocols, or solar energy installation. This approach allows trainees to develop competencies directly relevant to the local job market.
- iii. **Practical Training:** Practical training involves hands-on experience in real or simulated work environments, reflecting real-world challenges. This aligns with competence-based training by allowing trainees to apply theoretical knowledge in practical settings under the guidance of industry mentors.

9.1.3 Ensuring adherence to National Training Standards

While regional adaptation is crucial, it is equally important to maintain a consistent standard of vocational education and training across the country. This ensures that qualifications are recognized nationally and that trainees can transfer their skills across regions if needed.

Strategies to maintain national standards include:

- i. **Standardized Assessments:** Implementing national examinations and assessments to ensure that all trainees meet the required competencies.
- ii. **Accreditation and Quality Assurance:** Establishing a robust system for accrediting VTIs and training centres to ensure compliance with national standards.
- iii. **Professional Development for Trainers:** Providing ongoing professional development for trainers (VTI and industry trainers) to ensure they are up to date with industry standards and best practices.

9.2 ENCOURAGING THE SHARING OF BEST PRACTICES AND LESSONS LEARNT ACROSS DIFFERENT PROVINCES

To foster innovation and continuous improvement in the Dual VET system, it is essential to encourage the sharing of best practices and lessons learnt among VTIs and across sectors (e.g. water sector learning from the mining sectors and vice versa). This not only enhances the quality of training across the board but also helps VTIs to adopt successful strategies, exchange innovative solutions, and avoid common pitfalls.

9.2.1 Creating Networks and Platforms for Collaboration

Establishing networks and platforms for cross-regional collaboration among VTIs can facilitate the exchange of ideas and experiences. Key initiatives include:

- i. **Regional and National Conferences:** Organizing regular conferences and workshops where representatives from different VTIs can share their experiences, discuss challenges, and explore new approaches.
- ii. **Online Communities of Practice:** Develop online forums and communities where trainers and administrators can connect, share resources, and seek advice from their peers.
- iii. **Inter-Centre Visits and Exchanges:** Facilitating visits and exchange programmes between training centres to allow staff to observe different practices and bring new insights back to their own institutions.
- iv. **Skills Competitions:** Organising regional and national skills competitions where trainees from different VTIs compete in their respective trades. These competitions promote excellence, encourage knowledge sharing, and help benchmark skills against industry standards, providing valuable insights into best practices and areas for improvement.

9.2.2 Documenting and Disseminating Best Practices

Systematically documenting and disseminating best practices can help ensure that successful strategies are widely adopted. This can be achieved through:

- i. **Case Studies and Reports:** Producing detailed case studies and reports on successful programmes and initiatives, highlighting the factors that contributed to their success.
- ii. **Guidelines and Toolkits:** Developing practical guidelines and toolkits based on best practices to support VTIs in implementing new approaches.
- iii. **Central Repository:** Creating a central repository of resources and best practices that is accessible to all VTIs.

9.2.3 Continuous Improvement Through Feedback

Encouraging a culture of continuous improvement is essential for the sustained success of the Dual VET system. This involves:

- i. **Feedback Mechanisms:** Establishing mechanisms for collecting feedback from trainees, employers, and trainers on the effectiveness of training programmes.
- ii. **Regular Reviews:** Conduct regular reviews of training programs and practices to identify areas for improvement and implement necessary changes.
- iii. **Innovation and Experimentation:** Promoting innovation and experimentation by encouraging VTIs to pilot new approaches and share their findings with the broader community.
- iv. **Tracer studies:** Conducting tracer studies to track the progress of graduates after they have completed their training programmes. These studies collect data on employment rates, job performance and the relevance of skills acquired during training. By analysing this information, VTIs and host enterprises can gain valuable insights into the effectiveness of training programmes and make data-driven adjustments to curricula and training methods, ensuring that training remains relevant to the labour market needs and continues to support the employability of graduates.

CS5 Spain – Tailoring VET to Regional Needs¹

Overview

Spain implemented a Dual VET system in 2012, aiming to enhance employability by integrating practical workplace experience with formal education. The system was introduced to replace the existing work experience module within the formal VET system, with a focus on aligning training programmes to the needs of regional industries.

Challenges

- **Limited Corporate Engagement:** Despite initial efforts, there was a lack of commitment from companies to engage in the training programmes, which hindered the practical application of VET.
- **Insufficient Administrative Support:** Educational administrations did not provide adequate backing to ensure the smooth integration of Dual VET into regional economic structures.

Best Practices

- **Enhance Corporate Engagement:** To address these challenges, Spain began incentivising companies to participate in the VET system by offering tax breaks and subsidies. This helped in increasing corporate involvement.
- **Support Infrastructure:** Efforts were made to strengthen the support infrastructure by improving cooperation between vocational schools and industries, ensuring that curricula were updated regularly based on local industry needs.

