



REPORT on the INDABA

on

“Job creation for our Zambian Youth – from challenges to action”

08/09 October 2018, National Assembly of Zambia – Main Auditorium

1. BACKGROUND

On the 1st of January 2017, the cooperation between the National Assembly of Zambia (NAZ) and the Austrian Parliament within the framework of the *NorthSouthDialogue of Parliaments* started. The priorities and the work programme for the next three years were already laid down in the course of 2016 during several delegation visits in Vienna and Lusaka. It was decided that a Joint Parliamentary Peer Group (JPPG) with MPs from Zambia and Austria should be set up, focussing on the topic of *youth and education*. In accordance with this the JPPG wants to oversee the implementation of the Sustainable Development Goal 4 (SDG 4) “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” in Austria and Zambia.

It was agreed that next to other activities two (2) INDABAs should be held at the National Assembly of Zambia dealing with issues related to the above-mentioned goals. The Zambian Peer Group Members decided to have their INDABAS on the SDG target 4.4. “By 2030, substantially increase the number of youths and adults who have relevant skills, **including technical and vocational skills, for employment, decent jobs and entrepreneurship**”.

Members of the Zambian Peer Group:

- **MP Ms Patricia Chileshe MWASHINGWELE - UPND**
Vice Chairperson of the Committee on Education, Science and Technology
Vice Chairperson of the Committee on Parastatal Bodies
- **MP Dr. Jonas Kamina CHANDA - PF**
Member of the Committee on Health, Community Development and Social Services
Member of the Standing Orders Committee
- **MP Dr. Christopher Kalila KALILA – UPND**
Chairperson of the Committee on Health, Community Development and Social Services
Member of the Committee on Cabinet Affairs
- **MP Mr Kingsley George MWAMBA - PF**
Chairperson of the Committee on Education, Science and Technology

2. OBJECTIVES of the INDABA

The overall objective of this INDABA was to assess the prevailing situation in Zambia on the

implementation of SDG 4, target 4.4. In so doing, the following questions were dealt with:

- (1) What is the strategy?
- (2) How is it implemented?
- (3) What is needed by the Zambian economy?
- (4) What are the expectations of Civil Society, especially the young people?
- (5) Where are the challenges?
- (6) What approaches are there to overcome these challenges?

It was expected that the INDABA would come up with a detailed analysis of the current situation in the (vocational) education sector (for young people) in Zambia vis-a-vis SDG 4, target 4.4. This would form the basis of the focus of the second INDABA which is expected to tackle the challenges identified in the first INDABA, including best practise examples from other countries. The second INDABA will take place in the first quarter of 2019.

3. PARTICIPANTS

In attendance were Members of Parliament, representatives from the Ministry of Gender, University of Zambia, Examinations Council of Zambia, UN agencies and Civil Society Organisations working in the education sector as indicated in the attendance register attached hereto.

4. PRESENTATIONS

Presentations were made by different Organisations which included the following:

- United Nations Children's Emergency Fund (UNICEF);
- Ministry of General Education;
- Technical Education, Vocational and Entrepreneurship training Authority (TEVETA);
- Central Statistics Office (CSO);
- Zambia National Education Coalition (ZANEC);
- Zambia Institute for Policy Analysis and Research (ZIPAR); and
- Institute for Economic and Social Research (INESOR).

The INDABA was facilitated by an independent consultant, Mrs Mabel Mungo'mba.

5. OFFICIAL OPENING OF THE INDABA

The INDABA was officially opened by the First Deputy Speaker of the National Assembly of Zambia, Honourable Catherine Namugala, MP. In her opening remarks she stated that the availability of a skilled workforce was necessary to support the transition of all economic sectors towards productive activities, raise labour productivity and attract investment into the economy.

Hon Dr Christopher Kalila, MP, one of the Members of the Joint Parliamentary Zambia Peer Group stated that the INDABA was aimed at actualising the constitutional mandate by enhancing the capacity of MPs to provide oversight over the implementation of the SDGs. He noted that the INDABA was about exchanging knowledge on how to collectively implement and realise SDG 4 with specific emphasis on target 4.4 which focuses on Quality Education and Relevant Skills for decent work.

REMARKS BY DEPUTY CLERK ADMINISTRATION

The opening remarks were made by Mr. Roy Ngulube, the Deputy Clerk of Parliamentary Administration who put the workshop into perspective. He said that the work the two parliaments were doing was in line with a broader African strategy known as Agenda 2063 and also the Zambian Vision 2030 which focuses on ensuring that learners were able to acquire skills needed for sustainable education.

PRESENTATION BY NORTHSOUTH DIALOGUE OF PARLIAMENTS (PNSD)

The PNSD coordinator, Mrs. Jutta Kepplinger, informed the meeting that the NorthSouthDialogue of Parliaments was a project established in 2006 with financial support from the Austrian Development Cooperation (ADA), and the Government of Upper Austria, implemented by the Vienna Institute for International Dialogue and Co-operation (VIDC).

The project focused on strengthening good governance, political support for policy coherence for development and the implementation of the MDGs/SDGs through partnerships between the Austrian Parliament and Parliaments in the SADC region. Since 2017 there has been a partnership with the National Assembly of Zambia. Based on the interests of the two partner parliaments the thematic emphasis was on SDG 4.

