

NorthSouthDialogue of Parliaments

NATIONAL ASSEMBLY OF ZAMBIA

Parliament Buildings

P. Box 31299

Lusaka

www.parliament.gov.zm



WITH FUNDING FROM
 AUSTRIAN
DEVELOPMENT
COOPERATION

REPORT



Mabel Mung'omba,
Facilitator



OFFICIAL OPENING CEREMONY PROCEEDINGS

**HON. NICO MARCHETTI
REPRESENTING THE
AUSTRIAN PARLIAMENT**

- Emphasized the objective of the two parliaments as follows:
- The Joint parliamentary peer group wants to ensure the following through of SDG 4.4;



- Acknowledge that Zambia has a very high proportion of young people.
- Recognise that it's the role of leaders to provide education that is relevant in terms of required skills for their development to enable them to get engaged when they are on the job market.
- Teach young people today what they'll need to use in future in the job market.
- Vocational training sector is a growing system. This system could fill the current skills gap and be an alternative at each level of training or schooling.
- Technical education was important and needed formal assimilation into school system and ensure there was cooperation up to University level.

CONCRETE COLLABORATIVE AREAS EMERGING FOR THE TWO PARLIAMENTS

- Vocational training using the dual training system.
- Cooperation at university level

As a result the Austrian parliament had sent two resource persons to come to the Indaba II as experts.

REMARKS BY THE DEPUTY SPEAKER READ BY MRS CECILIA MBEWE THE CLERK OF THE NATIONAL ASSEMBLY

Started the speech by observing the protocols and also welcoming the participants to the National Assembly and specifically to the Joint Parliamentary Peer Group (JPPG) “Indaba” whose theme was: **“Job Creation for our Zambian Youths-From Challenges to Action.”**

She also welcomed all the representatives of Ministries, Non-governmental organisations, Civil Society Organisations and all the participants present and thanked each one of you for choosing to come and support National Assembly’s efforts in promoting, fulfilling and protecting the right to education for every Zambian youth. Mrs. Mbeve thanked the partners on the JPPC program from the Austrian Parliament, as well as the NorthSouthDialogue of Parliaments, for supporting the efforts in providing oversight over the implementation of the Sustainable Development Goals (SDGs) specifically, Goal 4 in our respective countries, an action that deserved commendation.

She briefly described the partnership, which the National Assembly of Zambia in Partnership with the Parliament of Austria and the Austrian Development Agency had undertaken to implement a project, within the framework of the NorthSouthDialogue of Parliaments, for the two Parliaments to mainstream Sustainable Development Goal



4 in their work. The objective of the project was to make the National Assembly of Zambia and the Austrian Parliament *Accessible, Transparent, Open and Modern* (ATOM), thereby, strengthening their position in the democratic systems of their respective countries and supporting their influence on the implementation of the SDGs.

She further explained why SDG 4, Target 4.4, which focuses on “ensuring quality Education” and “Relevant skills for decent work,” was chosen as the goal that should be scrutinised by the two Parliaments. The vision of this Goal was that by 2030, all countries should ensure that learners are able to acquire the knowledge and skills needed to promote sustainable development, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

Why the two day meeting?

She explained that this was a follow-up meeting that was intended to provide an opportunity for solutions to be proposed to the challenges that were identified in the first INDABA on state of the education system in Zambia in relation to SDG 4, Target 4.4, which took place last year in October.

REMARKS BY HON. GEORGE MWAMBA ON BEHALF OF JPPG ZAMBIA CHAIRPERSON



HON. PATRICIA MWASHINGWALA

Started by citing *Article 63 of the Constitution of Zambia (Amendment) Act No. 2*, which mandates the National Assembly, through Hon Members of Parliament (MPs), with the responsibility of providing oversight over the operations of the Executive

which extends to the implementation of National Development Plans such as the Seventh National Development Plan as well as the Sustainable Development Goals (SDGs).