¹ Chapter 1, The Implementation of Dual VET in Spain: An Empirical Analysis Fernando Marhuenda-Fluixá, María José Chisvert-Tarazona, and Davinia Palomares-Montero



Photo Credit: GIZ Zambia, THRIVE Project

10.0 FINANCING MECHANISMS AND RESOURCES

10.1 COST COMPONENTS OF IMPLEMENTING THE DUAL VET SYSTEM

The implementation of the Dual VET system involves different cost components related to trainees/trainees, VTIs and host enterprises. Understanding these components is essential for effective financial planning and resource allocation.

10.1.1 Trainees

A. Training Allowances:

- i. **Purpose:** To provide financial support to trainees during their training at both training venues.
- ii. **Allocation:** Allowances cover living expenses, lunch, transportation, personal protective clothing and other costs associated with training.
- iii. **Utilisation:** Ensures that trainees can participate fully in the programme without financial hardship.

B. Training Materials and Fees:

- i. **Purpose:** To provide trainees with the necessary tools, equipment and consumables for on-the-job practical training.
- ii. **Allocation:** Costs should be covered by the sponsor who could be TEVET fund, CDF, NGOs or private sector or guardians.
- iii. **Utilisation:** Ensures that trainees have access to up-to-date industry standard materials and equipment.

C. Health and Safety:

- i. **Purpose:** Sponsors of the trainees should make sure the occupational health and safety of trainees during their work experience is guaranteed.
- ii. **Allocation:** Costs include PPE, medical insurance and health services.
- iii. **Usage:** Provides a safe and secure training environment for trainees.

D. Vocational Training Institutions

Infrastructure Development:

- i. **Purpose:** To develop and maintain training facilities, including classrooms, workshops, laboratories and associated training equipment, tools and consumables.
- ii. **Allocation:** Costs are met by government funding, industry contributions and tuition fees.
- iii. **Utilisation:** Ensures that VTIs have the necessary infrastructure to deliver high quality theoretical and practical training.

Trainer Salaries and Incentives:

- i. **Purpose:** To attract and retain qualified and competent trainers with both pedagogical skills and industry-specific competencies.
- ii. **Allocation:** Better salaries and incentives (including performance bonuses or additional compensation) should be encouraged
- iii. **Utilisation:** Ensures that trainers are adequately remunerated and motivated to deliver effective training.

Curriculum Development:

- i. **Purpose:** To develop and update training curricula to meet industry standards and market needs.
- ii. **Funding:** Costs will be met through government funding and industry contributions.
- iii. **Utilisation:** Ensures that training programmes are relevant, up-to-date and effective in preparing trainees for the labour market.

Operating Costs:

- i. **Purpose:** To cover the day-to-day operating costs of VTIs, including utilities, maintenance and administrative costs.
- ii. **Allocation:** Costs are funded through government grants, tuition fees and industry contributions.
- iii. **Utilisation:** Ensures the smooth operation of VTIs and the delivery of quality training.

E. Industry

Training Facilities, Tools, and Equipment:

- i. **Purpose:** To provide trainees with access to industry-standard training facilities, tools, equipment and consumables.

- ii. **Allocation:** Costs may be met by industry as part of their contribution to the Dual VET system.
- iii. **Utilisation:** Ensures that trainees receive practical training in a real working environment with tools and equipment that reflect current industry practices.

Mentoring, Supervision and Incentives:

- i. **Purpose:** To provide trainees with guidance and support from experienced in-company trainers.
- ii. **Allocation:** Costs may include in-company trainer's allowance for added responsibilities.
- iii. **Utilisation:** Ensures that trainees receive effective training, assessment and mentoring support during their work experience.

Occupational Health and Safety (OHS) Compliance:

- i. **Purpose:** To ensure compliance with OHS regulations to protect trainees during their placement.
- ii. **Allocation:** Costs include safety equipment, insurance, workers' compensation, health insurance, and health services.
- iii. **Utilisation:** Provides a social protection to trainees for a safe and secure training environment.

Assessment and Certification Fees:

- i. **Purpose:** To cover the costs associated with assessment and certification of trainees to ensure their qualifications are recognized.
- ii. **Allocation:** These costs are typically borne by TEVETA, including host enterprises or shared with VTIs, ensuring that trainees are properly evaluated and certified according to national standards.
- iii. **Utilisation:** Ensures that graduates of the Dual VET programme are properly certified, with qualifications recognized both nationally and internationally.

Operating Costs:

- i. **Purpose:** To cover the day-to-day operational costs associated with providing practical training, including utilities, maintenance and administrative costs.
- ii. **Allocation:** Costs are funded by host enterprises as part of their contribution to the Dual VET.
- iii. **Utilisation:** Ensures the smooth running of the training facilities and the delivery of high-quality work-based training.