In the second part of her presentation she explained the Austrian Dual Vocational Education system. Vocational Education and Training in Austria was mainly based on the so-called "dual system". The Austrian training guarantee scheme entitled each young person to enter apprenticeship training and guaranteed a training place. It was regulated by the Federal Ministry of Economic Affairs and Labour and the Federal Ministry of Education, Science and Culture. The Apprenticeship training can be started after 9 years of compulsory schooling, usually at the age of 15. The training lasts for two to four years, in most cases, however, three years. During this time the apprentice works in a company and goes to specialized vocational training schools in order to learn the theory. In some cases, apprenticeship training can be completed in combination with a university entrance exam ("Matura", i.e. the 12th grade final examination). She further hinted to the meeting that the Dual system apprenticeship training was applicable to youths in legally recognized apprenticeship trades. These skilled trades, (presently approximately 240 trades), are included in the list of apprenticeship trades. The major part of the apprenticeship training in the dual system is the company-based practical training. Apprentices are employed in companies under a paid apprenticeship contract and students complete main parts of their training in the real environment of a manufacturing plant or a service enterprise. Apprentices are fully integrated into the world of work and get full social insurance covering all risks whilst undergoing the programme. Hosting apprentices entails additional responsibilities for the company which are also regulated and monitored. Companies which train apprentices are obliged to provide apprentices with the skills and know-how stipulated in the occupational profile; this ensured a uniform minimum standard of training.

Companies which are not able to provide training which covers the whole occupational profile may avail of the possibility of complementary training within a training network. Thus, even small companies may contribute their share to apprenticeship training.

In yet another programme, the Government of Austria also provided integrative supra-company training for youth with special needs (These cover disabilities, differently abled challenges and other recognised medical deformities such as learning difficulties due to

illness). Integrative supra-company training is similar to regular supra-company training, but gives the participants more time to obtain the chosen certificate.

6. PRESENTATION FROM UNICEF ON SUSTAINABLE DEVELOPMENT GOALS (SDGS)

This part was presented by Mrs Given Daka who began by giving an overall view of the SDGs and how these fit into the UNICEF strategic framework.

She also explained how Unicef worked with different governments to move the global agenda for children and provide opportunities for children. She then linked the framework to the SDG's. She stated that the SDGs applied to every nation, sector, cities, businesses, schools, organisations. She continued by indicating that all the SDGs are interconnected in a system and the aim was to achieve them all. In this regard, UNICEF worked to provide learning opportunities that begun in early childhood and that prepare every child with the knowledge and skills needed to thrive. She emphasized that in UNICEF, Education was recognised as the ladder out of poverty and as a pathway to a promising future for children.

The presenter reminded the meeting that refocused efforts were needed to improve the quality of education in the country. Disparities in education along the lines of gender, urban-rural location and other dimensions still ran deep. She stated that more investment in infrastructure was required especially in Least Developing Countries.

She stated that in order to achieve SDGs by the year 2030, children must be placed at the centre of the agenda. Also, education must be prioritised as it gave an opportunity to children to go to school and subsequently come out of poverty though she also acknowledged the challenges. This was important considering that an approximated 264 million children and adolescents around the globe did not have an opportunity to enter and complete school. As such, achieving these goals required making fundamental changes in how we lived on earth.

With regard to the focus of the INDABA, Sustainable Development Goal (SGD) 4, she reminded the meeting that it had the following features:

Principles

- The Goal was universally relevant
- The Goal was rights based and a public good

Scope

- The Goal had expanded access to all levels of education
- The Goal had a holistic and lifelong learning approach

Equity

- The Goal had renewed focus on effective acquisition of foundational skills
- The Goal had new focus on relevance of learning for decent jobs
- New focus on relevance of learning for social and civic life

With regard to the targets, SDG 4 had seven of them as below.

- Target 4.1 Quality primary/secondary education for all
- Target 4.2 Early childhood and pre-primary education
- Target 4.3 Equal access to TVET and higher education
- Target 4.4 Relevant skills for work
- Target 4.5 Gender equality and equal access for all

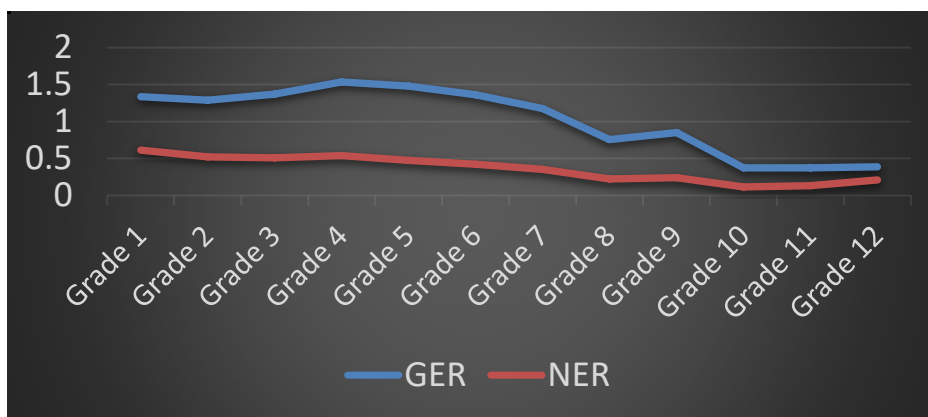
- Target 4.6 Youth and adult literacy
- Target 4.7 Global citizenship education for sustainability

Progress on Goal 4 as of 2018

With regard to the progress made so far in implementing SDG 4, the presenter informed the meeting that more than half of children and adolescents worldwide were not meeting minimum proficiency standards in reading and mathematics. Refocused efforts were, therefore, needed to improve the quality of education. Disparities in education along the lines of gender, urban-rural location and other dimensions still ran deep, and more investments in education infrastructure were required, particularly in countries of the global south.

She continued by highlighting that Over 265 million children were out of school and 22% of them were of primary school age. Even the children who were attending schools lacked basic skills in reading and mathematics. This, notwithstanding, the world had achieved equality in primary education between girls and boys. However, few countries had achieved that target at all levels of education as illustrated in figure 1 below.

