



MINISTRY OF HIGHER EDUCATION

Capacity Needs Assessment for Work Based Learning

November 2019

A Work Based Learning Framework (WBL) for Zambia was developed and provides guidance for implementing a comprehensive WBL system in Zambia. A follow up to the framework is the Capacity Needs Assessment Study. The findings from the CNA Study forms the basis for developing a capacity building plan for WBL for a selected number of stakeholders on a pilot basis.

TABLE OF CONTENTS

ACRONYMS.....	3
CHAPTER 1: INTRODUCTION.....	5
1.1Background.....	5
1.2 Determination of needs.....	5
1.2.1 Identification of Priority Sectors.....	5
1.2.2 Capacity Needs Assessment	5
1.2.3 Collection of Data	6
CHAPTER 2: RATIONALE AND CONTEXT OF THE CAPACITY NEEDS ASSESSMENT (CNA)	7
2.1 Introduction	7
2.2 Purpose of Capacity Needs Assessment.....	7
2.3 Scope and Approach.....	7
CHAPTER 3: SITUATIONAL ANALYSIS AND CAPACITY NEEDS	9
3.1 Socio–Economic overview and Labour Market.....	9
3.2 Current WBL Practice in Zambia	10
3.3 Capacity Needs Assessment in Selected Sub-Sectors	11
3.3.1 Mining	11
3.3.2 Tourism.....	14
3.3.3 Construction.....	16
3.3.4 Manufacturing.....	18
CHAPTER 4: CAPACITY NEEDS AND IDENTIFIED INTERVENTIONS.....	21
4.1 Mining	21
4.2 Tourism.....	23
4.3 Construction	26
4.4 Manufacturing	28
CHAPTER 5: BUILDING BLOCKS AND CNA	30
5.1 Conclusions and Recommendations	33
Appendix 1: Questionnaire for Stakeholders.....	38
Appendix 2: List of Respondents for Capacity Needs Assessment	43
Appendix 3: Validation and CNA Workshop List of Participants	45

LIST OF TABLES

Table 1 WBL Programmes in Zambia.....11
Table 2 Building Blocks Gaps and Proposals31
Table 3 Recommendations and Timelines34

ACRONYMS

ABCEC	Association of Builders and Civil Engineering Contractors
BB	Building Block
CBU	Copperbelt University
CNA	Capacity Needs Assessment
FFTUZ	Federation of Free Trade Unions of Zambia
FGD	Focused Group Discussion
HCAZ	Hotel and Catering Association of Zambia
HRA	Human Resources & Administration
ILO	International Labour Organisation
IYB	Improve Your Business
LMIS	Labour Market Information System
MLSS	Ministry of Labour and Social Security
MOF	Ministry of Finance
MOHE	Ministry of Higher Education
MOT	Ministry of Tourism
MWU	Mine Workers Union
MYSCD	Ministry of Youth, Sport, & Child Development
NCC	National Council for Construction
NCC	National Council for Construction
NDP	National Development Plan
NIPA	National Institute of Public Administration
NORTEC	Northern Technical College
NUCIW	National Union of Commercial and Industrial Worker
OSH	Occupational Safety and Health
SDL	Skills Development Levy
SYB	Start Your Business
TEVETA	Technical Education, Vocational & Entrepreneurship Training Authority
TPs	Training Providers
TQA	Training Quality Assurance
UNYPP	United Nations Youth Partnership Platform
UNZA	University of Zambia
UOA	University of Africa
WBL	Work-based Learning
ZAM	Zambia Association of Manufacturers
ZAQA	Zambia Qualifications Authority
ZCAS	Zambia Institute of Chartered Accountants
ZCM	Zambia Chamber of Mines
ZCTU	Zambia Congress of Trade Unions
ZFE	Zambia Federation of Employers

EXECUTIVE SUMMARY

The Ministry of Higher Education with support from the International Labour Organization is implementing a major initiative to address the Work Based Learning needs of the Country. The Framework provides guidance for implementing comprehensive Work Based Learning in Zambia. Currently the forms of work based learning are ‘apprenticeships’, ‘internships’, ‘learnerships’ and ‘industrial attachments’.

The initiative is being spearheaded by a Task Team comprising relevant stakeholders under the auspices of the Ministry of Higher Education. The initial activity was the development of the WBL framework and which has since been followed up by the Capacity Needs Assessment. The underlying principle behind the use of the Task Team, is that it ensures national ownership and sustainability of WBL and Capacity Development programmes.

Following the development of the Work Based Learning Framework, a validation and capacity building event held in November-December 2017 with the aim of identifying capacity building activities required to support and sustain Work Based Learning investments under a central organisation. The workshop brought together 29 participants drawn from Ministry of Higher Education, training provider regulators and training providers, private sector, international and regional experts. As part of the deliberations, a Capacity Needs Assessment is being prepared in order to pilot Work Based Learning implementation.

The Task Team with assistance of consultants were mandated to facilitate the preparation of the Capacity Needs Assessment that would result in the implementation of Work Based Learning. , Four sectors have been selected as ideal for the pilot project and these are Mining, Tourism, Manufacturing and Construction.

Situation Analysis and Capacity Needs Assessment

The findings from the situation analysis and Capacity Needs Assessment workshop formed the basis for formulation of the Capacity Needs Assessment and herein highlighted in this report.

The document is organised in six chapters. The first two chapters give an introduction and the background as well as the rationale and context of the Capacity Needs Assessment. Chapter three and chapter four provide a situation analysis and capacity needs followed by the key findings of the assessment. The last two chapters of the document cover six building blocks for capacity building and end with conclusions and recommendations.

CHAPTER 1: INTRODUCTION

1.1 Background

The International Labour Organisation (ILO) has been providing technical support to the Ministry of Higher Education (MOHE) to support the development of a National WBL framework. MOHE established a National Task Team composed of key stakeholders in skills development at the national level. The role of the Task Team's has been to provide oversight and technical guidance during the development process of the framework.

The task team includes representation from the following:

- Ministry of Higher Education (MoHE)
- Ministry of Youth, Sport and Child Development (MYSCD)
- Ministry of Labour and Social Security (MLSS)
- Ministry of National Development and Planning (MNDP)
- Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)
- Zambia Federation of Employers (ZFE)
- Zambia Congress of Trade Unions (ZCTU)
- Zambia Business Development Forum (ZBDF)
- United Nations Youth Partnership Programme (UNYPP)
- Cabinet Office
- International Labour Organization (ILO)

This document incorporates international best practices in WBL relevant to the Zambian context; synthesizes the national WBL context taking into consideration the policy, legislative, institutional frameworks and practice; determines the capacity for effective implementation of the framework. The framework provides guidance on how to effectively coordinate, regulate and incentivise stakeholders to work together to strengthen workplace learning.

1.2 Determination of needs

1.2.1 Identification of Priority Sectors

The ILO in collaboration with the WBL Task Team and other key stakeholders in skills development identified four (4) priority sectors for piloting the WBL framework. The identified priority sectors are mining, tourism, construction and manufacturing which are aligned with national priorities as enshrined in the country's Seventh National Development Plan (7NDP 2017-2021).

1.2.2 Capacity Needs Assessment

Following the identification of the priority sectors for piloting, preliminary capacity needs were assessed through brainstorming sessions with the WBL Task Team and key stakeholders. However, it was agreed that there was need for a thorough capacity needs assessment to be conducted. This in turn was followed by further research to determine the WBL capacity needs among different organisations implementing some form of WBL.