Photo Credit: GIZ Zambia, THRIVE Project

11.0 PUBLIC AWARENESS AND PROMOTION

11.1 LAUNCHING AWARENESS CAMPAIGNS

Awareness campaigns are essential to promote the Dual VET system and encourage the participation of all stakeholders. These campaigns should be comprehensive, targeted and multi-faceted to reach diverse audience effectively.

11.1.1 Target Audiences

Trainees:

- i. **Objective:** To inform potential trainees about the opportunities and benefits of Dual VET, including practical experience, work readiness and career prospects.
- ii. **Messaging:** Emphasise the on-the-job practical training, industry links and potential for immediate employment on completion.
- iii. **Channels:** Use social media, guest talks in secondary schools, career fairs, skills days, girls takeover, information sessions and mass media to reach potential trainees.

Parents:

- i. **Objective:** Sensitise parents about the value of Dual VET and how it can lead to successful and fulfilling careers for their children.
- ii. **Messaging:** Highlight the financial benefits, employability and career progression opportunities associated with Dual VET.
- iii. **Channels:** Use parent-trainer meetings, community events, information leaflets, mass media and online platforms to communicate with parents.

Employers:

- i. **Objective:** Encourage employers to participate in the Dual VET system by demonstrating the benefits of training skilled workers tailored to their specific needs.
- ii. **Messaging:** Focus on the benefits of investing in training, such as improved productivity, reduced recruitment costs and the development of a skilled workforce.
- iii. **Channels:** Use industry associations, professional bodies, business forums, direct outreach and case studies to engage employers.

11.1.2 Campaign Strategies – Multi-Channel Approach

- i. **Digital Media:** TEVETA should leverage social media platforms, websites, and online advertising to effectively target specific demographics and engage audiences through interactive content. Stakeholder feedback indicates that digital media is the most impactful tool for reaching diverse groups.
- ii. **Traditional Media:** Utilise newspapers, community radio, and television to reach a broader audience. Focus on highlighting success stories, program details, and testimonials from trainees, parents, and employers.
- iii. **Community Engagement:** Organize community events, workshops, and seminars to provide first-hand information and address questions and concerns from local communities.

Collaborative Efforts:

- i. **Partnerships with secondary schools:** Work with secondary schools and career guidance counsellors to provide information sessions and materials about Dual VET.
- ii. **Host enterprises:** Work with industry associations and employers to co-host events and share promotional materials that highlight the benefits of Dual VET.
- iii. **Government support:** Engage government agencies to support and endorse the campaigns, adding credibility and reinforcing the message.

Interactive and engaging content:

- i. **Success stories:** Share in-depth stories of successful Dual VET graduates and employers who have benefited from the system. Use videos, blogs and social media posts to tell these stories.
- ii. **Testimonials:** Include testimonials from current trainees, trainees, graduates, parents and employers to build trust and authenticity.
- iii. **Virtual tours and demonstrations:** Create virtual tours of training facilities and demonstrations of practical training to give an insight into the Dual VET experience.

11.1.3 Measuring the Effectiveness of Campaigns

To ensure the effectiveness of awareness-raising campaigns, it is important to establish metrics and regularly evaluate the impact of promotional activities.

Key Performance Indicators (KPIs):

- i. **Engagement metrics:** Track website visits, social media interactions, event attendance and enquiries about the Dual VET programme.
- ii. **Conversion rates:** Measure the number of applications and enrolments in the Dual VET programme resulting from the campaigns.
- iii. **Feedback and surveys:** Collect feedback from trainees, parents and employers to assess their awareness and perceptions of the dual VET system.

Continuous improvement:

- i. **Regular reviews:** Carry out reviews of campaign performance at least once a year to ensure strategies remain effective and responsive to changes. More frequent reviews, such as every 6 months, may be conducted for digital and rapidly changing media platforms.
- ii. **Adaptation:** Remain flexible and adapt campaigns to emerging trends, stakeholder needs and feedback, ensuring the strategy stays relevant and impactful.

11.2 HIGHLIGHT SUCCESS STORIES AND POSITIVE OUTCOMES

Showcasing success stories and positive outcomes from pilot water supply and sanitation Dual VET pilot (NQF Level IV) programmes is an effective way to build trust and support for the Dual VET system. These stories demonstrate the tangible benefits and real-life impact of training.

11.2.1 Identifying Success Stories

Selection criteria:

- i. **Impact on trainees:** Focus on trainees who have achieved significant career progress and success after completing the Dual VET programme.
- ii. **Employer satisfaction:** Highlight cases where employers have benefited from hiring Dual VET graduates, including improved productivity and reduced training costs.
- iii. **Community benefits:** Showcase how the Dual VET system has positively impacted local communities by providing a skilled workforce and supporting economic development.