He also explained that Joint Parliamentary Peer Group of the Parliaments of Austria and Zambia came together with the aim of actualizing this constitutional mandate by enhancing the capacity of MPs to provide oversight over the implementation of SDGs. He further explained that the current programme was established in order to promote parliamentary support on a bilateral twinning partnership level based on a method of peer-to-peer learning.

The two parliaments had had exchange visits between the two Parliaments where Zambia visited Austria in May 2016, and followed by a reciprocal visit by MPs from



Participant listening attentively to the speech

Austria in October the same year. Also, the first INDABA was held in 2017 in Lusaka during which the challenges being faced in the education sector were identified and mapped. The 2019 indaba was, therefore, focused on providing solutions to the challenges that were

identified in the first one. This also was about exchanging of 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'.

He recognized the number of stakeholders and experts in the education sector in attendance and assured the indaba that the members of the Peer Group as well as other Members of Parliament were committed to ensuring that a conducive legal and policy framework is created for the successful implementation of SDG 4.

OFFICIAL OPENING AND KEYNOTE ADDRESS AND RECAP OF THE FIRST INDABA

OFFICIAL OPENING ADDRESS TO THE SECOND INDABA AT PARLIAMENT BY THE GUEST OF HONOUR SECOND DEPUTY SPEAKER HONORABLE MWIMBA MALAMA.

Began by acknowledging that he was speaking on behalf of the Honorable Mr. Speaker and that he was honoured to have been given the opportunity to officially open the second Indaba of the Joint Parliamentary Peer Group (JPPG) of the Parliaments of Austria and Zambia.

He acknowledged that this was a follow up Indaba from the first one, which, focused on identifying the gaps that exist in Zambia's education system with respect to Sustainable

Development Goal (SDG) 4, Target 4.4. and that the aim of the second INDABA was to come up with solutions to the challenges identified in the first one in order for Parliament to have greater involvement in providing oversight on implementation of SDGs, specifically SDG 4, Target 4.4 is anchored on "Quality Education" and "Relevant skills for decent work," respectively.

KEY POINTS ON QUALITY EDUCATION

- Education is one of the most important processes in society.
- Quality education is the foundation of societies.
- Without quality educating for citizens, there can be no progress or change.
- Quality education is essential to society as it improves lives and necessitates development towards equality.
- Quality education is recognized as one of the most powerful proven methods for achieving sustainable development. I



He noted that many countries including Zambia had aligned, their Development Plans to achieve quality education for all by the year 2030. In Zambia for instance, the Vision 2030 emphasises the importance of developing quality human capital, including investing in quality education and skills development in order to resolve mismatches in workforce demand and supply and enable all citizens to participate in, and benefit from, the nation's economic growth.

In Zambia's Development Plan, government intends to invest massively in the education sector so as to achieve SDG 4. And that the legislative arm of Government had the will and capacity to provide oversight on the implementation of SDGs. Elective members of parliament needed to be capacitated conduct meaningful dialogue and round table discussions and peer to peer exchange programmes such as this one was one way. He invited participants to actively and freely participate in the deliberations during this event, as contributions were important to achieve the objectives of the INDABA. He then declared the INDABA officially open.



**Hon. Patricia Mwashingwele Chairman of
Zambia JPPG and facilitator Mabel
Mungomba listening to Hon. Second**

KEY NOTE ADDRESS BY MINISTER OF HIGHER EDUCATION

- Started by acknowledging the work of the JPPG and specifically the support rendered to her and the Ministry of higher Education officials by organising a peer learning trip to Austria in January 2019.
- The Ministry was already making strides in implementing some of the strategies they had seen in Austrian learning Institutions as well as how Industry participates in the Human Development agenda.
- She emphasized the commitment the current government has in giving priority to Education of all forms unlike in the past when there only two Universities whose curriculum was skewed towards theorising.
- Government had given a high premium on developing highly skilled people.
- She urged participants to help move the country forward through skills development which was top priority on the higher education agenda. In order to be inclusive some bursaries and scholarships had been ring fenced for women at as much as 30%.
- She mentioned the desire to move the human capital development agenda forward by involving other Ministries. Her Ministry was already caucusing with the Ministry of General Education and had recently held a joint Indaba to explore the following:





- Promoting quality education.
- Finding alternative ways of Financing Education and Look at platforms for promoting education for socio economic development.
- She concluded by informing the meeting that her Ministry had already drafted a cabinet memo to seek approval

to allow dual training to start early at general education level and follow through to higher education. She confirmed that they were benchmarking Austria.