The CNA methodology ensures national ownership and sustainability of capacity development programmes. The findings from the assessment will form the basis for the preparation of a capacity building plan for WBL for different stakeholders. The assessment findings will also feed into the development of a Concept Note that will spell out the next steps, required resources and specific actions to be undertaken including timeframe.

1.2.3 Collection of Data

The mode of collection of data included Focus Group Discussions (FGD) and Twenty-three questionnaires sent out to different organisations. Out of the twenty-three, nine responses were received. This report draws information and data from the last consultant's work.

CHAPTER 2: RATIONALE AND CONTEXT OF THE CAPACITY NEEDS ASSESSMENT (CNA)

2.1 Introduction

The WBL framework in line with Governments' vision, seeks to facilitate the development of skills to address the challenges in the labour market arising from a mismatch between the demand and supply of skills.

Following the development of the framework, it was noted that an assessment of the capacity needs in the country was required. A preliminary Capacity Needs Assessment (CNA) for the implementation of WBL was conducted during the validation of the framework at a workshop hosted by Ministry of Higher Education. Four key sectors were identified for pilot implementation of the WBL and these included Mining, Tourism, Construction and Manufacturing.

2.2 Purpose of Capacity Needs Assessment

Capacity Needs Assessments help improve the quality of policy or programme decisions and hence lead to improvements in performance and the accomplishment of desired results. The results of capacity needs assessment will guide subsequent decisions which include the design, implementation, and evaluation of projects and programmes to achieve the goals of the framework. The CNA report will form the basis for the preparation of a Concept Note for resource mobilisation for implementation of the WBL framework and the internship guidelines.

2.3 Scope and Approach

Scope of Work

The scope of work for the CNA involved re-organizing, compiling and analyzing the work done towards the programme. This included the following:

- a. Conducting a workshop to report on the preliminary findings. This led to the gathering of information to be used for the final CNA.
- b. Using data collection tools such as questionnaires and Checklists among the key stakeholders. The questionnaire was sent to 23 respondents (9 responded)
- c. Conducting Focused Group Discussions with three organizations respectively.

Advantages of the Approach

- a. Stakeholder consultation has promoted ownership and sustainability of the programmes.
- b. Results of the survey further amplified information which was gathered from the WBL validation workshop.

Limitations of the Study

- a. Poor survey responses- of the twenty-three (23) questionnaires sent to the sampled stakeholders only nine (9) responses were received.
- b. Limited use of information collected- The approach allowed for wide and unbiased stakeholder consultation however the data collected will seek to primarily address the capacity needs of the defined stakeholder's sample (those identified for the pilot) and hence data collected from that sector was given priority. On the other hand, the information gathered from the other stakeholders was found to be inapplicable for the needs assessment.
- c. Time constraints- the CNA Study had a short time frame, as a result the study relied on the work done prior.

In spite of these limitations, sufficient information was captured in the four sectors and is representative of the activities and outputs of the sectors. Various forms of WBL have been represented, gaps identified and appropriate interventions and solutions have been recommended.

CHAPTER 3: SITUATIONAL ANALYSIS AND CAPACITY NEEDS

3.1 Socio–Economic overview and Labour Market

By 2017, Zambia’s total population was estimated at 16,405,230 with the majority of the population falling in rural areas and accounting for 57.5 % while urban areas accounted for 42.5%. The composition of the population was 8, 448, 693 females and 7, 956, 537 males which translates to 51.5% and 48.5% respectively.¹

a) Poverty

In 2015, the country recorded that 54.4% of people were living in extreme poverty. Rural poverty was estimated at 76.6 % compared to the urban poverty at 23.4%. These poverty levels are high over the reference period despite the country registering positive annual real GDP growth of around 4.1% observed in the recent past. However, Government’s 7NDP is designed to offset this trend through various strategies².

b) Sector Development

Zambia’s economy is historically driven by the Mining, Agriculture, Construction, Transport and Communication sectors. However, recent economic analysis shows that the largest percentage share of the GDP is in Wholesale and Retail trade sector. Between 2015 and 2017, Zambia’s real Gross Domestic Product was hovering between K125, 003.5 million and K134, 998.0 million, with Wholesale and Retail trade sector accounting for 22.9% in 2015, 22.1% in 2016 and 22.9% in 2017. The Mining and Agriculture industries accounted for 10.2% and 7.3% of the GDP, respectively. In 2017, the annual real GDP growth was 4.1%. Zambia’s annual inflation rate between 2015 and 2017 trended from 10.0% in 2015 to 18.2% in 2016 and to 6.5% in 2017.

c) Employment and job creation

Despite Zambia having experienced a positive growth averaging 5% between 2012 and 2017, the country has not experienced significant impact with regard to job creation. The 2017 Labour Force Survey indicates that the average unemployment rate was 12.6% (11.9% male and 13.5% female). Of the working age population (15 years or older), which was estimated at 9,056,840, the labour force population was 3,398,294, where 1,886,645 accounted for the youth and 2,971,170 accounted for persons in employment³. The Labour Force survey report further highlights youth unemployment at 17.4% (Male 16.2% and female 19.1%).

d) Human development and Social services

There has been a notable improvement in some areas of social delivery between 2006 and 2015. At national level, 64.5% of households had access to improved sources of drinking water (Rural 46.6% and Urban 89.5%)⁴. However, significant social challenges could still be noted. One key indicator, the Gini coefficient, rose from 0.65 in 2010 to 0.69 in 2015⁵. In health and nutrition, 53% of children under the age of 5 years and 30% of women of child bearing age were found to be anaemic. In addition, stunting rates among children under the age of 5 years were found to be high with an average of 40% nationally.⁶ The

¹ 2017 Labour Force Survey report

² 2015 Living Conditions Monitoring Survey

³ 2017 Labour Force Survey report

⁴ 2015 Living Condition and Monitoring Survey report

⁵ 7NDP, p.20

⁶ 2015 Living Condition and Monitoring Survey report

prevalence of HIV also remains high at 13% with prevalence rates among women higher than among men (15.1% compared to 11.3% respectively).

e) Education and Training versus the labour Market

By 2017, Higher learning institutions offering Technical Education, Vocational and Entrepreneurship Training (TEVET), Universities and Colleges had recorded an increase in their enrolment rates.⁷ Despite this increase in enrolments in institutions of learning, the rate of absorption into the labour market remains relatively low.

f) Policy Developments

In 2017, the Skills Development Fund establishment under the Skills Development Levy Act No. 46 of 2016 came into force. It is expected that the skills levy (0.5% of the employer's wage bill) will ensure an expanded funding dispensation for training. In a similar vein, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) developed a cross-cutting curriculum for entrepreneurship that is incorporated in all the TEVET programmes⁸.

Improvement in the socio-economic indicators will contribute to the achievement of the country's long term vision of becoming a "*prosperous middle-income country by 2030*". It is anticipated that this can be achieved through a focus on labour intensive infrastructure development and economic diversification to create the much-needed jobs and in turn lead to skills development.

3.2 Current WBL Practice in Zambia

The MoHE provides policy direction for the TEVET sector and has 25 training institutions across Zambia under the governance of management boards. However, skills training in Zambia is implemented by a number of ministries and this has resulted in an overlap in the policy and direction of skills training. For instance, the Ministry of General Education (MoGE) runs 13 Schools of continuing education, offering vocational training and academic programmes to school dropouts. Similarly, the Ministry of Community Development and Social Services (MCDSS) operates a number of institutions, mainly in the rural areas where multi-skills centres were established to provide short courses for communities while the Ministry of Youth, Sport and Child Development (MYSCD) provides informal skills training at 17 Skills Training Centres. However, in spite of the multiplicity of agencies dealing with skills training, the MoHE and TEVETA have a mandate over skills training.