Figure 1. Fraction of children enrolled, are at the right age/grade

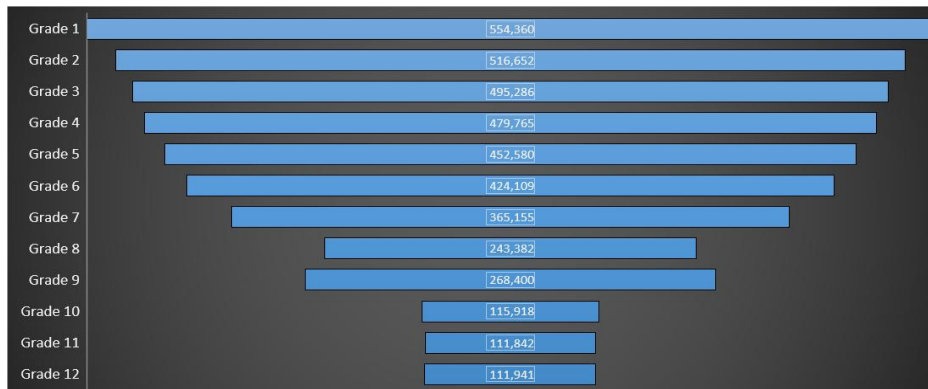


She continued by emphasizing that the reasons for lack of quality education were due to inadequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children. She also gave facts and figures on Goal 4 as follows:

- Enrolment in primary education in developing countries had reached 91 per cent but 57 million primary age children remained out of school.
- More than half of children that had not enrolled in school lived in sub-Saharan Africa.
- 617 million youth worldwide lacked basic mathematics and literacy skills.
- Only 500,000 children were in early learning school and 12,000,000 were in grade twelve year on year.
- Risk of dropping out children was high. An estimated 500,000 pupils were at a risk of dropping out for one reason or another all the time.
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The presenter gave a graphical representation on how the school system in countries of the global south was structured. She indicated that the school system in these countries worked like a funnel as illustrated in the figure below.

Figure 2. The school cycle works as a funnel



Worsening this situation was the projection that the number of adolescents in sub-Saharan Africa was expected to grow substantially from 257 million by the year 2050.

The presenter, in this regard, concluded by stressing that the causes of lack of quality education was attributed to lack of adequately trained teachers, poor conditions of schools and equity issues related to opportunities provided to rural children. UNICEF had in this regard been working closely with national governments and partners to realise the objective of SDG 4 to provide quality education from primary to secondary school with a focus on equity, gender and learning outcomes.

7. OVERVIEW OF THE EDUCATION SYSTEM IN ZAMBIA VIS-A-VIS-SDG4 TATGET 4.4 - PRESENTATION BY THE MINISTRY OF GENERAL EDUCATION

The presenter, Mr Daka Ismail began by informing the meeting that since 1964 the Zambian constitution had been providing for equal and adequate educational opportunities in all fields at all levels in form of directive principles. This legal provision was contained in the 1964 and 2011 education Acts. Under this Act, government was obligated to make General and Vocational Educational progressively more available and accessible to all citizens (children, youth and adults).

He further indicated that Technical Education, Vocational and Entrepreneurship Training (TEVET) has been guided by four main Policy fame works as follows:

- The TEVET Policy of 1996 which was the main fame-work for Zambia;
- The vision 2030 which recognised TEVET's role as an integral part of the education and skills development sector and its contribution to economic development;
- The revised Sixth National Development Plan whose policy priorities included; inclusive growth, job creation and rural development underpinned by significant capital projects in agriculture, accelerated infrastructure development, energy, health and education, skills development; and
- The 7th National Development with 5 strategies for improved Education and Skills Development.

In this regard, the government had come up with strategies to respond to the skills development needs of the Zambian education system as follows:

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- Enhance Access To Quality, Equitable And Inclusive Education;
- Enhance Access To Skills Training;
- Enhance Private Sector Participation;
- Continuous Review And Roll-Out Of Curriculum; and
- Enhance Role Of Science, Technology And Innovation.

The presenter further reminded the meeting that the Ministry had aligned all its policies and strategies to the aforementioned national legal frame works and National policies. SDG4 - Target 4.4 was being implemented from primary to Secondary levels. The Ministry had implored various interventions to ensure enhanced access to Skills Training and had also continuously reviewed and Rolled-Out Curriculum to ensure it remained relevant and responsive to national and industrial demands.

In this view, the meeting learned that the core education system had a 7-5-4 structure. This meant 7 years of Primary, 5 years of secondary and 4 years of undergraduate degree. Progression from one level to another depended on national examinations, overseen by government at grades 7, 9 and 12.

In an effort to integrate Skills training in primary education, Government rolled out the two tier education system beginning in 2014. This meant giving students who dropped out of various levels the basic competencies needed to prepare them for world of work. Thus, at Primary level all pupils were exposed to both career pathways and technical. At Junior Secondary, a learner was prepared to pursue either academic or pre-vocational and life skill education. At Senior Secondary school, the academic pathway has eight compulsory subjects in the three areas (Natural Science, Social Science and Business). Learners from junior secondary schools are awarded level-3 TEVET trade test and a school certificate from the Examinations Council of Zambia (ECZ). The presenter was of the view that the two tier education system adopted by the country had broadened the scope of assessing learner outcomes as illustrated in the pictures below.

Examples of SDG 4 implementation in Primary and Secondary Schools in Zambia

Agriculture: Chipembi Girls Secondary School in Central Province

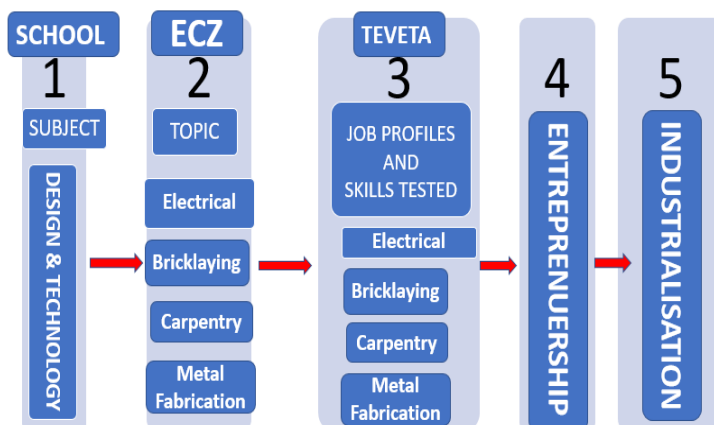


Bricklaying: Serenje Boys Secondary School in Northwestern Province



In terms of assessments, the presenter indicated to the meeting that the Examination Council of Zambia assessed learner outcomes in relation to content knowledge in both the academic and vocational subjects and practical skills in selected subjects. TEVETA on the other hand assessed practical skills of the learners in the vocational subjects through trade tests. Entrepreneurship which was integrated into the teaching of the vocational subjects was not assessed but was a desirable 21st century skill.