RECAP OF INDABA 1 IDENTIFIED GAPS

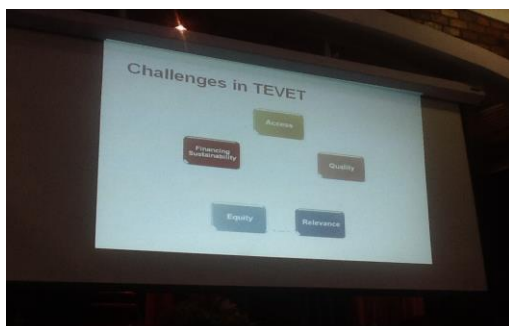
A presentation by Mr Takaizya

Director General TEVETA (Technical and Vocational Training Authority)

The aim of this session was to recap on the first Indaba and specifically to remind participants the identified gaps and challenges in the TEVET Skills Training landscape

The challenges were identified in five thematic areas:

- Access
- Finance and sustainability
- Equity
- Quality
- Relevance



Several questions and gaps were identified and the conclusion was that our education system needed to transform in order for it to contribute to country's socio economic development agenda which would in turn impact the implementation of the SDG 4.4.

It was also agreed that industry participation was low and the learning environment was not conducive.

Lecturers needed upgrading through retraining and practical CPD (Career Development Programs) in Industry.

He made reference to the efforts that TEVETA was already making in two tier learning schemes and also said that more needed to be done



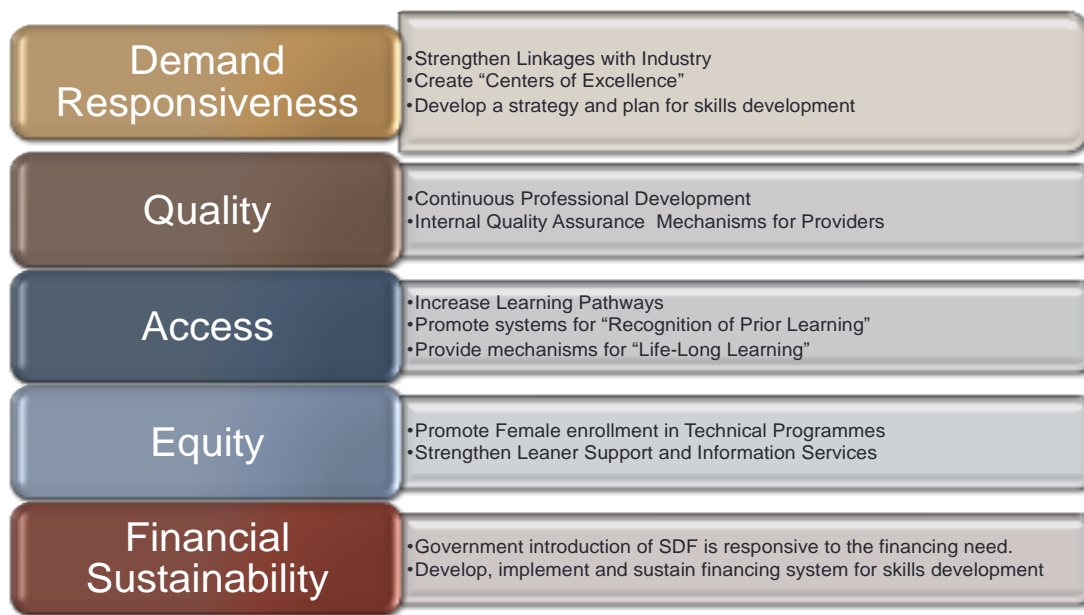
A summary of TEVET challenges was discussed

Factors affecting quality of TEVET

- i. Poor state of infrastructure / training facilities
- ii. Insufficient and in some cases lack of relevant training tools and equipment
- iii. Insufficient or lack of access to relevant reference materials
- iv. Inability to attract and retain qualified and experienced staff
- v. Insufficient supply of teaching and learning materials (consumables)

WAY FORWARD

Way Forward



Mr Takaizya explained that the focus of indaba two would be to deep dive into the way forward and **together explore** needed solution. This presentation set the **tone** for the group work.