Table 1.0 outlines the current WBL practices in Zambia according to WBL programme by learnership type.

⁷ 2019 National Budget Speech

⁸ As reported by a respondent in interview

Table 1 WBL Programmes in Zambia

Target Group	Work-Based Learning [WBL] Programmes in Zambia			
Pre-employed (School Leavers)	Formal Apprenticeships	Internships/Learnerships		Informal Apprenticeships
Pre-employed (Non/Graduates)				
Unemployed School Non/Completers				
Existing Workers	Skills Recognition (RPL)			
Diploma (School of Tourism)			Industrial Attachments/ Work Placement	
University Students		Internships		

Source: Consultants' Compilation for Framework for Zambia WBL (2017)

3.3 Capacity Needs Assessment in Selected Sub-Sectors

A Capacity Needs Assessment was conducted in the four priority sectors, namely, Mining, Tourism, Construction and Manufacturing. The objectives of the assessment were to:

- Facilitate initial identification of general stakeholder capacity needs
- Determine preparedness by key national stakeholders to support implementation of the WBL strategy/framework
- Facilitate the identification of a priority sector for piloting the WBL strategy/framework

3.3.1 Mining

a) Introduction

Zambia has a mining history that spans over 100 years and continues to play a major role in the economic development of the country. The main mining activity is large-scale copper mining while the production,

processing and export of other minerals remains underdeveloped⁹. However, the volume of Copper exported has been decreasing over the years, for example, in February 2019 it decreased by 26.0% from 93,161.6 metric tonnes in January 2019 to 68,979.2 metric tonnes. The Copper prices on the LME market for the corresponding months increased by 5.8%, from \$5,932.0 per metric tonne in January 2019 to \$6,278.2 per metric tonne in February 2019. Since Copper accounts for the largest weight/ proportion of Traditional Exports, any change in the volume and price/value has a direct bearing on the performance of Traditional Exports. Therefore, the net effect of the changes in volume and LME prices was a decrease in export earnings from copper¹⁰.

Zambia has several mineral resources like metals, gemstones, industrial minerals and potential energy resources including coal, hydrocarbons, and more recently, uranium. For many years, Zambia's economy has been greatly dependent on mining, particularly on copper, cobalt and zinc. On global charts, Zambia ranks seventh in the production of copper, generating 3.3% of the western world's production and second in cobalt¹¹. Copper production has increased from 572,793 tons in 2008 raising to over 800,000 tons in 2013 and it was recorded at 710,560 tons in 2015¹². Zambia also has significant quantities of selenium, silver and minor quantities of gold and platinum group elements which are produced as important by-products of the copper mining and processing. In addition, other metals such as zinc and lead are also produced from the deposits of Kabwe.

b) Findings

The mining sector identified the following needs for implementation of the WBL:

i. Mining Sector Needs

The following are the needs areas identified in the mining sector:

- Heavy machine operators
- Auto Mechanics
- Machinists
- Metal Fabricators
- Welders
- Feeders
- Electricians
- Plumbers

ii. Type of WBL:

- Industrial attachment
- Learnerships/apprenticeships (2 years).

Contractual arrangements need to be clarified including but not limited to conditions of service, statutory obligations, social security and injury compensation.

⁹ Seventh National Development Plan 2017-2021

¹⁰ CSO Monthly Bulletin, March 2019

¹¹ ibid

¹² World Development Database

- iii. Relevant Stakeholders: Government ministries and agencies such as MoHE, MLSS, TEVETA, TEVET training providers, mining companies, Zambia Chamber of Mines (ZCM), Mine Workers Unions and mine manufacturing companies.
- iv. Role of Stakeholders:
- Government- provide policy direction and finance
 - TEVETA- regulates training and skills audits, tracer studies, accreditation and certification.
 - Training providers: Off-the-job or institutional based training
 - Mining companies: On-the-job training
 - ZCM: Mobilize sector members and undertake training needs assessment
 - Mine Workers Unions: participate in curriculum development to and review working conditions and ensure occupational Safety and Health of trainees.
- v. Culture/tradition of WBL: Mining companies have in-house training programmes. They provide opportunities for student attachments and learnerships. They further provide support pre-employment training of programmes related to the sector.
- vi. Adequate support structure/Infrastructure: companies within the sector have training units, experienced trainers and supervisors, in house training programmes, clearly stipulated job roles and adequate machinery and tools. There are also training centers, such as Kwambula at Solwezi Trades Training Institute and Mopani training centers in Mufulira.
- vii. Adequate Trainers with skills and experience: the sector has experienced experts, trainers and supervisors in different trades, but they are not employed to train, and their training capacity is not clear. They require further capacity building in pedagogy of teaching.
- viii. Support and buy-in from companies with WBL: This is evidenced by the support structures they have in place, but the need exists for enhanced social dialogue and increased community involvement.
- ix. Demand for skills from local workers: As evidenced by the jobs such as Heavy Machine Operators, Maintenance/Machinists, Metal Fabricators, Welders, Fitters, Electricians and Plumbers.
- x. Adequate absorptive capacity for graduates: Opportunities are available to absorb graduates into the industry directly as mine workers; and indirectly under contractors and support manufacturers and the service industry.
- xi. Competences for self-employment: The majority of the trades found in mining companies have the potential for self-employment and provide opportunities for self-employment e.g., electricians, plumbers, metal fabricators, mechanics,
- xii. Local Colleges for mining and related skills: Private and public institutions exist locally that provide skills training for the mines.
- xiii. Priority Sector: The mining sector is one of the priority sectors in the country.

3.3.2 Tourism

a) Introduction

Tourism makes a significant contribution to the Zambian economy. It contributes more than 6 % of GDP and 10% of the formal sector employment¹³. The number of tourists visiting Zambia continues to increase in lieu of the international financial crises and the rise in visa fees for inbound tourists. By 2013, the country from recorded a 5% increase in the number of tourists visiting the country¹⁴. The growth was attributed to the upgraded airports, good road infrastructure and improved marketing.

The government has introduced the “Visit Zambia Campaign 2005-2010” to promote and market the country internationally. These efforts have helped to boost the number of tourists visiting the country and to increase awareness of Zambia as a travel destination both amongst local and international tourists. Tourism arrivals increased by 6.7% to 912,576 in 2014¹⁵. Zambia’s key sources of tourism are South Africa, China, Zimbabwe, India, Tanzania, Kenya and Germany.

The tourism sector is beset by the following key constraints: (1) a low number of tourists per annum relative to Zambia’s competitors or peers (Zimbabwe, Malawi, Mozambique, and Tanzania); (2) uncompetitive tourism products characterised by high cost of rooms and consumables; (3) low funding for tourism marketing activities; (4) low bed capacity; (5) low average length of stay; (6) low participation by locals in key segments of the tourism sector; and (7) and poorly developed range of tourism products¹⁶.

b) Findings

The Tourism Sector identified the following needs and stakeholder’s preparedness to implement WBL:

i. Tourism Sector Needs:

The following are the needs areas identified in the tourism sector:

- Tour Guides
- Chefs
- Hospitality Managers
- Marketers
- Craftsmen
- Transporters
- Tourism Entrepreneurs
- Housekeeping

ii. Type of WBL:

- All forms of WBL are required, and should be carried out over a minimum period of 6 months to ensure quality training.

