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TECHNICAL EDUCATION, VOCATIONAL ENTREPRENEURSHIP TRAINING (TEVET) LEARNING PATHWAYS

TEVETA
Technical Education, Vocational and Entrepreneurship Training Authority

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TEVET LEARNING PATHWAYS

INSTITUTIONAL BASED TRAINING SYSTEM

This is a training system in which the bulk of instruction and learning takes place in facilities made up of fixed location infrastructure in Training Institutions that is, Training Centers, Institutions and Colleges. Though this system is the oldest and most known traditional face to face education system, it also has its own challenge where access to it is concerned, as the system demands the student to be at the Training Institution throughout during the training colander. This situation inhibits would be students that cannot no be at Training Institutions throughout the training calendar due to various reasons such as failure to get study leave at a place of work, unable to leave the family alone for a long time, failure to pay for boarding facilities in a situation where the Institution is far located and other related problems. The other systems that are being developed, implemented and promoted are meant to provide an alternative to this training system so as to enable as many people as possible to access Technical Education, Vocational and Entrepreneurship Training (TEVET). Currently the other training pathways available which lead to obtaining same TEVET qualification that is pursued from Institutional Based Training System are the following:

1. Workplace Based Training System;
2. Open, Distance and Flexible Learning (ODFL) Training System;
3. TEVET Learnership Training System; and
4. Secondary School Vocational Training System.

WORKPLACE BASED TRAINING SYSTEM

This is essentially a mode of providing TEVET through the principle and practice of on-the-job training characterized by un-structured or semi-structured instruction and learning. Three (3) sub-training systems have emerged over the last decade from a regulatory point of view. These are:

a) Large Enterprise Workplace;
b) Micro, Small, and Medium Enterprise (MSME), (i.e. inclusive both formal and informal sector workplaces);
c) Project Worksite Workplace ; and
d) Business Incubator Workplace

Work Place Based Training (also known as On-the Job Training) is one

method that is appropriate for broadening employee skills and particularly appropriate for developing proficiency in skills that may be unique to the employee's job or occupation.

A Work Place Based Training System offers learners a learning experience that could lead to:

i. Increased skill proficiency
ii. Increased self-confidence in his/her abilities
iii. Greater familiarity with the work environment
iv. Enhanced knowledge of specific industries / occupational standards
v. Increased possibility to hit the ground running in their first position after graduation



OPEN, DISTANCE AND FLEXIBLE LEARNING (ODFL) TRAINING SYSTEM

This is an asynchronous mode of learning where the learner and teacher are separated by time and space, and the learning and teaching is facilitated by means of specified resources. Somehow the system is also dual kind of

training system as the learner at one time or another is required to be at the training institution for residential or to sit for examination while the majority of the period the student will be expected to study his/her own.
Open, Distance and Flexible Learning Training System has significantly contributed to increasing access to education and training and the System has the propensity to make one teacher teach thousands of learners without compromising on quality. Above all the System allows students that work or are busy with other commitments continue with such activities without disrupting their studies.

TEVET LEARNERSHIP TRAINING SYSTEM

This system is a variant of the Apprenticeship training system and is modeled on the **Dual Based Training approach.** Nationally approved curricula are used and assessments to facilitate national certification are done in the training institution as well as the workplace.

TEVET Learnership is learning programme or training method that combines theoretical classroom based learning (Off-the-Job Training) at a training institution and On the Job Training at a workplace, in this case your Lodges. This method of training was developed in order to improve on the quality of TEVET graduates as most of the training providers do not have modern training equipment and facilities and as one of the ways in which industry can participate in training activities that produce the quality of the workforce they need. The employer provides work experience (practical) part of the Learnership while the training institution provides the theoretical classroom based learning, and at the end of the programme the learners will get the same qualification that is obtained at any other training institution.

The learners under the Learnership Scheme signs and agreement with the employer and training institution which states the rights and responsibilities of the learner when following the Learnership programme. The employer signs the agreement stating the employer's rights and responsibilities. The training institution signs the agreement stating the training institution's rights and responsibilities. TEVETA signs the agreement between the training providers and the employer as witness of the agreement. The agreement forms are provided by TEVETA.