During the question and answer, **Mr Takaizya acknowledged the presence of the Deaf association** and promised that differently abled persons had **not been included** enough and he would take this as a **key take away for the next phase of planning**.

TECHNICAL INPUTS

SUMMARY OF EXPERT INPUTS BY KEY EXPERTS

FRIEDRICH DALLAMASSI - Expert Chamber of Commerce from Upper Austria

Presentation focused on the four vocational pathways in Europe
Austria has implements effectively

4 career programs in Europe

Four vocational pathways in Europe

Initial education and training is very important – in academic environments, on specific „ecoles“ and universities (France, Southern European countries)

Universal mixed general and vocational systems; solidarity, inclusion principles are very important (Sweden, Denmark, Norway, Finland)

Vocational training in enterprises – market and competition oriented; comprehensive qualification principles like NVQs. Individual pathways in different professional areas. Labour-market is very important (United Kingdom, Commonwealth)

Federal regulated parttime and full time vocational education and training forms. „(Handwerks)meister/craftsmanship - principle“, dual training systems (german speaking countries)

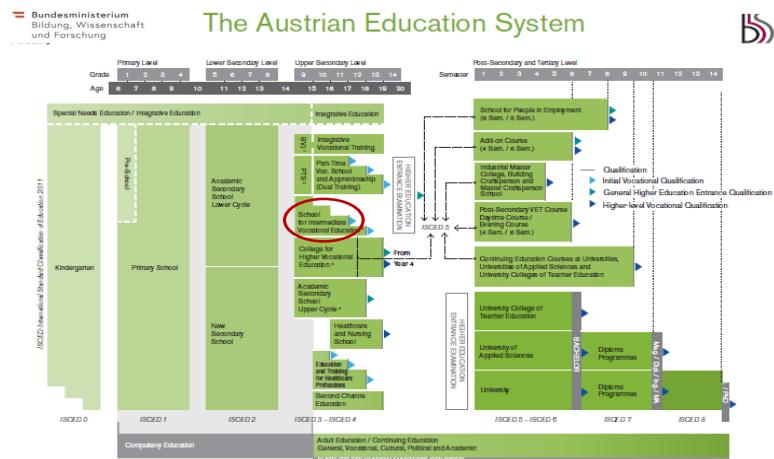
He also shared the Education system in Austria which showed how early the skills training starts and gave examples of how it happens in tourism and mining sectors

Opportunities to implement VET-Systems

for students from 14 to 18 years (grade 8/9 to 12)

Apprenticeship – Dual System

- Combination of company-based training and part-time schooling (Berufsschule)
- Prepares for about 200 professions
- Apprentices get a remuneration, **companies train and educate “their” future staff**
- Permeability to Higher Education increased (“Lehre mit Matura”)



VET Schools

- ✓ 1 to 4 years of **full-time schooling and school-based training**
- ✓ Complete VET for certain occupations, similar to apprenticeship (workshops and laboratories at the school areas)
- ✓ Keeps the young people “in the school system”

Mixed systems

- ✓ **2 to 3 years full-time school-based and one/two years apprenticeship** in a company (SME)
- ✓ Students are skilled and matured, when they go into practice

Summary of VET Syllabus has both theory and practical work based sides.