¹³ Industrialization and Job Creation Strategy 2013

¹⁴ http://focusafrica.gov.in/Sector_Profile_Zambia.html

¹⁵ World Development Database

¹⁶ Industrialization and Job Creation Strategy 2013

- iii. Relevant Stakeholders: Government ministries and agenciesvMOHE, MLSS, Higher Education Authority (HEA), TEVETA, and TEVET training providers
- iv. Role of Stakeholders:
 - Government- Provide policy direction and finance.
 - HEA- regulates training and skills audits, tracer studies and accreditation for Universities and Colleges.
 - TEVETA- regulates training and skills audits, tracer studies, accreditation and certification.
 - TEVET providers- Off-the-job or institutional based training
 - Private Sector- Provision of skills development opportunities.
 - Universities and Colleges- Provision of training.
 - Tourism Council of Zambia- regulates standards and practices of the industry
- v. Culture/tradition of WBL: The sector had a culture/tradition of WBL.
- vi. Adequate support structure/Infrastructure: hotel and other Structures and Infrastructure are spread across the entire country. Rotation in different work specializations for experience was recommended for the sector
- vii. Adequate Trainers with skills and experience: Regarding reliable industry trainers, the sector had already established linkages. Training curriculum was set up appropriately and systems are already in place such as the house keeping section linking to the front office or reception.
- viii. Support and buy-in from companies with WBL: Companies are willing to contribute their skills but the companies but had concerns over effect of the duration of the attachment on the work outputs. A minimum of 6 months' of attachment was recommended.
- ix. Demand for skills from local workers: There is a demand for skills from local workers. Across the country, various tourist sites exist, and the coverage is substantially vast. Jobs range from taxi or shuttle operators to travel agencies and airlines and it is quite diverse within the sub- sectors of the sector. Rotation of work placement regularly occurs, and rising up the ranks also common. For example, a chef may be upgraded through training and to become a hotel manager.
- x. Adequate absorptive capacity for graduates: Infrastructure needs to be developed to absorb graduates. In addition, stakeholder cooperation needs to be strengthened. Creating a tourism package properly was important.
- xi. Competences for self-employment: Competences for self-employment are readily available but there is need to diversify into the different professions and trades.
- xii. Local College for Tourism and related skills: training in the sector is dominated by private sector training institutions.
- xiii.** Priority Sector: The Tourism Sector was a priority sector in Zambia as the country diversifies its economy away from copper mining. An issue of absorption of graduates also exists. This is one of the few sectors that can create many jobs, including in rural areas. This fits the National Development Plan.

3.3.3 Construction

a) Introduction

Construction makes a significant contribution to the Zambian economy. It contributes more than 6% of national GDP¹⁷. As a labour based sector it provides opportunities for low level entry qualifications for unskilled and semi-skilled labour and hence contributes to the total economic output, employment and capital formation. Building and construction has been the largest industrial sector in Zambia consisting of 27.5 % of GDP with a growth rate of 12 percent in 2014¹⁸. According to the Zambia Development Agency (ZDA) Zambia recorded US \$3.3 in Foreign Direct Investment mainly in construction sector in 2014¹⁹. Zambia real estate construction grew by 9.5% and 9.1% respectively in 2013 and 2014²⁰.

The sector is dominated by foreign contractors and participation of the local contractors in the construction industry has been marginal. This is attributed to a myriad of problems including capacity constraints and limited skilled human resource resulting in local contractors having a marginal market share. Considering the strategic importance of the construction sector in the development of the nation, in particular the road sector, there is need to ensure that there is in place a sustainable contracting capacity to carry out construction works. The sector holds enormous potential for job-creation and alleviation of poverty through employment of small contractors and the application of labour based technology²¹.

¹⁷ Central Statistical Office, June 2018

¹⁸ Zambia Invest, 2017

¹⁹ *ibid*

²⁰ Zambia Invest, 2017

²¹ Industrialization and Job Creation Strategy, 2013

b) Findings

The Construction sector identified the following needs and stakeholder's preparedness to implement of the WBL:

Certification of previously acquired skills.

i. Construction Sector Needs

The following are the needs areas identified in the construction sector:

- Plumbers
- Carpenters
- Electricians
- Architects
- Interior designers
- Craftsmen
- Tillers
- Concrete mixers
- Painters
- landscapers
- Refrigeration and air-conditioning technicians
- Information Communication Technology (ICT)
- Surveyors
- Bricklayers

The sector was also found with the need for classification and standardization of certifications across the different training institutions. It was also noted that informal training is taking place widely but requires formalisation programmes exist, but they were informal and need formalisation.

- ii. Types of WBL: The sector is diverse therefore the type of WBL required is dependent on the level of a particular qualification acquired or pursued. Internships or student attachments for a minimum duration of 6 months' were recommended for engineers. Apprenticeships were recommended for artisan and technicians and should last for a recommended a period of 2 to 3 years.

This aspect needs to be further explored as the sector is largely dominated by foreign companies.

- iii. Relevant Stakeholders: Government ministries and agencies such as MoHE, MLSS, TEVETA, training providers, construction companies, sector associations and Workers Unions

iv. Role of Stakeholders:

- Government- provide finance and legal and policy frameworks for the sector.
- TEVETA- regulates training and skills audits, tracer studies, accreditation and certification.
- Training institutions can provide off-the-job or institutional based training.
- Trade Unions- Trade Unions can monitor decent work of trainees and ensure there is no exploitation of them.
- Employers- can provide opportunities for WBL, and adhere to the concept of decent work and social protection including minorities and under- privileged groups.

- Sector associations and regulators- regulators and associations such as National Council for Construction (NCC) and Association of Building and Civil Engineering Contractors (ABCEC) respectively, can ensure adherence to standards of training and issuance of decent contracts by employers. They can also facilitate placement of trainees.
- v. Adequate absorptive capacity for graduates: With the increase in construction activities, major demand exists for various skills, particularly artisans. However, it has been noted that there is less appreciation of the value of such jobs in the construction sector as concrete mixers and bricklayer as they are considered as blue-collar jobs. This indicates that there is a need for extensive sensitization of the value of vocational skills in the sector.
- vi. Support and buy-in from companies with WBL: Good buy-in exists among employers, but challenges also exist. The sector is diverse. Some are small, and others are big. For example, SMEs may be willing but may have challenges in capacity and equipment and therefore may not be in a position to offer training to trainees. Challenges also exist in big entities. Chinese companies may not be serious in training local people and may also have a language barrier; hence, they may not instruct apprentices. Most of them are also thin on employing local workers. In addition, most construction projects are time bound and hence may limit the effective transfer of skills.
- vii. Competences for self-employment: The sector offers competencies that can lead to self-employment. The area of building works is predominantly self-employment oriented.
- viii. Local Colleges for Construction and related skills: The National Council for Construction and trade schools offer short intensive courses in construction.
- ix. Priority Sector: The construction sector is amongst the priority sectors in the country.

The working group on construction sector did not specifically answer the following questions, Culture/tradition of WBL, Adequate support structure/Infrastructure, adequacy of trainers with skills and experience and demand for skills from local workers.

3.3.4 Manufacturing

a) Introduction

The manufacturing sector is one of the leading sectors for revamping the economy and poverty reduction. In 2017, the sector had a share of 7.6% of the country's GDP²². The country's manufacturing sector comprises companies in food processing, beverages, textiles, leisure and sporting equipment. Sector activities also include the smelting and refining of copper and other metals, petroleum refining, production of fertilisers, chemicals, explosives, cement, tobacco products and textiles.