Figure 3. Levels of Assessment of Design & Technology



It was highlighted to the meeting that the performance in the trade tests was encouraging in that most of the candidates who do the practical examinations are able to reach the desired level of proficiency. There were, however, variations across subjects but the percentage of those who pass the trade tests was significantly high. The average national pass percentage over the past 3 years was 83%. Those who passed the trade tests were deemed to have attained the basic labour market entry skills.

The Status and Implementation of SDG4, Target 4.4

1. Development of infrastructure

There has been a significant expansion in the provision of secondary education through the building of schools and upgrading primary schools in needy areas. The provision of specialized rooms to facilitate hands on activities had improved learning outcomes in practical subjects.

2. Procurement of teaching and learning materials

Textbooks and other instructional materials had been procured following the staggered implementation of the curriculum. Equipment and other assorted materials for the vocational subjects were procured and distributed to all schools depending on the career pathway the individual schools were following.

3. Re-skilling educational leaders

This was done through the education leadership management courses offered in a number of institutions. To increase the number of youth and adults who have relevant skills, including technical and vocational skills the Ministry had enhanced access, quality, equity and inclusive Education through; Recruitment and deployment of qualified teachers; Enhanced the qualifications of teaching staff through CPD; Worked with stakeholders for the provision of dormitories for weekly boarding or safe houses; Constructed CSEN user friendly schools; Developed mechanisms for menstrual hygiene management; and improved the management of the scholarships and bursary schemes for vulnerable learners.

4. Major Challenges faced by the sector

1. Lack of teaching and learning materials and equipment for Learners with Special Education Needs;
2. Early marriages;
3. Long distances to schools in rural areas;
4. Inadequate infrastructure (Learner accommodation) at all levels;
5. Absence of specialized rooms for science and technology;
6. Inadequate/absence of qualified teachers especially in the field of Science, Mathematics and agricultural science, Home economics and hospitality, Art and Design and Physical education and Sport;
7. Involvement of private sector in the education curriculum was difficult as there were no proper incentives from government
8. The dual system implemented in schools lacked a practical component because of lack of involvement of the industry.
9. Level two TEVET certificate given in high school was not helpful because TEVET colleges had stopped offering advanced courses and instead changed their courses to commercial subjects which seemed more profitable; and
10. There were no proper statistics on the programs and its difficult to assess impact.

8. LABOUR MARKET NEEDS AND DEMANDS PRESENTATION BY TEVETA

The presenter, Mr Cleophas Takaiza began by informing the meeting on the role of TEVETA in skills development in Zambia. He hinted that Technical Education, Vocational and

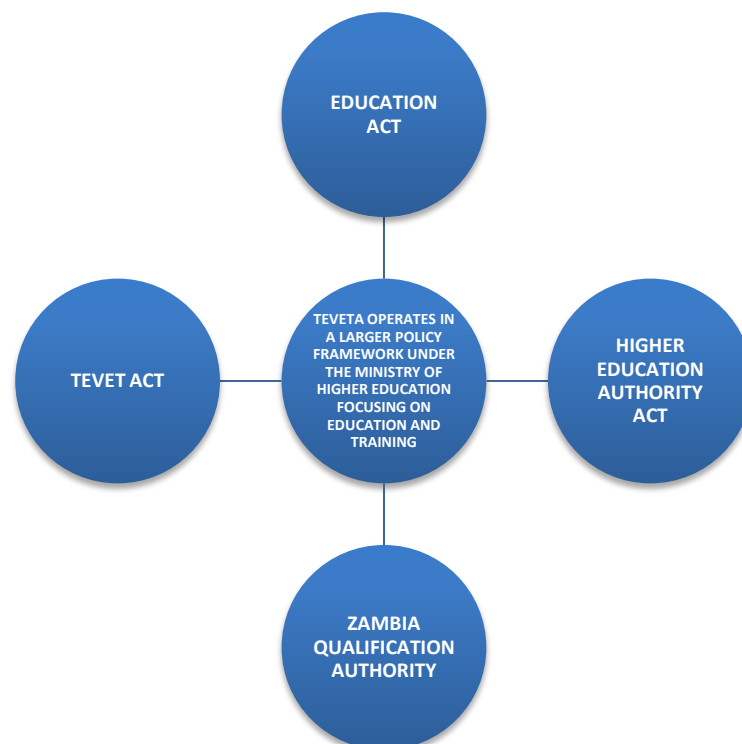
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Entrepreneurship Training Authority (TEVETA) was an institution established under the TEVET Act No. 13 of 1998, amended by the TEVET (Amendment Act No. 11 of 2005, with a mandate to regulate, coordinate, and monitor TEVET with stakeholders.

Some functions of TEVETA with regard to skills training and development included:

- Administering and managing the TEVET Fund;
- Advising the government on development of quality of human resources in Zambia through TEVET;
- Registering training institutions;
- Development of national curricula in consultation with stakeholders;
- Setting minimum standards and qualifications for any occupation, skill, technology or trade in accordance with trends in industry;
- Regulating and advising training institutions;
- Recognition of Prior Learning (RPL) Assessments;
- Regulating and conducting national examinations and assessments relating to TEVET; and
- Award Certificates to persons who succeed in TEVET national examinations and assessments

TEVETA POLICY OPERATING STRUCTURE



NOTE

All these institutions were interconnected and interrelated through the line ministry.

TEVETA also had a relationship with the Ministry of General Education because of the introduction of the TEVET training in secondary schools up to grade 9.