Sources:

- i. **Pilot programmes:** Collect success stories from existing pilot programmes and early adopters of the Dual VET system.
- ii. **Host enterprises:** Work with host enterprises to identify and document success stories.
- iii. **Trainee networks:** Work with trainee and alumni networks to collect personal success stories and testimonials.

11.2.2 Storytelling and Presentation

Formats:

- i. **Case studies:** Develop detailed case studies that provide in-depth insights into the experiences and outcomes of successful trainees and employers.
- ii. **Videos:** Create engaging video content that includes interviews, workplace footage and testimonials.
- iii. **Articles and blogs:** Publish articles and blog posts that tell success stories in a compelling and relatable way.

Content elements:

- i. **Background Information:** Provide context about the trainee's background, the challenges they faced, and their motivation for participating in the Dual VET programme.
- ii. **Training Experience:** Describe the trainee's experience during the programme, including theoretical and practical training components.
- iii. **Outcomes and Impact:** Highlight tangible outcomes such as employment, career progression, skills acquired and employer feedback.
- iv. **Quotes and testimonials:** Include direct quotes from trainees, employers and trainers to add authenticity and a personal touch to the stories.

11.2.3 Dissemination And Promotion

Dissemination channels:

- i. **Social media:** Use social media platforms to share stories widely, using hashtags, tags and influencer partnerships to increase reach.
- ii. **Official websites:** Prominently feature success stories on the official websites of VTIs, host enterprises and government agencies.
- iii. **Events and workshops:** Present success stories at events, workshops and career fairs to inspire and engage attendees.
- iv. **Media coverage:** Work with traditional media outlets to publish stories and increase visibility.

Engagement Strategies:

- i. **Interactive content:** Create interactive content such as quizzes, polls and comment sections to engage audiences and encourage them to share their own experiences.
- ii. **Incentives for sharing:** Offer incentives, such as recognition or rewards, to trainees and employers who share their success stories.
- iii. **Community building:** Foster a community of Dual VET supporters by encouraging ongoing interaction and collaboration between trainees, employers and other stakeholders.



Photo Credit: GIZ Zambia, THRIVE Project

12.0 PILOT PROGRAMMES AND SCALING UP

12.1 LAUNCHING PILOT PROGRAMMES

After the successful pilot of Dual VET in Water Supply and Sanitation Operations Craft (NQF Level 4) at Lusaka Business and Technical College (LBTC) and Lusaka Water Supply and Sanitation (LWSC) from January 2023-December 2024 (2 years), there is interest by industry and VTIs to extend the pilot to other key sectors. These programmes provide an opportunity to test the feasibility, effectiveness and impact of the system in a controlled environment.

12.1.1 Key Sectors for Pilot Programmes

Selecting the right sectors for the extended pilot programmes is essential to demonstrate the value and potential of the Dual VET system which should be implemented based on competency-based curricula formats. Key sectors include:

- i. **Energy:** Focusing on the growing demand for skills in electrical technology, solar, wind and other renewable technologies.
- ii. **Agriculture:** Improving competencies in modern agricultural practices, mechanization, agribusiness management and sustainable farming techniques.
- iii. **Mining:** Competent workforce for the mining sector is required to meet the National Three (3) Million Metric Tonnes Copper production target by 2031. These competencies may include among others, mineral resource exploration, mining, processing and supply of goods and services.
- iv. **Construction:** Developing competences in construction management, construction techniques and site safety.
- v. **Manufacturing:** Building skills in manufacturing processes, quality control and the operation of industrial machinery.
- vi. **Tourism:** As a major contributor to the country's Gross Domestic Product (GDP) of 9.9% in 2022, the sector needs a competent workforce to match national and international standards.
- vii. **Water and sanitation:** Meeting the SDG Goal No 6 and Vision 2030 of universal access to water and sanitation for all by 2030 requires a competent workforce.

12.1.2 Models From Successful Implementations

Using models from successful implementations of Dual VET can provide valuable insights and best practices for pilot programmes. Key elements to consider include:

- i. **Industry collaboration:** Establishing strong partnerships with industry stakeholders to ensure relevant and practical training.
- ii. **Curriculum design:** Adapting of the ordinary curriculum frameworks into a competency-based curricula that integrates theoretical, workshop-based practical and on-the-job practical training at two training venues (thus VTI and host enterprise).
- iii. **Assessment and certification:** Implementing dual assessment systems that assess both theoretical knowledge and practical skills at two training venues.
- iv. **Quality assurance:** Adopt robust quality assurance mechanisms to maintain high training standards and continuous improvement.