However, the sector remains constrained in many key areas, which include: (1) depletion of natural resources such as pine, eucalyptus and hardwood timber trees; (2) under-utilisation of available capacity in the manufacturing sector (current utilisation rates of around 20%); (3) unfavourable procurement policies by mining companies; (4) narrow range of engineering products; (5) competition from imported products; (6) high cost of production; (7) limited access to long term financing; and (8) limited supply of products to government through preferential access²³.

b) Findings

²² Central Statistical Office, The Statistician, vol 7. June 2018

²³ Industrialisation and Job Creation Strategy 2013

The manufacturing Sector identified the following needs and stakeholder's preparedness to implement WBL:

i. Manufacturing Sector Needs

The following are the needs areas identified in the manufacturing sector:

- Fitters
- Poly mechanics
- metal fabricators
- machinists
- electricians
- ICT
- Designers
- Managers
- Marketers.

It was found that the manufacturing sector has skilled artisans or craftsmen who learn on the job. However, companies do not recognize them as qualified workers. Hence, they are not certified. The sector is advocating for such learning to be recognized and that such skills should be imparted through apprenticeship. Furthermore, it was found that current training curricula are outdated against the industry's dynamic technological developments.

- ii. Type of WBL: the sector recommended apprenticeships and internships as the forms of WBL suited for the sector with apprenticeship being recommended as the most preferred form.
- Relevant Stakeholders: Government ministries and agencies such as MoHE, MLSS, TEVETA, training providers, manufacturing companies, sector associations, Workers Unions, previous and current employees with rich experience in the relevant field.
- iii. Role of Stakeholders: Regarding sector associations, ZAM should lobby and seek standards for the sector. Training institutions can secure support and buy-in from companies and employers.
- Government- Provide policy direction and finance.
 - HEA- regulates training and skills audits, tracer studies and accreditation for Universities and Colleges.
 - TEVETA- regulates training and skills audits, tracer studies, accreditation and certification.
 - TEVET providers- Off-the-job or institutional based training
 - Private Sector- Provision of skills development opportunities.
 - Universities and Colleges- Provision of training.
 - Zambia Association of Manufacturers (ZAM)- promotes adherence standards and practices the industry
- iv. Culture/tradition of WBL: The manufacturing sector have the culture or tradition for WBL, particularly for metal fabricators at artisan level.
- v. Adequate support structure/Infrastructure: The sector has adequate structure and infrastructure to support implementation of WBL. However, the sector has potential for further growth and development.

- vi. Adequate Trainers with skills and experience: The sector has adequate trainers and skills as well as experience for metal fabricator artisans in the workplaces. Each industry should maximize its own trainers, providing relevant expertise to develop the required skills
- vii. Support and buy-in from companies with WBL: Little buy-in exists among the employers in WBL. In addition, trainees are recruited but not subjected to a structured training programme.
- viii. Demand for skills from local workers: There is a huge demand for skilled artisans or craftsmen.
- ix. Adequate absorptive capacity for graduates: The sector has the absorptive capacity for graduates. However, most of the graduates are experiencing challenges in finding employment due to limited opportunities owing to the few manufacturing companies currently existing.
- x. Competences for self-employment: The sector is dominated by competences that can lead to self-employment.
- xi. Priority Sector: The manufacturing sector is among the priority sectors.

CHAPTER 4: CAPACITY NEEDS AND IDENTIFIED INTERVENTIONS

According to the needs assessment findings, it was noted that there were varied capacity needs in each of the four selected sectors. The noted differences were due to the differences in the nature, size, scope and technological intensity of the businesses. The following capacity needs were noted for employees in the four sectors:

4.1 Mining

In response to the paucity of vocational skills in the mining sector, the Government created a Mining Skills & Training Framework (MSTF) in 2013²⁴. The MSTF involved a Memorandum of Understanding signed between mining industry actors and stakeholders under which the parties committed to achieving sustainability through collaboration, enhanced training, upgrading skills; and, supporting foundation and learnership programmes.

Following the establishment of the MSTF, the mining companies collaborated to establish the Zambia Mining Skills, Education Trust (ZAMSET) under the Chamber of Mines in 2015. ZAMSET was intended to be the catalyst for the creation and implementation of an integrated approach to vocational and professional skills development for the mining sector. The long-term objective for ZAMSET was to demonstrate, based on a Public Private Partnership model²⁵, the potential of the extractives sector to contribute to improved employability, decent work and inclusive growth through WBL.

The ZAMSET framework, however, failed to thrive and has not been able to achieve its objectives due to the conflicting priorities within the sector.

The options for WBL are for companies to (1) subscribe to and adopt national standardised programmes once developed; or, (2) implement their own specialised programmes under this framework.

The needs for WBL in the mining sector were identified as listed below:

Skills Needs in the Mining Sector:

The skillsets needed in the mining sector were noted to include: heavy machine operators, maintenance/machinists, metal fabricators, welders, feeders, electricians, and plumbers.

Nature and content of WBL programmes

Industrial attachment was noted particularly in the case of students. In addition, there were 2-year learnerships/apprenticeships programmes.

Conditions of service

Conditions of service: Variations were found in employers' practices with regard to remuneration and compensation for travel and other expenses for students. In addition, there were no guarantees of employment injury compensation for them.

²⁴ Project Document: Private-Public Development Partnership (PPDP) within Zambia's Mining Skills and Training Framework (MSTF), (2014, Page 8)

²⁵ Public-Private Partnership

Availability and capacity of trainers

Although the sector has an ample supply of skilled individuals who are available to work as trainers, they do not have the relevant pedagogical training and also do not have access to the necessary teaching materials.

Lack of goal congruence around WBL

The tendency was noted among mining companies to implement their own company-specific WBL programmes. In addition, the mining industry training fund set up under the ZAMSET framework suffered free-ridership in the form of mining companies defaulting on their contributions and yet being first to entice and recruit graduates from the Kitwe Trades School which was one of the agreed vocational training providers under the arrangement. This led to the collapse of the arrangement as contributing companies felt that they were subsidizing the defaulting companies.

Interventions in the Mining Sector

The following interventions were identified:

Mining Sector Needs

- A sector-wide WBL committee should be set up to fulfil the role that have been envisaged for ZAMSET. The Committee should oversee and help ensure sector or industry compliance with the requirement for firms to contribute to the Skills Development Fund (SDF) as stipulated by the Skills Development Levy Act.
- The Chamber of Mines, in collaboration with the Ministry of Mines, should create a consolidated database of skills gaps in the sector.
- Disseminate the database and obtain the buy-in and support of the relevant stakeholders (such as, Government line Ministries and agencies, ZFE, the Labour movement, and institutions of tertiary learning).

Type of WBL

- Create a standard typology for WBL with adequate latitude for customisation by mining companies.
- Map the WBL components to the relevant components of the skills database.

Conditions of service:

- The sector-wide WBL committee, or Skills Advisory Group (SAG), should oversee the practical issues related to, and arising from, the implementation of learnership programmes in the sector.
- The WBL guidelines should speak to the issue of conditions of service and require compliance.
- This platform should be leveraged to promote compliance and consistency across the sector and to enable continuous improvement over time

Availability and capacity of trainers:

- Create a national inventory of trainers who have mining – relevant skills.
- Map the trainer inventory with the mining skills gap database to identify the technical knowledge needs of the trainers
- Identify and document the trainers' pedagogical skills needs.

Lack of goal congruence around WBL

- Create the right incentive structure to promote support for WBL by the mining sector (for example, cost sharing under the skills development fund). Notably, the implementation of the Skills Development Fund cures the free rider problem experienced previously with the ZAMSET.

4.2 Tourism

The National Tourism Policy of 2015 provides the strategic foundation for the sustainable development of tourism in Zambia and positions the sector as one of the country's major contributors to job creation and foreign exchange earnings. It shifted the policy emphasis from wildlife-based leisure tourism to growth in business tourism. In this regard, the Government's priorities are to help the tourism sector increase its contribution to local job creation and government revenues and to foreign exchange earnings. The policy identifies a number of challenges that need to be overcome to achieve these objectives, including: inadequate physical infrastructure, limited products, limited community participation, and weak marketing.