In this regard, the Labour Market Analysis was an essential stage for development of any skills policy including curriculum development. TEVETA developed or reviewed national curricula in consultation with industry, employers, employees and other stakeholders. Currently there were 294 TEVET Curricula available and being used in schools and colleges. These were developed in consultation with the Industry. There was recognition of prior learning as a prerequisite for the training in some of the skills training.

The presenter informed the meeting that the Government of the Republic of Zambia, through the Ministry of Labour and Social Security (MLSS), sought to build a highly productive skilled workforce that would be a vehicle through which rapid industrialisation and economic growth would be attained. In this regard, MLSS played an economic catalyst role in ensuring a very well harmonised employment and labour sector.

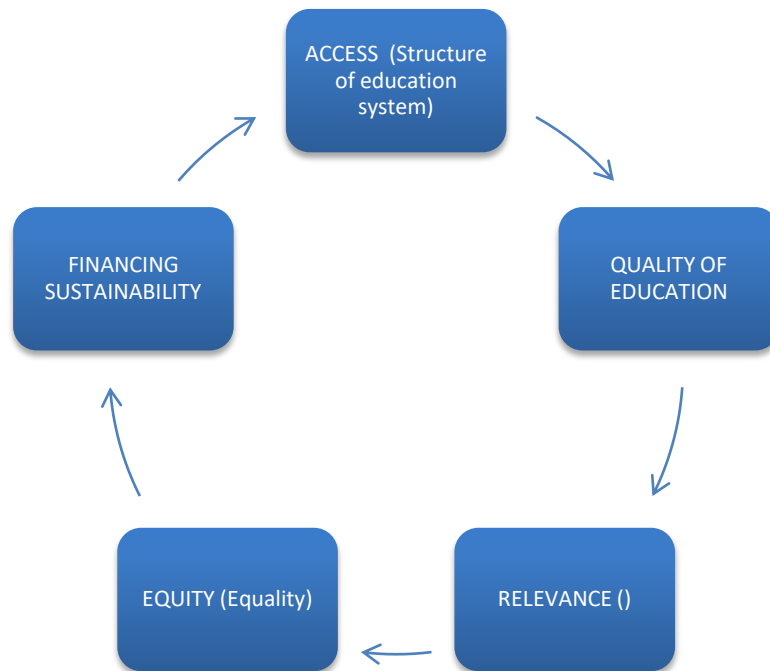
In line with the aspiration of the Zambian people through the vision 2030, the participants were informed that the Labour Market in Zambia needed access to a skilled and qualified labour Force that responded to the demand for new emerging technologies in the industries. There was high demand for technologists, technicians in many sectors of the economy. MLSS, therefore, carried out regular skills demand surveys and audits to establish the status of the demand side for skills (Industries) and inform the supply side (training institutions) for the need to innovate into developing new curricula for training new skills. In 2017, there were 3,316 youths trained in various skills demanded by the labour market.

The Employment and Labour Sector was focused on the creation of decent jobs among the majority of the Population (the youth) by ensuring employees had access to rights at work, social protection and social dialogue. MLSS had, to this end, harmonised various existing pieces of legislation and come up with a Labour Code Bill 2017, which had since been submitted to the Ministry of Justice. The Ministry of Labour and Social Security with support from partners is developing the Labour Market Information System, which would provide accurate routine data for planning and decision making at all levels of the Employment & Labour Sector. Jointly with the Central Statistical Office, the Ministry conducted quarterly Labour Force Surveys, which provided broad based data.

The presenter concluded that in the face of an ever growing labour market in Zambia and of regional integration of economies where labour was expected to move freely across borders in the region without barriers. The Ministry of Labour and Social Security was expected to play its important role of stewardship and leadership in the Zambian Employment and Labour Sector. This would require a paradigm shift as well as special attention in terms of support to the Ministry of Labour and Social Security from all partners, stakeholders and indeed all the participants that were present in the INDABA.

The presenter also updated the meeting on the skills development levy and that this would improve infrastructure in TEVET institutions and further enhance skills development because TEVET institutions would be among the beneficiaries.

CHALLENGES IN TEVET TRAINING



1. ACCESS

TEVETA had only 294 registered training centres. 39% were in Lusaka, 26% in the Copperbelt. Rural provinces only had 2-10% and this caused Rural Urban migration among the youth. 2% of the TEVET schools in Luapula province didn't even offer TEVET training as there were no incentives for the owners to enable proprietors to focus their investments on the needs of industries in their provinces.

2. QUALITY OF EDUCATION

A bulk of TEVET institutions were in grade 3. Government should have a hand in training for relevant skills.

3. RELEVANCE

There wasn't enough consultation with Industry on relevance of skills and Quality of infrastructure capacity may not be what is relevant.

4. EQUITY

The gender discussion in education needed to address some of the practices which did not speak to equity and equality. For example, pass mark for girls was different from boys.

5. FINANCING SUSTAINABILITY

The institutions needed modern equipment so that it became similar to what the industry was using. Trainers should also go to industry for Professional Career Development attachments to up-skill on new advances in industry so that their training modules were tailored to what the industry practice was and thus, they could be able to equip the institutions better.

Better research on skills needed and number of people needed should be improved for better resourcing and counting.