12.1.3 Steps For Implementing Pilot Programmes

Planning and preparation:

- i. **Stakeholder engagement:** Involve key stakeholders, including government agencies, VTIs, industry, sector specific SAGs and community organisations, in the planning process.
- ii. **Needs Assessment:** Conduct a thorough needs assessment to identify skills gaps, sector requirements and potential challenges.
- iii. **Resource allocation:** Secure the funding, facilities, equipment and human resources required for the pilot programmes.
- iv. **Legal and regulatory framework:** Finalising the review of the TEVET Act and repealing of the Apprenticeship Act with the Work-Based Learning Act. Revise existing policies and regulations to provide a legally secure environment for implementing Dual VET programmes and scaling up nationally.

Programme design:

- i. **Curriculum development:** Design a competency-based curriculum that combines classroom instruction with practical training in real work environments.
- ii. **Trainee recruitment:** Develop criteria and procedures for selecting trainees who meet the requirements of the pilot programmes.
- iii. **Trainer Training:** Provide professional development for VTI trainers and In-company trainers to ensure they are equipped with the necessary pedagogical and technical skills.

Implementation:

- i. **Training delivery:** Delivering the training programme, alternating between theoretical training at VTIs and practical training with the industry.
- ii. **Monitoring and support:** Establish monitoring mechanisms to track trainees' progress, provide support and address any issues that arise.
- iii. **Collecting feedback:** Collect feedback from trainees, trainers and industry throughout the duration of the programme to identify strengths and areas for improvement.

Evaluation and Refinement:

- i. **Programme evaluation:** Undertake a comprehensive evaluation of the pilot programmes to assess their effectiveness, impact and outcomes.
- ii. **Data Analysis:** Analyse data from evaluations and feedback to identify trends, successes and challenges.
- iii. **Refinement:** Use the findings to refine the curriculum, training methods, assessment processes and support mechanisms.

12.2 USING FEEDBACK TO REFINE THE SYSTEM

Feedback from pilot programmes is invaluable for refining the Dual VET system. It provides insights into what is working well and what needs improvement to ensure that the system is effective and sustainable when it is scaled up.

12.2.1 Collecting Feedback

Methods for gathering feedback:

- i. **Surveys and questionnaires:** Distribute surveys and questionnaires to trainees, trainers and companies to gather quantitative and qualitative data about their experiences.
- ii. **Focus groups:** Conduct focus group discussions to gain deeper insights into specific aspects of the training programme.
- iii. **Interviews:** Conduct one-to-one interviews with key stakeholders to obtain detailed feedback and suggestions.
- iv. **Observation:** Use observational methods to assess the implementation process, trainee engagement and training effectiveness.

Key areas for feedback:

- i. **Curriculum and training materials:** Assess the relevance, comprehensiveness and clarity of the competence-based curriculum and standardized training materials.
- ii. **Training Delivery:** Evaluate the effectiveness of training methods, trainer competencies, and the balance between theoretical and practical training.
- iii. **Assessment procedures:** Evaluate the fairness, accuracy and comprehensiveness of assessment methods and tools.
- iv. **Support mechanisms:** Evaluate the availability and effectiveness of support services for trainees, such as mentoring, counselling and career guidance.
- v. **Collaboration with industry:** Evaluate the strength and effectiveness of partnerships with industry stakeholders, including the quality of placements and mentoring.

12.2.2 Analysing Feedback

Data analysis techniques: To ensure a comprehensive understanding of stakeholder feedback, the analysis should not be restricted to statistical methods alone. While quantitative analysis is essential for identifying trends and patterns through statistical methods, qualitative analysis techniques, such as thematic analysis, provide deeper insights into the contextual and subjective aspects of feedback. Additionally, comparative analysis enables the identification of common themes and differing perspectives across various stakeholder groups. By integrating both quantitative and qualitative approaches, the analysis will capture a richer, more nuanced understanding of the

feedback, ensuring that the Dual VET programme effectively addresses the needs, expectations, and concerns of all stakeholders.

Identify areas for improvement:

- i. **Gaps and weaknesses:** Identify areas where the training programme falls short of expectations or needs improvement.
- ii. **Successes and Strengths:** Highlight aspects of the programme that are particularly successful and effective.
- iii. **Actionable Recommendations:** Develop specific, actionable recommendations for refining the curriculum, training methods, assessment processes and support mechanisms.

12.2.3 Implementing improvements

Curriculum Refinement:

- i. **Content Updates:** Update the competence-based curriculum to address identified gaps and ensure it remains relevant to industry needs.
- ii. **Training methods:** Implement new training methods and tools based on feedback to improve learning outcomes.
- iii. **Practical training:** Strengthen the practical training component by incorporating feedback from trainees and the industry.