The policy identifies tourism as a vital source of jobs for Zambians and asserts the Government's intention to encourage human resource development for the sector. In this vein, the Government intends to address the relevant training needs across a broad front to improve employment prospects in the sector. The Government will support existing training initiatives and will encourage new ones.

Under the policy, a Tourism Development Fund was established for the purpose of tourism marketing and development to supplement Government funding. A Tourism Development Fund Committee (comprising of seven representatives; one each from Ministry of Tourism and Arts, Ministry of Finance, Zambia Revenue Authority, Tourism Council of Zambia, Bankers Association of Zambia, Zambia Institute of Chartered Accountants) was created under the Ministry of Tourism to administer the fund. Under the Fund, a tourism levy was established to replace the 10% service charge. A portion of the tourism levy is earmarked for tourism human capacity building. Some tourism operators, however, have pointed out the double payment impact of the separate legal requirement for contributions to the Skills Development Fund which came into effect in 2017.

The human capacity development needs noted for the Tourism sector were the following:

Skills Needs in the Tourism Sector:

- **Tourism employees:** there exist a substantial number of National TEVET curricula for the sector. These include the Diploma in Hotel Management, Diploma in Travel and Tourism, Certificate in Housekeeping and Laundry Services, Certificate in Front Office Operations and Certificate in Food Production. In spite of these specialised areas of training, tourism operators tend to utilize employees as general, or multipurpose workers rather than deploying them according to their training and or seniority. In addition, although these programmes for training have been developed, many tourism employees do not have formal tourism or hotel management education or training. It was also noted that there is no formal syllabus or training for chefs.
- **Providers of goods and services to the tourism sector:** There is a lack of formal training and skills among local providers of goods and services to the tourism sector. Tourism operators are in a constant quest to improve their facilities and services but are short-changed by this skills gap among their

vendors and contractors. As a result, many tourism operators with foreign connections resort to importing the necessary expertise to support their operations.

- The existing stock of tourism-related policies, strategies, and labour market surveys do not drill down to the employment category and skillset level.

Nature and content of WBL programmes

- There is a shortage of tourism-related colleges and course offerings. There is, also, a disparity between the academic content in the tourism related courses offered to students and the practical needs of the sector given its diverse local and international clientele. As noted above, there is no formal training for chefs.
- In the workplace setting, employees tend to be deployed and rotated in a haphazard manner without any reference to their background training or a formal career development plan.

Conditions of service

- Hospitality and tourism operators do not have standardised conditions of service, with regard to remuneration, compensation for travel and other expenses; and, attachment periods for their interns and apprentices. As noted for the mining sector, there are also no guarantees of employment injury compensation for them.

Availability and capacity of trainers:

- Unlike the mining sector, skillsets are much more fluid and there is, therefore, not a ready pool of potential WBL training facilitators to draw upon in the tourism sector. WBL in the tourism sector is therefore much less structured and much more reliant on informal transfer of knowledge and skills.

Lack of goal congruence around WBL

- As noted above, some tourism operators have expressed concern at the requirement to contribute both to the tourism levy and the Skills Development Fund.
- In addition, the easy supply of unqualified and inexperienced labour creates a disincentive for operators to invest in formal staff development.

Interventions in the Tourism Sector

Skills Needs in the Tourism Sector:

- The Zambia Tourism Agency, in conjunction with the Tourism Council of Zambia or other competent body, should create a consolidated database of skills, and skills gaps, in the tourism sector.
- The scope of the database should cover the training needs of employees; and, vendors and contractors to the sector.
- The database should be disseminated to the relevant sector stakeholders (such as, Government line Ministries and agencies, ZFE, tourism associations, the Labour movement, and institutions of tertiary learning) to obtain their buy-in and promote ownership.

Nature and content of WBL programmes

- The existing curricula for vocational and tertiary skills education and training should be compared to the skills database and updated to respond to current and emerging needs in the sector.

- A framework for career development planning in the tourism sector needs to be created for the guidance of tourism operators. Compliance should be incentivised by tying good staff development practice to the certification and rating systems for hospitality companies and tourism operators.

Conditions of service

- The WBL guidelines to be developed shall specify the conditions of service for learners.

Availability and capacity of trainers:

- Trainer-of-trainer courses should be introduced and mainstreamed across the sector to create a ready supply of competent training providers for the workplace setting

Lack of goal congruence around WBL

- Create the right incentive structure to promote support for WBL by the tourism sector (for example, cost sharing under the skills development fund). Notably, the implementation of the Skills Development Fund cures any potential for the free rider problem.
- Measurement, evaluation, and learning should be implemented to ensure continuous improvement over time.

4.3 Construction

It has been noted that the construction sector plays a vital role in the country's socio-economic development. Because construction is labour-intensive, the quality of the workforce is a key source of competitive advantage for firms in the industry. The availability of skilled labour, therefore, is a major factor in the quality of products offered and the confidence customers can have in the industry. The cyclic nature of construction workload, however, affects the level of demand for skills in the sector. Fluctuations in demand can have serious adverse effects on the construction industry's ability to sustain a skilled workforce. There is, therefore, a clear need to enhance the policy environment and to, hence, strengthen the availability, quality, and relevance of training programmes, including WBL, in the industry²⁶. The relevant policy framework includes the National Policy on Construction Industry (1996), under which the National Construction Council (NCC) was created, and the National Housing Policy (1996).

The human capacity needs and constraints noted for the construction sector were the following:

Skills Needs in the Construction Sector:

- There is no pathway towards certification of previously acquired skills. There is also need for classification and standardisation of certifications.
- Formal WBL is generally not available for college students due to the cyclic nature of the sector.
- For blue collar workers, career development has typically not been prioritised.

Nature and content of WBL programmes:

- Management and supervisory roles for large contractors are filled by international staff, hindering career progression and reducing the supervisory training opportunities for local workers²⁷.
- The majority of construction projects are time-bound which limits the effective transfer of skills due to time limitations.
- To the extent that WBL is available in the sector, its delivery is informal and there are no requirements for certification.

²⁶ Muya, Mulenga, Bwalya, et. al (2003) "Construction skills requirement issues in Zambia"

²⁷ ILO "Good working conditions good business? An analysis of Zambia's Building Construction Market System", Green Jobs Programme (2014)

- The sector is large and diverse and, therefore, demands an equally diverse range of WBL offerings according to work streams and profession.

Conditions of service

- Due to the diverse and cyclic nature of the sector workers do not have standardised conditions of service, with regard to remuneration, compensation for travel and other expenses; and, attachment periods for their interns and apprentices.

Availability and capacity of trainers:

Like the tourism sector, WBL in the construction sector is less structured and reliant on informal transfer of knowledge and skills.

Lack of goal congruence around WBL:

- Due to the short duration of many construction projects, and the short stays in the country by some foreign construction companies, many employers in the sector are not willing to invest in WBL. This is also due the related issue of casualisation in the sector.
- With regard to WBL systems the roles of various stakeholders such as the NCC, ABCEC, unions and other associations in the sector were not clearly defined. In addition, certain functions performed by stakeholders were found to be overlapping.
- The diversity of the construction sector, in terms of the nature, size, and capacity of the companies comprising the sector, impacts the ability and willingness of different companies to invest in WBL.

Interventions in the Construction Sector

Skills Needs in the Construction Sector:

- Pathways to certification should be created for construction sector learners.
- Formal WBL programmes should be developed and implemented for college students and manual workers.