SECONDARY SCHOOL BASED VOCATIONAL TRAINING SYSTEM

This training system or TEVET Learning pathway has emerged from Patriotic Front Manifesto and subsequent escalation into Government policy whereby the Secondary School System should have two (2) parallel progression paths/routes; namely academic and vocational training stream. A further requirement is that learning resulting from the Secondary School Based Vocational Training System should lead to a TEVET Qualification at Trade Test Level III for Grade 9 and at Level I for Grade 12. This means that pupils taking the Vocational route besides writing their academic examinations from Examinations council of Zambia, the will also sit for one vocational programme examination administered by Technical education, Vocational training and Entrepreneurship Training Authority (TEVETA) in technical and vocational skills such as Metal Fabrication, Carpentry and Joinery, Electrical Engineering, Bricklaying and Plastering, Home Management, General Agriculture, Food Production and others. The System will enable pupils taking the vocational route to acquire survival skills which they would utilize if they fail to advance in their studies or advance with the same skill specialization upon leaving junior or senior Secondary education. Pupils who will do well from the vocational route may advance their studies in programmes such as Engineering, Agriculture, Tourism/Hospitality, and Performing and Creative Arts.



RECOGNITION OF PRIOR LEARNING (RPL)

What is RPL?

Recognition of Prior Learning (RPL) is a process by which individuals can claim and gain recognition towards specific national qualifications, based on demonstrated learning that has occurred at some time in the past. Therefore, it recognises knowledge, skills and attitudes that have been acquired in other forms of learning, which were not certificated. RPL involves the documentation, validation, assessment and certification of learning that is acquired outside the formal (traditional or classroom) system. RPL which provides an alternative mode of assessing knowledge, skills and attitudes that someone has acquired through non-formal or informal learning is a helpful tool in certificating competences that are acquired outside the formal education and training system such a work place.

Why do we need RPL?

The Technical Education, Vocational and Entrepreneurship Training (TEVET) policy of 1996 states that **the ability of the formal sector to take on graduates from training institutions has declined, while the majority of the active labour force is engaged in the informal sector.** In order to address this trend **TEVET policy should aim at creating conditions for the development of entrepreneurial culture and its related skills,** which necessitates the introduction of a system that recognises learning that takes place in non-formal and informal settings. Despite having different skills in the informal and formal sectors, most people possessing these skills are not certified and hence not recognised. RPL provides a unique chance to everyone who has a skill to get certified at different levels of qualification like those TEVET graduates that went to formal Training Institutions



What is the Purpose of RPL?

The purpose of the RPL is to give chance to individuals to claim for the learning, acquired mainly from informal and non-formal environments that have not been previously certified. These individuals do not have to re-learn something that they can already perform, as evidenced by their demonstrated knowledge, skills and attitudes. Since, the assessment is based on evidence; the learners get a chance to transfer learning credits, as well as claiming exemption for particular learning units of a Module in a Curriculum Framework or Program Syllabus.



Who is Eligible for RPL?

The following people can benefit from RPL:

- ☐ Those that have never attended formal schooling and who have experience of work life;
- ☐ Those that have not finished formal education but who have learnt a great deal in their workplaces;
- ☐ Those that lack the minimum requirements for entry into formal learning programmes, but who believe that they meet those requirements through their informal learning;

- ☐ Those that are under-qualified but want to up-skill and improve their qualifications;
- ☐ Those that have attended short course but do not have a recognised formal qualification in the particular area;
- ☐ Those that have taught themselves, e.g. how to do some tailoring, service a car, cook, etc.



How is Prior Learning Recognised?

Prior learning can be recognised and certified through an appropriate form of assessment which may include the following:

* Interviews;
* Assignments or projects;
* Demonstration of skills;
* Validation of previous certificates, or
* A combination of the above.

