



TVET COUNTRY PROFILE ZAMBIA



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Introduction

Technical Educational, Vocational and Entrepreneurship Training (TEVET) and higher education are key to transforming the country's employment structure and workforce. The country aims to improve its education and skills levels to create more skilled employment through TEVET. The government plans to expand the TEVET system in order to increase the numbers of young people who can be trained, as well as improve the quality of education provided. The Ministry of Higher Education (MHE) and its Department of Vocational Education and Training are responsible for policymaking, monitoring the TVET sector, and the allocation of public resources.

This paper highlights a country-level overview of the TVET system in Zambia, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

TEVET is governed by TEVET Policy of 2020, a revision of the Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy of 1996, later reviewed in the year 1998 and 2005 which all provide guidance in the development and management of the technical education, vocational and entrepreneurship training. In addition to the legislation, the 7th National Development Plan (2017-2021) which aims to create a diversified and resilient economy for sustained growth and socioeconomic transformation driven, among others, by agriculture.

The following documents provide contextual information on the education system and economic indicators in Zambia as they relate to the TVET implementation and policy.

- **National Technical Education, Vocational and Entrepreneurship Training Policy (2020)** - This Policy is a revised version of the 1996 National

TEVET Policy. The evaluation of the TEVET Policy revealed several challenges such as increasing unskilled youth population that continues to result in a high dependency ratio, inadequate infrastructure, obsolete equipment, inconsistencies in the regulatory framework, inadequate quality control systems, inadequate human and financial resources, uncompetitive conditions of service, weak linkages between training and industry needs, as well as weak synergies with line ministries and other stakeholders. The objectives of this Policy are to:

- increase access and participation to TEVET promote quality and relevance of TEVET.
 - promote equity and inclusiveness at all levels of TEVET.
 - promote entrepreneurship training and development.
 - promote innovation, research, and development in the TEVET system.
 - and to enhance financing mechanisms in the TEVET Sector.
- **7th National Development Plan (2017-2021)** - The current strategies and goals for expanding and modernizing TVET are outlined in the 7th NDP, and are clustered around five strategic topics:
 - Enhancing access to quality, equitable and inclusive education, including vocational education. Investments in infrastructure are to be coupled with teacher training and investments in new learning materials for all parts of the education system. The plan especially highlights the role of information and communication technologies to increase access to education and training, improve its quality, and reduce poverty and vulnerability.
 - Enhancing access to skills training. More specifically, the plan foresees increased capacities among training providers for all forms of skills provision, the development of recognition of prior learning, national skills competitions, and career guidance. A vocational bursary scheme is to be established for learners from poor households.



- Enhancing private sector participation in skills formation, both by supporting the industry's involvement in TVET and by strengthening private training providers, which currently represent 8.8 per cent of the sector.
- Continuous reviewing of curricula. The government wants to increase the relevance of skills provision in line with labour market demands. This includes a consideration of skills gaps and training needs in areas such as science, mathematics, technology, innovation, entrepreneurship, and strategic leadership training.
- Enhancing the role of science, technology, and innovation through investments in research and education.
- **Zambia Qualifications Authority (ZAQA)** - An Act to provide for the development and implementation of a national qualification framework, establish the Zambia Qualifications Authority; provide for the registration and accreditation of qualifications; provide measures to ensure that standards and registered qualifications are internationally comparable; and provide for matters connected with, or incidental to, the foregoing.
- **Technical Education, Vocational and Entrepreneurship Training Act No. 11 (2005)** - The Act includes:
 - administering and managing the Technical Education, Vocational Entrepreneurship Training Fund.
 - advising the Minister on the development of the quality of human resources in Zambia through technical education, vocational and entrepreneurship training.
 - regulating and advising institutions established or registered under the Act.
 - regulating and coordinating apprenticeship and trade testing systems.
 - facilitating the provision of technical consultancy to institutions established or registered under the Act.
 - facilitating the development of technical capacity in institutions established or registered under the Act.
- **Technical Education, Vocational and Entrepreneurship Training Act (1998)** - established the Technical Education, Vocational and Entrepreneurship Training Authority and defined its functions:
 - to provide for the establishment of government institutions of technical education, vocational and entrepreneurship training.
 - to constitute management boards for institutions established under the Act and provide for their composition.
 - to regulate all institutions providing technical education, vocational and entrepreneurship training to repeal the Technical Education and Vocational Training Act 1972; and
 - to provide for matters connected with or incidental to the foregoing.
- **Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy (1996)** - sets out the government's objectives in technical education and vocational training. The objectives have been broadened to include the element of entrepreneurship development. Entrepreneurship skills have been ignored in the past due to the misconception of technical education and vocational skills. The government recognises the cardinal role that entrepreneurship skills play in the development process.