Trainer development:

- i. **Professional development:** Provide additional training and support for trainers to address identified weaknesses and enhance their skills.
- ii. **Mentorship programmes:** Establish mentoring programmes for trainers to facilitate peer learning and knowledge sharing.

Assessment and certification:

- i. **Assessment tools:** Review assessment tools and methods to ensure they are fair, comprehensive and aligned with industry standards.
- ii. **Certification Processes:** Streamline certification processes to ensure timely and accurate recognition of trainee achievements.

Support Mechanisms:

- i. **Trainee Support:** Improve trainee support services, including mentoring, counselling and career guidance.
- ii. **Industry engagement:** Strengthen partnerships with industry stakeholders to ensure they are actively involved in the training process and provide high quality work experience opportunities.

12.3 SCALING UP NATIONALLY

Once the pilot programmes have been successfully implemented and refined, the next step is to scale up the Dual VET system nationally. This requires a strategic approach to ensure consistency, quality and sustainability.

12.3.1 Strategic planning

National roll-out plan:

- i. **Phased implementation:** Roll out the Dual VET system in phases, starting with regions and sectors where pilot programmes have been successful.
- ii. **Resource allocation:** Ensure that adequate funding, facilities, equipment and human resources are available for national implementation.
- iii. **Stakeholder engagement:** Involve key stakeholders, including government agencies, VTIs, the industry and community organisations, in the planning and implementation process.

Policy and regulatory framework:

- i. **Legislation and regulations:** Develop and implement policies and regulations to support the nationwide implementation of the Dual VET system.
- ii. **Quality assurance:** Establish a national quality assurance framework to maintain high standards and ensure continuous improvement.

12.3.2 Capacity building

Development of trainers:

- i. **Professional development:** Provide ongoing professional development for in-company trainers and VTI trainers to ensure that they are equipped with the necessary skills and knowledge.
- ii. **Trainer Recruitment:** Recruit additional trainers to meet the increased demand for vocational training.

Infrastructure Development:

- i. **Upgrading/Building facilities:** Upgrading existing training facilities and developing new ones to accommodate the expanded Dual VET system.
- ii. **Equipment and Resources:** Ensure that VTIs and host enterprises have access to the necessary equipment and resources for effective training.

Institutional support:

- i. **Government Support:** Securing ongoing government support and funding for the nationwide implementation of the Dual VET system.
- ii. **Industry Collaboration:** Strengthen partnerships with industry stakeholders to ensure that they are actively involved in the training process and provide high quality work-based training opportunities.

12.3.3 Monitoring and evaluation

Continuous monitoring:

- i. **Performance metrics:** Establish KPIs to monitor the effectiveness and impact of the Dual VET system.
- ii. **Data collection:** Collect data on trainee enrolment, retention, completion rates, employment outcomes and employer satisfaction.

Regular evaluations:

- i. **Programme reviews:** Conduct regular evaluations of training programmes to assess their effectiveness, identify areas for improvement and ensure alignment with industry needs.
- ii. **Feedback Mechanisms:** Implement feedback mechanisms to gather input from trainees, trainers and host enterprises.

Continuous improvement:

- i. **Action Plans:** Develop and implement action plans to address identified issues and improve the quality of the Dual VET system.
- ii. **Best practices:** Identify and share best practices between VTIs and host enterprises to promote continuous improvement.



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13.0 PROGRAMME MONITORING AND EVALUATION

13.1 STRATEGIES FOR ONGOING PROGRAMME EVALUATION

Ongoing evaluation is essential to assess the effectiveness of the Dual VET system and to identify areas for improvement. Strategies for ongoing evaluation should include regular assessments, feedback mechanisms and comprehensive reviews.

13.1.1 Periodic Evaluation

Regular evaluation provides continuous insight into the performance and impact of the Dual VET programme.

Formative assessments:

- i. **Purpose:** Conducted throughout the training process to provide immediate feedback following which necessary adjustments can be made.
- ii. **Methods:** Include quizzes, practical tests, observation and performance reviews.
- iii. **Frequency:** Conducted at regular intervals, e.g. weekly, monthly or quarterly.

Summative assessments:

- i. **Purpose:** Conducted at the end of training cycles to evaluate overall outcomes and performance.
- ii. **Methods:** Includes final assessments, major projects, and comprehensive performance evaluations.
- iii. **Frequency:** Conducted at the end of each training phase or academic year.

13.1.2 Feedback Mechanisms

Feedback mechanisms are essential to gather input from all stakeholders, including trainees, trainers, companies and employers.