Job Education guarantee till 16 Job Education guarantee till 16

- Common sense on job education guarantee till 16 (10 grade)
- Regulation on job education guarantee till 16 (labour force)
-
- Chamber of commerce, labour have to support such a system

- SMEs will get some money to train apprentices (tax policy)
- Apprentices get regulated wage from the company (about 30% of a skilled worker)
- Skill competitions for graduates of the VET sector
- General university entrance exam also for gifted and motivated apprentices (not compulsory!)

CONCLUSIONS

- Professional vocational education between age 15 and 19 (grade 9 to 13) - before adolescence- **is useful and possible**
- Positive aspects of developmental psychology (**living world with fifteen with agriculture, tourism, technology**)
- Positive emotions to be fascinated by profession and real work; clear **competence levels in all subjects**
- **Problems with theoretical background** (foreign language, mathematics), but teachers are forced to explain “theory” in a new way
- Technological management and business behavior understanding can be formed up to 16 years
- Getting **good professional qualifications** with 18/19

LIVELY QUESTION AND ANSWER FOLLOWEDAFTER EACH PRESENTATION



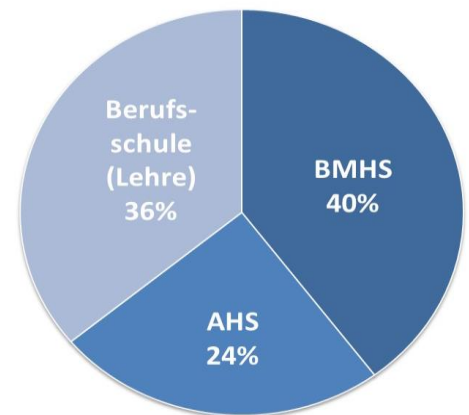
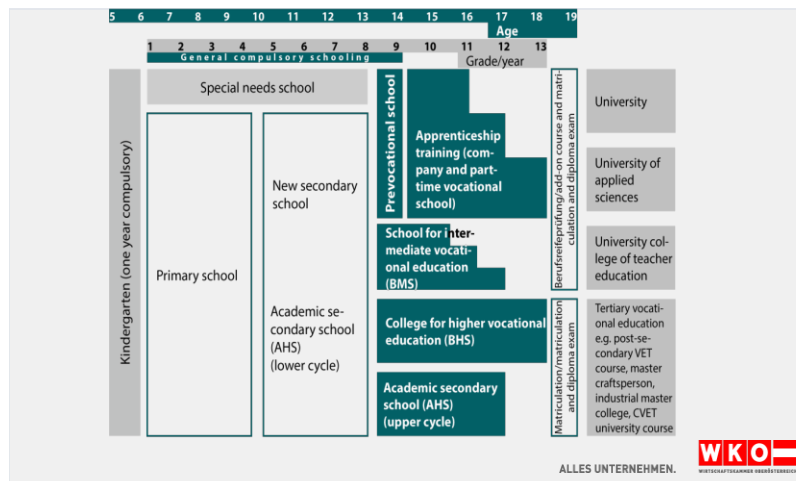
Christian Dominger

Federal Ministry of Education, Science and Research Austria

Presenter focused on the following Dual training system in Austria

1. The Austrian education system
2. General info about apprenticeship training
3. Company-based training
4. Education at part-time vocational school
5. Apprenticeship-leave examination
6. Figures, data, facts