9. PRESENTATION ON LABOUR STATISTICS - CENTRAL STATISTICAL OFFICE (CSO)

Mr. Jason Banda made the presentation and showed statistics from 2017 labour statistics. He informed the meeting that CSO drew its mandate to collect, compile and disseminate among others labour statistics from an Act of Parliament. He reminded the meeting that the first census was done in 1969. In implementation of labour statistics they had a strong relationship with international bodies such as the International Labour Organisation (ILO) and other government institutions. At regional level a number of policy instruments and guidelines had been developed and adopted within SADC region. Further, at national level several labour related Acts prescribed international compatibility. The presenter also gave information on employment statistics such as Paid employees, self employed, unpaid family work. He further highlighted labour statistics prior to ICLS resolution showing data from 2005 to 2014. For example, labour force, LF participation rate, employment to population, unemployment rate and youth unemployment rate. Additionally, he highlighted the following information:

- Draft on child labour code of conduct
- Estimate of Zambian Population to be at 16.4 million of which more than 50% were youths.
- Unemployment rate to be at 41.2% of the total population estimate of 16.4 million as of the 2017 Demographic Health Survey
- Of the total employed workforce 63.4% were in informal employment.
- 48.6 unemployed rate for the youths which were on the high side but government through the Ministry of Labour was enhancing the promotion of decent work for the youth.
- The Central Statistics that they had moved from the old way to the new way of aggregating data and data was easy to follow now. Also, that data was collected on standard.
- Enhanced connection with Ministry of Labour and ILO on capacity building programs.
- Minimum age for the child was 15 years.
- Education was an enabler in resolving challenges in meeting the development goals and 2030 vision.
- The unemployment rate which was high and worrying that almost half of the youths were unemployed.
- On the unemployment rate in comparison with the rural and urban youth, the rural youths were more disadvantaged.
- There was a need to review labour laws.
- The Social Security law was in final stages of being enacted and the bill was ready.

10. PRESENTATION BY ZANEC

The presentation by the Zambia National Educational Coalition (ZANEC) was done by Mr George Hamusunga and it focused on highlighting Zambia's Progress in the achievement of SDG 4, Target 4.4 from a Civil Society Perspective. Mr Hamusunga began his presentation by explaining what SDGs are in general and narrowed his explanation to SDG 4 and stated that it focused on Ensuring inclusive and equitable quality education and promoting lifelong

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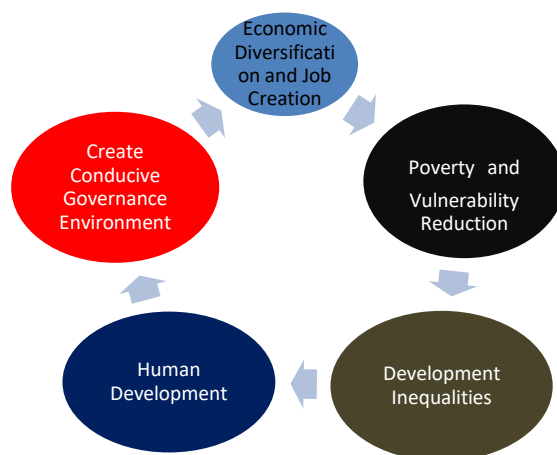
learning opportunities for all. The presenter continued by further explaining the constituent parts of SDG 4 and indicated that there are three (3) main means of Implementing Sustainable Development Goal 4 are as follows:

- (a) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.
- (b) By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, Small Island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- (c) By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and Small Island developing States.

How Far is Zambia in Achieving SDG 4?

The presenter hinted to the meeting that Zambia had domesticated the major tenets of SDG 4 in the Seventh National Development Plan (ZNDP) with its five (5) pillars as below.





The presenter further informed the meeting that the pillars of the Seventh National Development Plan have the following targets.

Outcome Indicator	Baseline	Target
Pupil Teacher Ratios		
Grades 5-7	48.9:1	40:1
Grade 12 Completion Rates	36%	85%
School Attendance Rate for tertiary	29.4%	40%
Participation Rates in ECE	24%	50%
TEVET Annual Enrollment	20,367	40,000

With regard to access to education, the presenter reminded the meeting that **Target 4.2** was aimed at ensuring that by 2010, all girls and boys had access to quality early childhood development, care and pre-primary education so that they were ready for primary education. In this regard, access to ECCDE had increased in Zambia with the annexing of the services to all primary schools. Further, access to primary education was at 97%, with a critical need to attend to the completion rates. Also **Target 4.3** was focused on ensuring that by 2030; there was equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. Thus, Zambia has made progress with the inclusion of skills training in the Revised Curriculum.

Pertaining to vocational and skills training, Mr Hamusunga indicated to the meeting that **Target 4.4** was focused on ensuring that by 2030, there was a substantial increase in the

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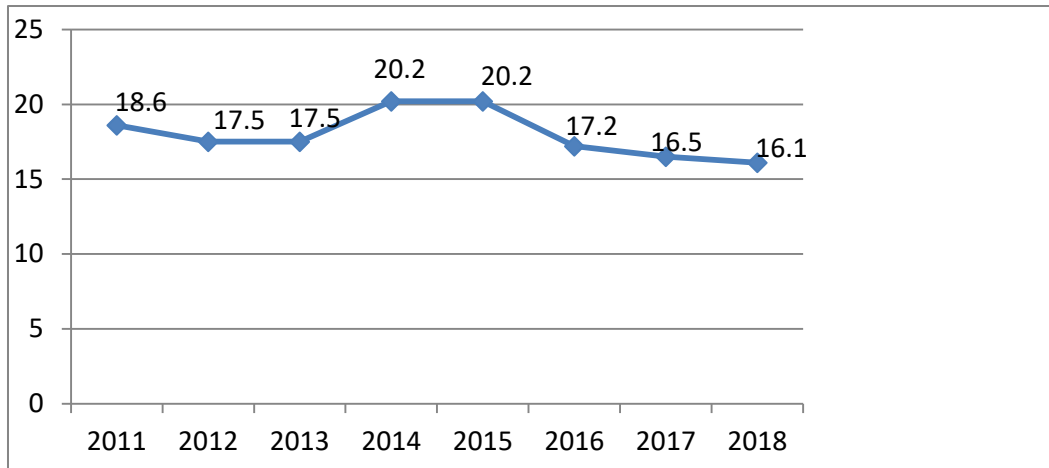
number of youth and adults who had relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. To this end, there was an introduction of the Skills fund aimed at providing domestic financing to the Skill training component in Zambia. However, the sector was still poorly financed as most learning institutions required modern infrastructure and purchase of equipment to allow for skills that will be relevant to the labor market.