Governance

The Department of Vocational Education and Training, under the Ministry of Higher Education (MHE), is responsible for policymaking, monitoring the TVET sector, allocating public resources, and overseeing the development of education in Zambia.

The TVET sector is centralized within the Technical, Vocational and Entrepreneurship Authority (TEVETA), which was established as a semi-autonomous agency, and as defined in the TEVET Acts of 1998 and 2005 it is mandated to regulate and coordinate apprenticeship



and trade testing facilities, providing guidelines for curriculum development, and developing curricula in consultation with stakeholders, setting minimum standards and qualifications for TVET, approving and conducting national examinations, awarding TVET certificates, and registering training institutions.

Implementing structures

Technical, Vocational and Entrepreneurship Authority (TEVETA) - a semi-autonomous agency whose mandate is defined by the TEVET Acts of 1998 and 2005. Its main functions include advising the ministry on TVET, regulating, and coordinating apprenticeship and trade testing facilities, providing guidelines for curriculum development, developing curricula in consultation with stakeholders, setting minimum standards and qualifications for TVET, approving, and conducting national examinations, awarding TVET certificates, and registering training institutions.

Zambia Qualifications Authority (ZAQA) – to develop, manage and operate the Zambia Qualifications Framework (ZQF). The ZAQA coordinates the outputs of relevant awarding and quality assurance bodies, such as the Ministry of Education or TEVETA.

TVET Institutions

In 2021, there were 295 institutions registered with TEVETA and 28 public TVET Institutes registered in the formal training system within the Ministry of Higher Education.

TVET types

- Public TVET Institutes (28)
- Registered TEVETA Institutes (295)

Other types of TVET institutions offered include:

- Institution-based training
- Secondary school vocational system (also called two-tier system)
- Learnership/apprenticeship system
- Work-based training system

- Open and distance learning
- Recognition of prior learning (or assessment only system)

Funding sources

The TVET system in Zambia is financed through various sources but mainly from government funds. Compared to other parts of the education system, the TVET system receives a small portion of the public budget, between 2011 and 2015 TVET received 0,8 percent of government expenditure in 2016 the government established the Skills Development Fund, which is financed by levies paid by employers.

Some firms invest a proportion of their own budget into training provision for their employees and apprentices/trainees. Precise numbers regarding the volume of private investment in education are not available. However, the figure is likely to be low, given that less than 10 percent of the labour force receives skills training

Various sources of funding for TEVET:

- TVET providers receives fees from students' fees
- The government provides bursaries to trainees in forms of loans and grants
- TVET providers generate income from goods and services produced during trainings
- Non-profit organizations such as donors and community based TVET providers also provide financial support for TEVET.
- The TEVET Fund was established in 2005 to support private and public TVET providers. It awards pre-designated training programmes to public training institutions.

The Ministry of Higher Education is also planning to launch a national internship programme. The programme will be implemented through a partnership between the private sector and the government. The objective of the internship is to help young people develop their employability skills.



Private sector engagement

There is not enough evidence to indicate which companies are involved in the training of their employees. This is one of the reasons why the government and training partners are exploring ways to link TEVET institutions and companies.

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Employers' organization which plays a role to encourage the study and development of new trends in labour management, and to promote all aspects of management, education and training include:

- **Zambia Federation of Employers -** The principal objectives of the Federation are establishment, promotion, development, and maintenance of good relations between employers and employees throughout the Republic of Zambia, and to be the highest and central organisation representing Employers to the Government and the Labour movement on social, labour, employment, and economic issues.

Teacher training

The Technical Education, Vocational, and Entrepreneurship Training Authority (TEVETA) is responsible for the accreditation of TVET trainers and assessors. This institution is the only one in the country that provides full-time, distance, and part-time teacher training.

The Technical and Vocational Teachers' College offers various types of courses in TVET teacher training. These include full-time, part-time, and distance programmes. Courses offered cover the following areas:

- Technical Teacher's Diploma.
- Commercial Secondary Teacher's Diploma.
- Advanced Teacher's Diploma (Commercial & Design and Technology).
- Design and Technology Teacher's Diploma.
- Guidance, Counselling and Placement Diploma; and
- Special Vocation Teachers Diploma.