In order to protect the integrity and training standards, TEVETA has quality assurance mechanisms for implementation of RPL. These include quality assurance of the following;

1. Institutional policies of training providers offering RPL services;
2. The services such as workshops, tools, equipment and other support for people requesting recognition of their prior learning;
3. The registration of such training providers and accreditation of assessors who deal with RPL;
4. The methods and processes for the assessment of RPL;
5. Curricula and the inclusion of RPL.



Who Conducts the Assessment of RPL?

A person requires his prior learning to be recognised can present him/herself to any Training Institution registered by TEVETA, furthermore, that Institution must be accredited to offer training in the programme or skill that the person is seeking RPL. The Training Institution will facilitate the process RPL on behalf of TEVETA and accredited assessors will be appointed by TEVETA to conduct the final assessment.

Who Certifies RPL?

If the applicant is successful in the assessment or subject exemption, a statement of attainment will be issued in form of a qualification or a record of learning from TEVETA.

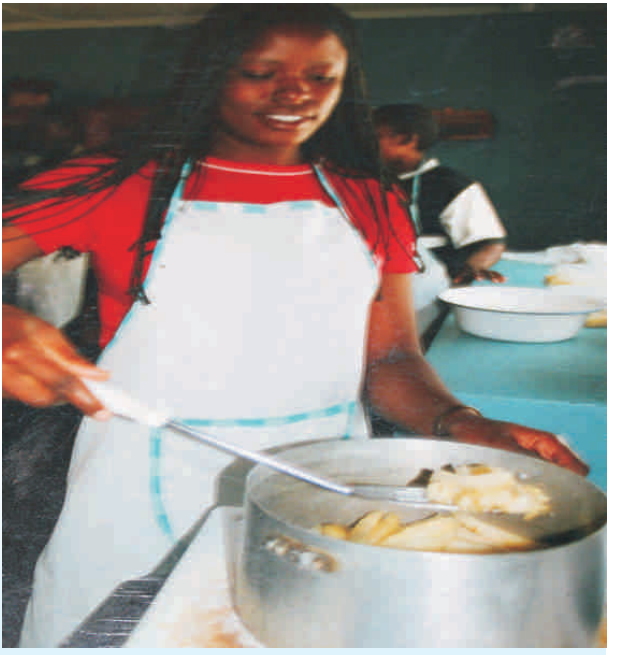
Can I Appeal if am not Convinced with the Assessment Results?

In the event that the applicant is not satisfied with the outcome of the assessment he/she reserves the right to appeal and needs to follow the standard appeal processes that have been articulated in the GUIDELINES on the conduct and administration of TEVET assessments **STANDARD 1.0**

WHAT ARE THE BENEFITS OF RPL?

Benefits to Training Providers

* Increases participation rates of non-traditional learners in TEVET;
* Increases access to educational opportunities irrespective of race, tribe, gender, disability or location that might not otherwise be available;
* Encourages life-long learning, which is "to learn how to learn" throughout one's life;
* Provides an avenue for further learning;
* Provides a pathway for learners to ascend the learning progression path;
* Flexibility in the learning process because learners have a choice on pace of learning.
* Creates an opportunity for those who "dropped out" of school to resume



Benefits to Learners

learning and complete a qualification.

* Increased management of the learning process and what is to be learnt;
* Provides RPL candidates to obtain recognised qualifications that can even be posted on the TQF and National Qualification Framework (NQF);
* The output work schedules and business enterprises of learners is not disturbed.
* Increases self-esteem and confidence of learners.
* Saving money by reducing the number of courses they have to take and time.

Benefits to Industry

(i.e. Inclusive of Informal/MSME sector operators)

- Reduces duration of a qualification and hence the time away from the workplace.
- Assists in identification of skills needs and reduces skills shortages as well as skills mismatch.
- Helps to balance the supply of skilled labour at all levels with the demands of the economy.
- Productivity and income generation is improved.
- Encourages a culture of learning and continuous professional development.
- Has potential to open up life-long learning opportunities for informal sector operators who learn a lot from the workplace and might never have time and/or money to enrol in a formal programme first time round.

Where can I get more information on RPL?

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