On Equity and Inclusion, the meeting learned that **Target 4.5** was focused on ensuring that by 2030, all forms of gender disparities in education were eliminated and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. Unfortunately, data on CSEN was unavailable at the time the INDABA was being held. Further, there was no budgetary allocation meant for CSEN in infrastructure, TLM and also the training of teachers coupled with limited budgetary allocation to support vulnerable children.

On a positive note, all schools were by policy required to be gender and disability sensitive in the provision of education. However, it was not enough to have a ramp and think the school was inclusive.

Regarding Youth and Adult literacy, the meeting was informed that **Target 4.6** was focused on ensuring that by 2030, all youth and a substantial proportion of adults, both men and women, achieved literacy and numeracy. Unfortunately this was the least funded education sub sector in Zambia. In addition, there was no policy to guide implementation. This is in addition to a lack of Curriculum in most centers.

On continuous professional development, the presenter informed the meeting that **Target 4.7** focused on ensuring that by 2030, all learners acquired the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. However, financing in the education sector had experienced a decline over the years as can be illustrated in the graph below.



The presenter concluded by proposing some recommendations as follows:

- Need to enhance staff recruitment for teachers and support staff at all levels especially mathematics and science teachers.
- Provide adequate teaching and learning materials to support revised curriculum. This could include computers for computers studies.
- Reallocation of more resources to the infrastructure and supplies and early childhood education (ECE). More teachers to be recruited.
- Support Home Grown school feeding programme in all rural government primary schools.
- Construction of standard teachers houses and sanitation to ease accommodation in rural schools.
- Increase funding for bursaries.
- Completion of construction of Pending Universities.
- More investment must be made regarding children with disabilities.
- Construct skills training centers and upgrade infrastructure of universities and TEVET institutions as per the 7NDP target for 2019.
- Increased allocation to school grants for basic education.
- Funding to education sector ought to meet internationally agreed 20% of the National Budget as per the Cairo Declaration.
- There is need for an integrated information management system.

11. CHALLENGES IN THE IMPLEMENTATION AND MONITORING OF SDG 4, TARGET 4.4. PRESENTATION BY THE INSTITUTE IF ECONOMIC AND SOCIAL RESEARCH (INESOR)

Mr Grayson Koyi, Research Fellow, indicated from the onset that education had become a central policy tool in uplifting the poor and creating productive societies. In this regard, economic thinking stresses educational attainment as a benchmark for productive societies in the light of its strong correlation with economic growth and individual earnings. This must be seen in the context of human capital formation/investment and the benefits it confers on society.

He further stated that Research linking skills with economic growth finds, for instance, that cognitive skills, as measured through standardised reading, mathematics and science tests for students are strong determinants of long-term economic growth than the average years of schooling for a country.

To contribute to long-term economic growth, skills acquired must be relevant for the labour market. Hence, SDG4, Target 4.4 calls focus to the relevance of skills for decent work. SDG 4 Target 4.4 states “*by 2030, substantially increase the number of youths and adults who have **relevant skills, for employment, decent jobs and entrepreneurship***”.

The presenter continued by defining the key concepts as follows:

- **Skills development:** is broadly about creating a workforce empowered with the necessary and continuously upgraded skills, knowledge and internationally recognized qualifications to gain access to decent employment and ensure the country’s competitiveness in the dynamic global market
 - *It aims at increasing the productivity and employability of the young and adult workforce (wage and self-employed) both in the organized and unorganized sectors.*
- **Decent Work:** DW involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men
 - *Adequate income*
 - *Social protection*
 - *Respect for rights at work*
 - *Social dialogue*

With regard to the challenges in implementation and monitoring of SDG 4, target 4.4, the presented highlighted the following:

1. Education doctrine

- For sometime education priorities in Zambia seemed only to prepare students for the next stage of school rather than prepare them for realistic engagement with the needs of the Zambian society today.
- Emphasis on primary and secondary compared to tertiary education. However recent efforts at curriculum review have attempted to redress this to make it relevant to the community needs. Admittedly, the curriculum must be such that good technical, crafts and vocational training is for all students, not only for the few that enroll in the Technical and Vocational Educational Training (TEVET) system.

2. Policy and Institutional coordination

- A critical look at the Institutional framework for skills development and employment promotion suggests an existing need to improve the level of coordination and ‘complementality’ among the concerned agencies and institutions of employment.

- A challenge, therefore, is the lack of an institutional framework for a coordinated approach between training providers and industry actors

3. Labour market information system gaps

- With regard to the labour market information system, one observes that there are some challenges within the organisational and institutional structure and so databases and statistics in relation to the labour force are not well integrated.
- Data gaps constraining:
 - i. Workforce planning and analysis. This is in terms of the types of skills are being produced and who is demanding those skills?
 - ii. Monitoring for skills development and absorption
- LMIS must be made functional
 - iii. Integrated manpower surveys could be useful

4. Skills match

- A closer examination of the higher institutions of learning reveal that they suffer from a miss-match between the educational outputs on one hand and the social economic development requirement and the labour market needs on the other on the hand

5. Financing/ resource gap towards skills development

- Tertiary education suffers significant financing gaps. Worse hit is funding towards research and development. Further, the educational research agenda is not being locally determined. Thus, this is compelling some trade institute to rebrand into business colleges

The presented concluded by emphasizing that increasing relevant skills for decent jobs in the context of SDG 4, target 4.4 will require taking a critical look at Zambia's past experiences with skills development and what lessons can be learnt from them, what are the resources available and how can they be mobilised. He left the audience with the following questions:

- What happened to the education doctrine that gave rise to trade institutes in this country?
- What lessons can we learn?
- How were they financed? How are they financed today?
- How were they managed and are they managed today?
- What are the resources available in the context of SDG4, T4.4 and how can they be mobilise?

Challenges

From ZANECs perspective, the following challenges still need to be worked on:

- Data gap for children with special needs.
- Budgetary allocation for infrastructure is not there for special needs.