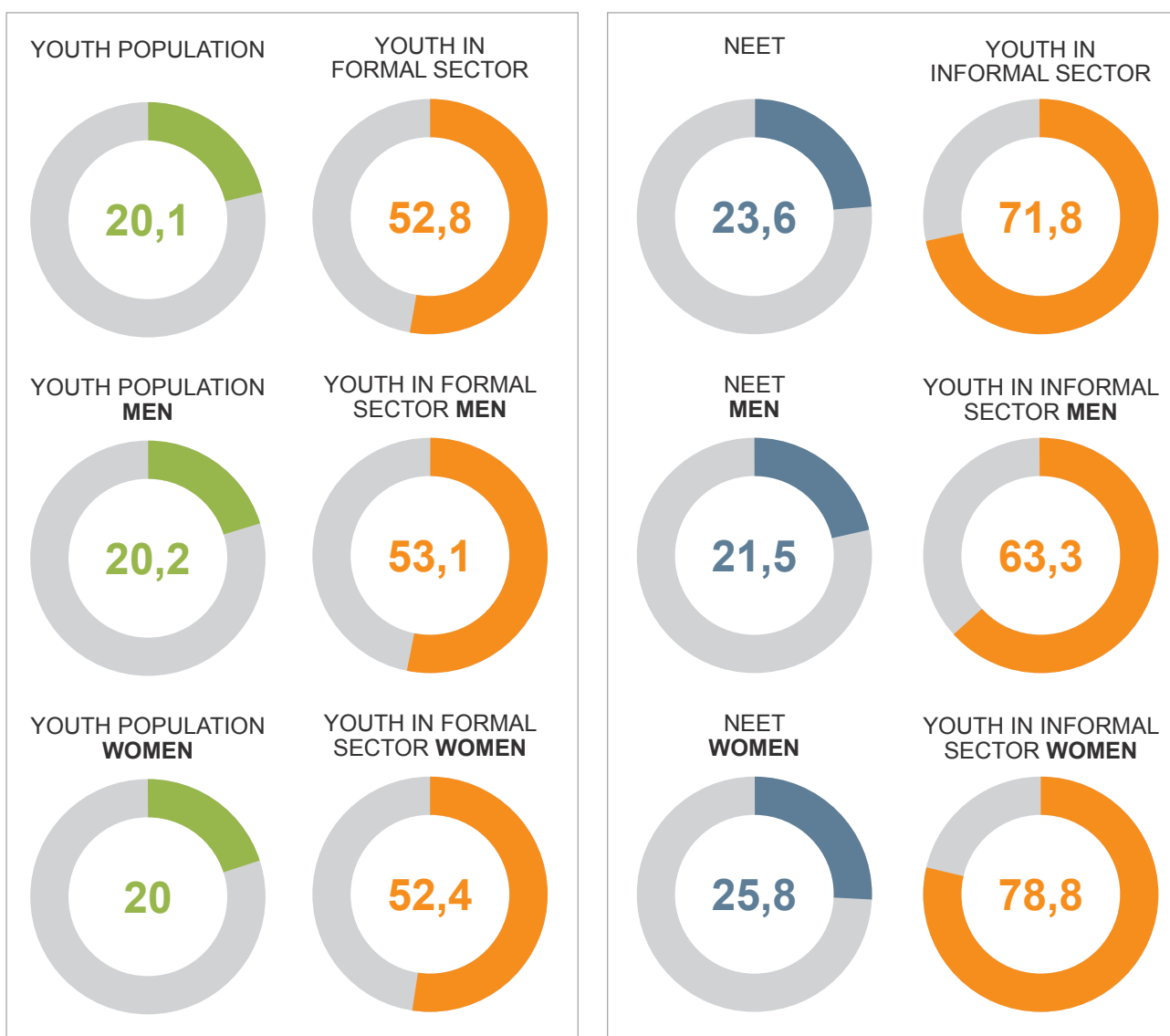
Informal TVET systems

TEVETA provide access to Craft level qualifications with a Level 1 Trades Certificate and remedial literacy courses. These trade testing provides a means for those lacking formal school qualifications to access formal vocational training courses and certification.

The Basic Trades Certificate is conducted at three levels and recognizes informally acquired skills, including skills gained through informal or traditional apprenticeships. Level 3 requires no prior qualifications or literacy skills, and students demonstrate their practical skills in a Trade Test. Trade testing runs three times a year and is usually advertised directly to businessowners who employ apprentices or unqualified workers. The TEVETA website states that trade testing is available at every TEVETA registered institution.



TVET-COUNTRY LEVEL OVERVIEW ZAMBIA



UNEMPLOYMENT RATE

19,9%



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

<https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=ZMB>

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UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training December 2010, [World TVET Database Zambia](#)

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