Feedback Collection Methods:

- i. **Purpose:** to gather quantitative and qualitative data on the experiences and perceptions of stakeholders.
- ii. **Design:** Develop standardised surveys and questionnaires tailored to different stakeholder groups.
- iii. **Frequency:** Conducted on a regular basis, such as semi-annually or annually.

Focus Groups Discussion:

- i. **Purpose:** To gather in-depth insights and qualitative data on specific aspects of the programme.
- ii. **Participants:** Include trainees, trainers, host enterprises and other stakeholders.
- iii. **Frequency:** Conducted as needed to explore emerging issues or areas of interest.

Key Informant Interviews:

- i. **Purpose:** To obtain detailed feedback and suggestions from key stakeholders.
- ii. **Methods:** Individual interviews with trainees, trainers, host enterprises and employers.
- iii. **Frequency:** Conducted periodically or as part of evaluation studies.

13.1.3 Comprehensive Reviews

Comprehensive reviews provide an overall assessment of the performance and impact of the Dual VET programme. These include:

Annual programme reviews:

- i. **Purpose:** To assess the programme's achievements, challenges and areas for improvement over the past year.
- ii. **Methods:** Review performance data, feedback and evaluation results.
- iii. **Frequency:** Conducted annually.

Mid-term evaluations:

- i. **Purpose:** To assess the progress of the programme towards its objectives and to make mid-course corrections.
- ii. **Methods:** Comprehensive evaluation involving all stakeholders.
- iii. **Frequency:** Carried out midway through the programme cycle.

End of cycle evaluations:

- i. **Purpose:** To assess the overall impact and effectiveness of the programme at the end of a training cycle.
- ii. **Methods:** Detailed evaluation including final evaluations, feedback and performance indicators.
- iii. **Frequency:** Conducted at the end of each training cycle.

13.2 TOOLS AND METRICS FOR MEASURING SUCCESS

The success of the Dual VET programme can be measured using various tools and metrics that assess different aspects of the programme's performance and impact.

13.2.1 Key Performance Indicators (KPIs)

KPIs are essential for measuring the success of the Dual VET programme. They should cover a range of areas including trainee performance, programme quality and stakeholder satisfaction.

Trainee performance metrics:

- i. **Enrolment and retention rates:** Measure the number of trainees who enroll and complete the programme.
- ii. **Pass rates:** Assess the success rates of trainees in theoretical assessments and practical assessments.
- iii. **Employment Outcomes:** Track graduate employment rates and job placements in relevant industries.

Programme Quality Metrics:

- i. **Curriculum Relevance:** Evaluate the alignment of the curriculum with industry needs and standards.
- ii. **Trainer Competence:** Assess the qualifications and performance of the trainers.
- iii. **Training quality:** Measure the quality of theoretical and practical training delivered by VTIs and the industry.

Stakeholder satisfaction metrics:

- i. **Trainee satisfaction:** Collect feedback on trainees' experiences and perceptions of the programme.
- ii. **Employer satisfaction:** Collect input from employers on graduate performance and competencies.
- iii. **Industry Engagement:** Assess the level of involvement and satisfaction of the industry in the training process.

13.2.2 Data Collection Tools

Effective data collection is essential to accurately measure and evaluate the success of the programme.

Digital platforms:

- i. **Purpose:** Use digital platforms to collect, store and analyse data from different sources.
- ii. **Tools:** Learning Management Systems (LMS), online survey tools and data analysis software.

Manual tools:

- i. **Purpose:** To use manual tools to collect data in environments with limited digital access.
- ii. **Tools:** Paper-based surveys, feedback forms and observation checklists.

Observation and monitoring tools:

- i. **Purpose:** Use observation and monitoring tools to assess training delivery and trainee performance.
- ii. **Tools:** Observation checklists, performance evaluation forms and training logs.

13.2.3 Analysis and Reporting Tools

Analyzing and reporting data is critical to making informed decisions and driving continuous improvement. A combination of quantitative and qualitative analysis tools can help provide a comprehensive understanding of the data.

Quantitative Analysis Tools:

Purpose: Use various quantitative analysis methods, including statistical, descriptive, predictive, and inferential analytics, to analyse data and identify trends and patterns.

Recommended Software: SPSS, R, Excel, or other tools suitable for statistical and other quantitative analyses tools.

It should be noted that while the use of statistical software is recommended for accuracy and efficiency, flexibility should be maintained to accommodate alternative tools and methods as needed.

Qualitative Analysis Tools:

Purpose: Use qualitative analysis software to analyse data from interviews, focus groups discussions, and open-ended survey responses.

Recommended Software: NVivo, ATLAS.ti, MAXQDA, or other software that facilitates the coding, sorting, and interpretation of qualitative data.

The use of specific software is encouraged to standardize qualitative analysis, but alternatives may be considered based on user familiarity and availability.