Nature and content of WBL programmes:

- Verifiable evidence of knowledge transfer mechanisms through WBL, and other training programmes, should be made a bedrock eligibility criterion for contractors to bid for construction contracts.
- A detailed study of the career paths, work streams, and specific skillsets should be undertaken to inform the development of a coherent curriculum for WBL interventions.
- The curriculum should be sensitive to the time constraints imposed on WBL by the modalities within the sector.

Conditions of service

- The WBL guidelines to be developed shall specify the conditions of service for learners.

Availability and capacity of trainers:

- Trainer-of-trainer courses should be introduced and mainstreamed across the sector to create a ready supply of competent training providers for the workplace setting

Lack of goal congruence around WBL

- Construction sector employers should be incentivized to adopt and implement WBL programmes through the Skills Development Fund and other non-cash incentives.

- Similarly, the roles of all key stakeholders should be clearly defined with a special emphasis on their relevance to WBL.

4.4 Manufacturing

The manufacturing sector is one of the leading sectors for revamping the economy and poverty reduction. The sector is key for industrial development. In recent years, manufacturing tools and equipment have become more automated. However, there is still a need for labour to operate and maintain these machines. In addition, there is a general limited exploration of raw materials for potential goods production. The industry is supported at national level by the Zambia Association of Manufacturers (ZAM).

Apprenticeships followed by internships were the most preferred types of WBL in the manufacturing sector.

4.4.1 Manufacturing Sector Gaps

The identified manufacturing sector capacity needs are as outlined below:

Skills Needs in the Manufacturing Sector:

- The rate at which curricula review takes place does not keep pace with technological advancement and assimilation in industry.
- There is huge demand for local skilled artisans or craftsmen to work in the sector. The sector, regularly implements new manufacturing technologies, as a result, companies will hire expatriate employees who have been exposed to the new equipment.

Nature and content of WBL programmes:

- Although artisans/craftsmen do acquire skills through on the job training, these are not recognized by employers due to lack of certification. This shows a gap in skills certification in the sector.
- In some cases, durations for attachment for students are too short for students to actually attain meaningful knowledge.

Conditions of service

- Due to the automated nature of the sector and the existence of few manufacturing companies the sector workers do not have standardised conditions of service, with regard to remuneration, compensation for travel and other expenses; and, attachment periods for their interns and apprentices.

Availability and capacity of trainers:

- There is evidence of employers supporting WBL programs, however this is limited and the programs are largely unstructured. This may also indicate that trainers in the workplace are not well equipped to handle learners in the workplace.
- The sector can employ graduates but currently has inadequate absorptive capacity for graduates due to its small size. At the same time, there is the challenge of graduates sometimes lacking in requisite skills.

Lack of goal congruence around WBL:

- The major challenge in the manufacturing sector has been limited coordination between employers and training institutions in developing desired WBL programs. It is usually left to the manufacturer to develop a learning plan based on available resources.
- Due to the growing technological advancements in the sector relevant support stakeholders fail to buy in to the need for WBL in the sector.
- Employers are alive to the fact that student require some means of financial and other material support during WBL but are constrained due to restrictive company budgets.
- Trainees and Graduates struggle to get WBL opportunities in companies due to limited places. Colleges usually send students out with a general letter of attachment which does not detail the students' training needs.

Interventions in the Manufacturing Sector**Skills Needs in the manufacturing Sector:**

- There should be more structured engagement between institutions and industry so as to enhance coordination. The skills levy to be utilized to assist both industry and students to meet the cost of the WBL.

Nature and content of WBL programmes

- Improvement of career guidance for learners in training institutions.
- The training program duration should be standardized by sector to ensure uniformity of training and grading
- The period for review of curricula in this sector needs to be revised so as to meet the industry needs.

Conditions of service

- The WBL guidelines to be developed shall specify the conditions of service for learners.

Availability and capacity of trainers:

- Training institutions and colleges can encourage industry to support WBL by promoting programmes which are relevant to industry.
- Programs should be in place to prepare students on expectations in the workplace such as training on work culture and etiquette.

Lack of goal congruence around WBL

- There should be more structured engagement between institutions and industry so as to enhance coordination. The skills levy to be utilized to assist both industry and students to meet the cost of the WBL.
- Training institutions and colleges can encourage industry to support WBL by promoting programmes which are relevant to industry.

CHAPTER 5: BUILDING BLOCKS AND CNA

The following building blocks²⁸ were used as a starting point for the preparation of comprehensive approach to WBL systems for Zambia:

- Meaningful Social Dialogue
- Robust Regulatory Framework
- Clear Roles and Responsibilities
- Equitable Funding Arrangements
- Strong Labour Market Relevance
- Inclusiveness

WBL is essentially a bridge between the world of formal education and the world of work'. This is clearly based on Social Dialogue involving the social partners – employers and their associations and trade unions who are best placed to identify the training that is needed and the way that it should be provided. The robust and stable regulatory framework which establishes the overall conditions for designing and implementing systems should also be directed at ensuring the objective of achieving decent work for both youth and adults.

²⁸ ILO Toolkit for Quality Apprenticeships, Volume I: Guide to Quality Apprenticeship Systems (ILO,2017, forthcoming)

Building Blocks²⁹ are a useful tool in identifying gaps or bottlenecks in Capacity **Needs Assessment** as shown in table 5 below.

Table 2 Building Blocks Gaps and Proposals

Building Block	Gaps	Proposals
Social Dialogue	<p>i) Tripartism exists in the education sector in Zambia. For instance, under TEVETA, the Board comprises government, employees' representatives (trade unions) and employers' representatives (Zambia Federation of Employers). Much as the Board is involved in the formulating, coordinating and regulatory framework, the implementation and monitoring is only done by government.</p> <p>ii) The Tripartite involvement does not extend to the training institutions.</p>	<p>i) There is need to have Sector Based Work Based Learning Committees (SBWBLC) to promote social dialogue in implementing, monitoring and evaluating skills development programmes.</p>
Regulatory Framework	<p>i) The Apprenticeship Act of 1965 and the TEVET Act No.13 of 1998 read together with TEVET (Amendment) Act No. 11 of 2005 exist but do not cover internships.</p> <p>ii) The two Acts do not specify the different types of WBL.</p> <p>iii) The regulatory body whose role is to ensure that all stakeholders comply with their roles and responsibilities is not fully functional.</p> <p>iv) Social Partners are represented but not learners</p> <p>v) The Act does not determine minimum/maximum periods for different forms of WBL</p> <p>vi) The Apprenticeship Act mentions maximum period of</p>	<p>i) The Apprenticeship Act should be repealed and replaced with the Apprenticeship and Internship Act.</p> <p>ii) The Ministry responsible for higher Education to spearhead the amendment of the Apprenticeship Act in consultation with the Ministry responsible for Labour.</p> <p>iii) There should be legislation to provide for student representatives.</p> <p>iv) New legislation to provide for student representatives at sector level.</p> <p>v) The new legislation to stipulate the time frame for</p>