Shared the Education System in Austria



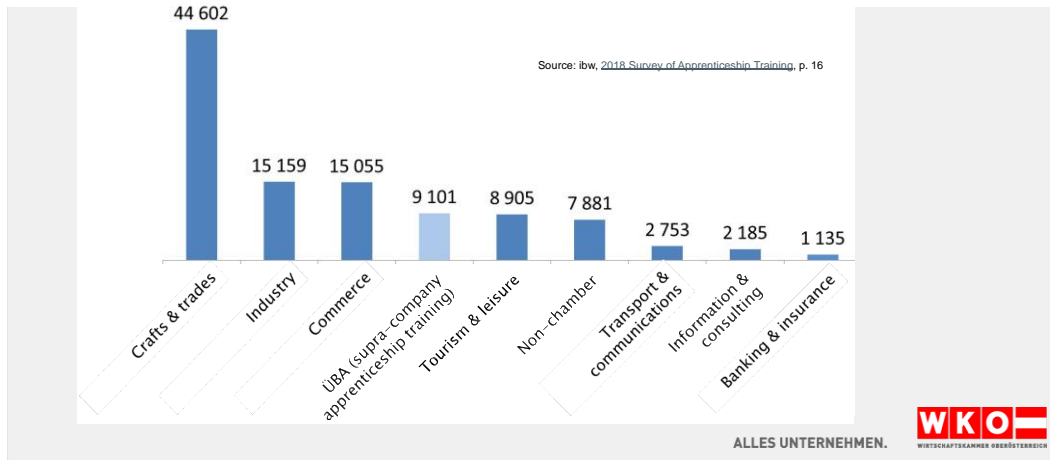
By year 10, 76% of pupils have vocational training or apprenticeship training

CHARACTERISTICS OF APPRENTICESHIP TRAINING

The apprentice is in a training relationship with his/her company and, at the same time, is a pupil of an occupation-specific part-time vocational school. 20% classroom and 80% practical and work based.

Dual training in Austria

APPRENTICES BY WKO SECTORS (2017)



106,613 people in a training relationship.
41.8 % are in an apprenticeship in crafts and trades.
8.5 % are in a supra-company apprenticeship (ÜBA).

KEY LEARNING NUGGETS FOR APPRENTICESHIP TRAINING

Dual training in Austria

STRUCTURES FOR APPRENTICESHIP TRAINING

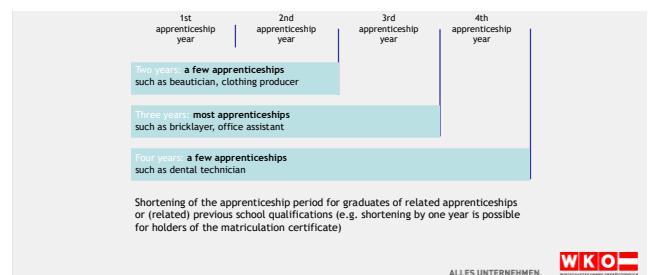
- The legislator, in cooperation with representations of interest and other institutions, lays down legal framework conditions (such as training regulations).
- The apprenticeship offices (WKO) act as the administrative and organisational body and are a link between companies and the Ministry of Economy.
- Accompanying measures: financial incentive systems, training guidelines, aids for the selection process, further training and qualifications for IVET trainers, international exchange programmes and quality assurance.

Motivation for entrepreneurs: return on investment

ALLES UNTERNEHMEN. WKO WIRTSCHAFTSKAMMER ÖBERÖSTERREICH

Dual training in Austria

APPRENTICESHIP PERIOD



Dual training in Austria

APPRENTICESHIP CONTRACT

- forms the basis of the training
- concluded in writing between the apprentice (or legal representative in case of underage learners) and the training company
- The apprenticeship office examines the apprenticeship contract data and the suitability of the training company

ALLES UNTERNEHMEN.



One can see that this is a well thought through and organised system which works with proper legal backing and this ensures that the industry is obliged to participate.

Dual training in Austria

IVET TRAINER**IVET TRAINER: THE COMPANY TRAINER FOR APPRENTICES**

- most often active as IVET trainers in addition to their full-time employment
- larger companies also employ full-time IVET trainers and training directors

PREREQUISITE:

- IVET trainer certificate or
- completion of a 40-hour IVET trainer course or
- recognition of another qualification

REQUIREMENTS:

- subject-specific qualification
- knowledge of vocational education and
- legal knowledge

ALLES UNTERNEHMEN.