Reporting Tools:

Purpose: Use reporting tools to present data and insights in a clear, actionable format.

Recommended Tools: Data visualization software, report templates, and presentation tools such as Power BI, Tableau, or Microsoft PowerPoint.

It should be noted that while it is beneficial to use certain tools for clarity and consistency, stakeholders can adapt the tools to their specific needs and contexts.

13.3 ESTABLISH CLEAR MONITORING AND EVALUATION PROCESSES

Establishing clear M&E processes is essential to ensure programme effectiveness and continuous improvement. These processes should involve all stakeholders and be integrated into the overall programme management framework.

13.3.1 Define M&E Objectives and Scope

Objectives:

- i. **Assess programme performance:** Evaluate the effectiveness and impact of the Dual VET programme.
- ii. **Identify areas for improvement:** Identify strengths, weaknesses and areas for improvement.
- iii. **Inform decision-making:** Provide data and evidence to inform programme management and policy decisions.
- iv. **Ensure accountability:** Ensure accountability to stakeholders, including learners, employers and funders.

Scope:

- i. **Programme components:** Cover all aspects of the programme, including curriculum, training delivery, assessment and support services.
- ii. **Stakeholders:** Involve all key stakeholders, including trainees, trainers, the industry, employers and government bodies.
- iii. **Timeframe:** Define the timeframe for M&E activities, including regular assessments, reviews and evaluations.

13.3.2 Developing an M&E Framework

An M&E framework provides a structured approach to monitoring and evaluating the Dual VET programme.

Indicators:

- i. **Define indicators:** Define specific indicators for each aspect of the programme, including KPIs for student performance, programme quality and stakeholder satisfaction.
- ii. **Data Sources:** Identify data sources for each indicator, including surveys, assessments, observations and administrative records.

Data collection methods:

- i. **Methods:** Identify data collection methods for each indicator, including digital platforms, manual tools, and observation checklists.
- ii. **Frequency:** Define the frequency of data collection for each indicator, including periodic assessments, surveys, and reviews.

Roles and responsibilities:

- i. **Stakeholder roles:** Define the roles and responsibilities of all stakeholders involved in M&E activities, including trainees, trainers, companies, and government agencies.
- ii. **Coordination:** Establish coordination mechanisms to ensure effective collaboration and communication between stakeholders.

Data management:

- i. **Storage:** Define procedures for data storage and management, including digital and manual systems.
- ii. **Privacy and confidentiality:** Ensure compliance with data privacy and confidentiality requirements.

13.3.3 Implementation of M&E processes

Training and capacity building:

- i. **Training:** Provide training for stakeholders involved in M&E activities, including data collection, analysis and reporting.
- ii. **Capacity building:** Develop the capacity of VTIs and the industry to conduct effective M&E activities.

Monitoring activities:

- i. **Ongoing Monitoring:** Conduct ongoing monitoring of programme activities, including regular assessments, observations and feedback collection.
- ii. **Data Validation:** Ensure the accuracy and reliability of data through validation and verification processes.

Evaluation activities:

- i. **Periodic evaluations:** Conducting periodic evaluations, including annual programme reviews, mid-term evaluations and end-of-cycle evaluations.
- ii. **Stakeholder feedback:** Collect and analyse stakeholder feedback to inform evaluation activities.

Reporting and Communication:

- i. **Reporting:** Develop and disseminate regular reports on M&E findings, including performance indicators, evaluation findings and recommendations.
- ii. **Communication:** Ensure effective communication of M&E findings to all stakeholders, including trainees, trainers, host enterprises and government agencies.



Photo Credit: GIZ Zambia, THRIVE Project

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APPENDICES

APPENDIX A: TRAINEE LOGBOOK FOR DUAL VET PROGRAMME

Trainee Information

- Name: _____
- Vocational Training Institution (VTI): _____
- Host enterprise: _____
- Programme Name: _____
- Start Date: _____
- Expected Completion Date: _____

Log Entry Date: _____

Day/Week	Tasks and Activities	Skills Developed	Supervisor's Comments	Self-Reflection	Signatures (Trainee & Supervisor)
Week 1	<i>Briefly describe the tasks performed each day, including practical work, projects, or technical tasks completed.</i>	<i>Specify the technical or soft skills acquired or improved during this task, based on National Occupational Standards (NOS).</i>	<i>Provide feedback from your supervisor on how the tasks were handled, strengths, and areas for improvement.</i>	<i>Reflect on what was learned, any challenges faced, and how they were addressed. How can you apply this learning in future tasks?</i>	
Week 2					
Week 3					

Supervisor's Review and Feedback:

Please comment on the trainee's overall progress during this period, highlighting strengths and any recommended areas for improvement:

Trainee's

Signature: _____

Supervisor's Signature: _____



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