12. PRESENTATION BY ZIPAR

The presenter, Mr Felix Mwenge-research Fellow with the Zambia institute for Policy Analysis and Research, gave a background on the functions of ZIPAR that, it's a semi-autonomous think-tank whose mandate is to conduct socio-economic research to help in decision making. He also spoke about the background that skills development is a key factor in improving the productivity of a workforce. If you have a skilled person in a formal sector they become very skilful. He further mentioned the stages of skills under UNESCO definition which states as follows:-

- (1) Foundation skills also called cognitive skills
- (2) Transferable skills or non cognitive skills
- (3) Technical and vocational skills

ZIPAR recognised skills development as a key factor in Economic development and productivity. ZIPAR had been advocating for the same with various related institutions in government. The focus was to open doors for skills development at various levels i.e:

- Foundation
- Transferable skills
- Technical and Vocational skills

ZIPAR advocates for development of the same through the following;

- a) School system for skills development;
 - Public schools (Institutional)
 - Private schools (Institutional)
 - Apprenticeship/ On the job training in industry
- b) Need to spread TEVET schools to Rural Areas so that the youth unemployment rate could be reduced. Unemployment rate was currently at 45% of the employable population. Only 6% had undergone skills training. The rest learned on the job but had no certification papers.
- c) ZIPAR did research to support promotion of skills training in the country so that the following could be addressed:
 - Quality
 - Gender equality and equity in Education for boys and girls.
 - Building of capacity of training institutions, location, materials and equipment.

Skills were established at public, private institutions and apprenticeship (job on training). Around 2013 they had 275 institutions formally registered to provide skills training and 68% were private institutions. Generally unemployment rate was at 41% while youth unemployment rate was at 17%. There were a lot of young people but were not skilled to take employment. Some of the factors that made youths not to participate in skills development were formality, education, gender and location. When you go to skills training institutions there were few female compared to male, therefore, there was need to promote skills training for female. As a way of having a strong basis for skills training. There was also need to address issues of quality education to build strong foundation for skills training and promote gender equality in skills training by ensuring that girls stay in schools at higher level. There was further need to build the capacity of training institutions. The aforementioned

factors pointed to the need to absolutely reform the education system and involve the private sector on the issue of duo education system/skills.

GROUP WORK

Three (3) Groups were created to look at the following themes:

GROUP ONE (1)

How to Bring on Board the Private Sector for Skills Development

Members of this group included a Member of the Joint Parliamentary Peer Group, International Labour Organisation (ILO), Child Hope Zambia, TEVETA, Zambia National Union of Teachers, Young Women Christian Association (YWCA), Ministry of General Education, and the Institute for Economic and Social Research (INESOR) of the University of Zambia.

The group deliberated on:

- The approaches necessary for private sector engagement?
- Incentives that would make these engagements attractive?

Some of the suggestions presented by the group were:

- There is need to conduct a skills audit – baseline for Zambia
- There is need to amend the Apprenticeship Act due to the following reasons:
 - The current Act was outdated
 - The Skills Apprenticeship Act should be merged with the skills development Act
 - Skills transfer should be defined in the law
 - There was need to reposit skills at immigration. This could be done by making amendments to the vital statistics form administered at points of entry into Zambia.
- There is need for a deliberate policy on Private Sector involvement with clearly defined incentives.
- There is need to promote Private Sector participation in Curriculum formulation for Trade Schools.
- There is need for the creation of skills clusters. For example; Metal Fabrication, Wood Processing, and Auto Mechanics.

Group Two (2): How to Include Differently-Abled and Vulnerable Groups into the Agenda for Skills Development.

Members of the group included a Member of the Joint Parliamentary Peer Group, the University of Zambia, Trailblazer Youth Project, Agents for Change Foundation, Zambia Open Community Schools (ZOCS), Zambia National Education Coalition (ZANEC), Edusport, ZAPD, Living Hope Foundation and Mutetema Kalama.

The group deliberated on questions as below.

- What are the challenges that the differently abled face in skills development?
- What needs to be done?
- What can Parliament do?

After group deliberations, the following were the suggestions:

- There is need to come up with more user friendly infrastructure to accommodate the differently abled.
- There is need to come up with deliberate policies target at the differently abled in skills development. This will ensure that interest to pursue science and mathematical courses is generated among the differently abled groups.
- There is need for continuous development of teaching materials and equipment for learners with special needs.
- Government also has to in the long term ensure easier accessibility of learning institutions in terms of distance so as to accommodate the differently abled groups.

Group Three (3): What Kind of Education do we want to respond to the Aspirations of SDG, Target 4.4 and Zambia?

Members of the group included two Members of the Joint Parliamentary Peer Group, TEVETA, Camfed and the Basic Education Teachers Union of Zambia.

Questions considered by the group were as follows:

- What kind of infrastructure is needed for our education sector?
- What changes are needed with the legal framework?
- What collaborative framework is needed for skills development?

After the group deliberations, some recommendations were made which included but not limited to the following:

- There was need to upgrade infrastructure to make it more modern and in tandem with the changing technological trends.
- There is need to harmonise the legal framework to respond to the changes in the skills sector.
- There is need to train more teachers in Science so as to fill the training needs in the country.

13. OVERAL RECOMMENDATIONS AND WAY FORWARD

Following the successful hosting of the INDABA, the following were the observation and recommendations:

- (1) On demand responsiveness there was need to strengthen linkages with the industry.
- (2) Revision of Act on duo education system.
- (3) On quality- There was need to have continuous training of professionals and develop programs.
- (4) On Access- There was need to enhance all learners pathways.
- (5) Equity- There was need to promote female enrolment in technical programs.
- (6) Better research data aggregation through increased collaboration with relevant institutions

14. CONCLUSION

We would like to thank the Hon. Mr. Speaker and management for the unwavering support that was rendered towards the hosting of the Conference. We would also like to thank the NorthSouthDialogue of Parliaments and the Parliament of Austria for its tremendous support towards the hosting of this INDABA, without whom we would not have been able to

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