²⁹ Derived from discussions at the WBL Workshop in Siavonga, December, 2017

	<p>five years but does not mention the minimum number of years</p> <p>vii) Currently there is not sufficient coverage on contracts for the trainee.</p>	<p>the duration of the Apprenticeship/Internship for various WBL.</p> <p>vi) The new Act to provide for trainee contract to stipulate hours of work, remuneration, other allowances, social security and protection in case of injury and such contract to be attested by a <i>proper officer</i>.</p>
Roles & Responsibilities of Key Stakeholders	<p>i) Lack of coordination among stakeholders in research, curriculum development and implementation.</p>	<p>i) The new Act should clearly stipulate the roles and responsibilities of key stakeholders especially in higher education.</p>
Financing Arrangements	<p>i) The government does not provide employers with incentives to take on apprentices</p> <p>ii) Employers do finance OJT training, but it is not standardized. It depends on the employer.</p> <p>iii) Most apprentices are not entitled to social security or other incentives</p> <p>iv) Funding arrangement is in highly unstructured and it is not easy to make it sustainable.</p>	<p>i) The Act to provide for joint financing initiatives between Government and industry for WBL on the minimum stipend stipulated in the guidelines.</p> <p>ii) Funding structure and sustainability mechanisms to be stipulated in the guidelines.</p>
Cross Cutting Labour Market Relevance – Skills Needs to Skills Certification	<p>i) Some companies run in-house skills training that require accreditation but are not accredited.</p> <p>ii) Lack of regular skills assessment mechanisms.</p>	<p>i) To capture skills needs or gaps through the Labour Force Survey.</p> <p>ii) Tracer studies and surveys should be part of Higher Education and TEVET policies and the responsibility to be decentralized to training institutions.</p> <p>iii) Introduction of institutional alumni.</p>
Cross Cutting & Inclusiveness	<p>i) Policy that provides for inclusion of disadvantaged</p>	<p>i) There is legislation that provides for incentives for employers who take on</p>

	groups exists but implementation is a challenge.	underrepresented groups e.g. the Disability Act, but there is need for extensive awareness raising.
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5.1 Conclusions and Recommendations

In conclusion, the CNA brought out some of the key areas that need to be addressed in the quest to roll out structured WBL across the different sectors. Generally, apprenticeships, internships and industrial attachments are widely used across the sectors. The missing link is the structured approach to WBL that would ensure standardisation. Since the framework has been validated by the key stakeholders, there is a need to start implementing the framework, at least on pilot basis. The framework provides guidance for implementing a comprehensive WBL system in Zambia.

Appendix 1: Questionnaire for Stakeholders

1. Contact Person *

Please fill in your name, title, E-mail, Tel/Fax, and postal address\

1.1 Institution/Organization (Indicate *name of organization, size of company, number of employees and the sector*)

1.2. Indicate whether your organization is operating at

- Regional
- National
- Provincial
- Local

1.3 Please provide information regarding professions/occupations/ jobs in

Your organization (List the different professions/occupations or jobs in your organization)

Tick as Appropriate					
Profiles and Existing Capacities					
Please indicate what kind of work based learning is available in your institution					
Apprenticeship					
Internship					
Traineeship					
Industrial Attachment					
Other					
Information of relevant providers of training and capacity-building related to work based learning in your organization (For each provider, please include the name, the type (university/institute, national/regional/local, private/public), the topics addressed, contact information (Website if applicable) and other comments (e.g. with diploma or certificate)					

Name	Type	Subjects/ Skills / Competencies	Contact Information	Website if applicable	Qualification
What type of WBL would be most suitable for the sector (Tick as appropriate)					
Apprenticeship					
Internship					
Traineeship					
Industrial Attachment					
Other					
<p>Give a brief explanation for your choice of type of work based learning suitable for your sector.</p> <p>Preferred for hands on trades</p>					
<p>Are there reliable industry trainers with skills and experience to facilitate work based learning for the professions or jobs in your organization? .</p>					
Profession/Job	Yes	No			
Priorities in Capacity Building					
<p>Please list two priority training / capacity building needs of each Profession/occupation/job in your sector</p>					

Capacity building need	Job/ occupation/ profession				
I)					
ii)					
iii)					
IV)					

Additional Comments: Consultations needed, industry needs are wide depending on operations possible pilot

Is the sector job rich to ensure absorption of graduates? *(Indicate whether the skills acquired in your sector are employable and graduates can easily enter the labour market as employees. Itemize which skills)*

Skill	Easy Labour market entry as employees

Does the sector offer competencies/ skills that can lead to self-employment? *(Indicate whether the skills acquired in your sector can help graduates start their own businesses and be self-employed. Itemise which skills.)*

Skill/Competency	Easy to start own business

Support Structures or infrastructure

Does your sector have relevant support structures and infrastructure to support different forms of work based learning? If yes, indicate what support structures are available and

the infrastructure available. If no, indicate the missing support structures and infrastructure.		
Support structure/ infrastructure	Available	Not Available

Occupational Health Standards	Available	Not Available

5. Stakeholders /Partnerships in WBL Capacity Building

Which stakeholders are relevant for the selected WBL type?(<i>Tick as appropriate</i>)		

What role will be played by each of the stakeholders selected(*Indicate stakeholder and tick as appropriate*)

Stakeholder		
Training –		
Regulation-		
Accreditation-		
Financing-		
Other		

<p>Do you have partnerships/ collaborations with other organizations in your sector in the area of training and capacity building? (Indicate Yes/ No)</p>					
		Yes	NO		
<p>If the answer is yes, give examples of those collaborations and what the collaboration is all about.</p>					
<p>Would you be interested in such collaboration on a national or regional? Level? If so, what kind?</p>					
<p>General comments and/or recommendations related to cooperation in Training and capacity building</p>					
<p>6. Funding</p>					
<p>What kind of funding sources for training and capacity building Programs / activities in relation to work based learning are currently being used In your sector?(<i>Tick as Appropriate</i>)</p>					
Training Levy					
Donor funds					
Institutional resources-					
Other					
<p>Please indicate if there are currently methods / techniques for fundraising For work based learning (e.g. public and/or private organizations, NGOs etc.(<i>Tick as appropriate</i>)</p>					
Public					
Private organizations					
NGOs					
Other					
<p>Please indicate which methods of fund-raising have worked well, which Have not, and why?</p>					
<p>Additional comments and/or suggestions in relation to fund-raising Techniques for training and capacity building needs in relation to work based learning</p>					

Appendix 2: List of Respondents for Capacity Needs Assessment

1. Ministry of Finance
2. Ministry of Higher Education
3. National Council for Construction
4. Sani Foundation
5. Technical Education, Vocational and Entrepreneurship Training Authority
6. United Nations Youth Partnership Platform
7. Zambia Breweries
8. Zambia Chamber of Mines
9. Zambia Federation of Employers

Appendix 3: Validation and CNA Workshop List of Participants

S/N	Name	Sex	Designation	Organisation	Phone No.	Email
1	Succeed Mubanga	M	Director-P&D	MoHE	0977 765350	succeed.mubanga@mohe.gov.zm
2.	Cleophas Takaiza	M	Acting DG	TEVETA	0964 080938	ctakaiza@yahoo.com
3.	Precious Lisulo	F	Chief TEVET Officer – Skills	MOHE	0978 730753	precious.lisulo@mohe.gov.zm
4.	Spriano Banda	M	Principal Systems Analyst	MOHE	0966 762465	spriano.banda@mohe.gov.zm
5.	Gabriel Konayuma	M	Senior. TEVET Officer	MOHE/DVET	0966 801968	gabriel.konayuma@mohe.gov.zm
6.	Kenneth Sichinga	M	Mgr- Training Sys. Dev.	TEVETA	0955 810571	ksichinga@teveta.org.zm
7.	Eric Nsofu	M	Planner	MLSS	0975 811277	eric.nsofu@mlss.gov.zm
8.	Simon Kamanga	M	Senior Youth Dev. Officer	MYSCD	0979 527890	kamangasb@gmail.com
9.	Heather Munachonga	F	SPO-ED	ZNC-UNESCO	0977 348114	hmunacho@gmail.com
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