Dual training in Austria

TEACHING STAFF (PREREQUISITES)**Teachers for occupation-related practice**

- at least three years of relevant occupational practice
- three-year bachelor's programme at a university college of teacher education
- relevant master craftsperson diploma or equivalent relevant qualification
- general university entrance qualification

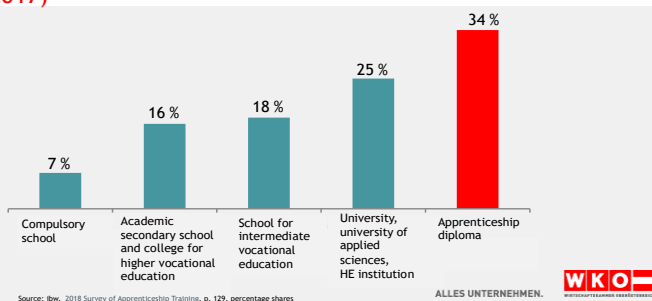
Teachers for occupation-related theory and general education

- matriculation and diploma certificate of a relevant college for higher vocational education

ALLES UNTERNEHMEN.



Dual training in Austria

SELF-EMPLOYED BY HIGHEST EDUCATIONAL ATTAINMENT (2017)

Source: Bw, 2018, Survey of Apprenticeship Training, p. 129, percentage shares

ALLES UNTERNEHMEN.



Most important slide in terms of Zambia and job creation agenda to curb youth unemployment

Julius Lwaya**Impact Hub Lusaka**

Started by starting that impact hub Lusaka is affiliated to a global network of innovation hubs headquartered in Austria

KEY QUESTIONS BEING ASKED BY IMPACT HUB

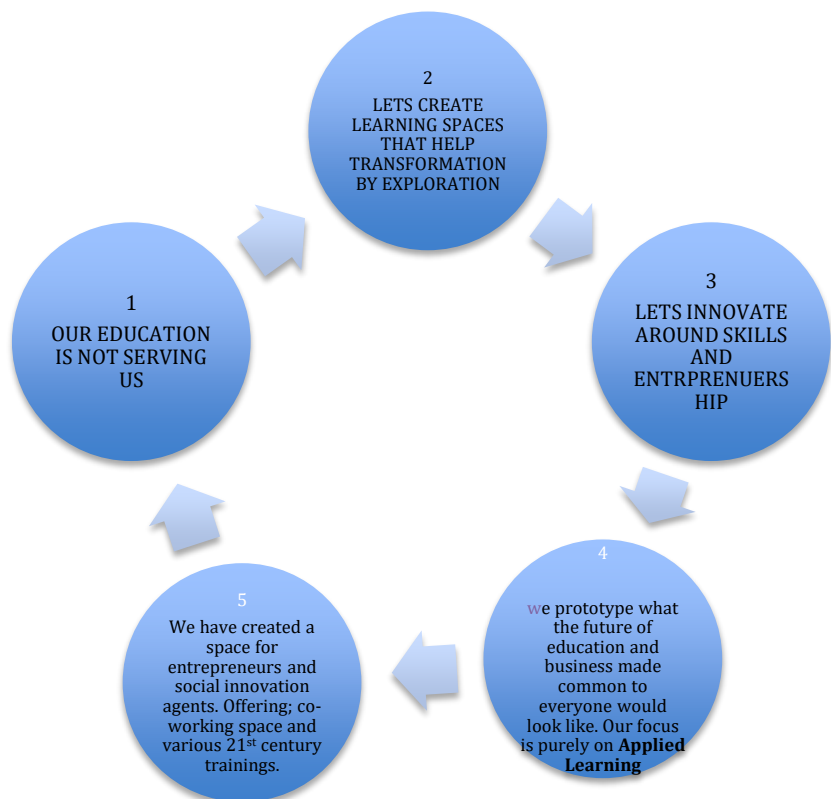
- What if there was for Zambia a business school that could be accessed by all emerging leaders and business/social entrepreneurs?
- What if the education in Zambia produced 'graduates' who in the process of learning were actually solving the critical challenges confronting the country?
- What if learning in Zambia was not simply an individual pursuit but a way for committed people collectively thinking together to create new possibilities that worked for society as a whole?
- What if there was for Zambia a business school for societal transformation?



LEARNING STEPS AT IMPACT HUB PROVIDING THE MISSING LINK IN OUR EDUCATION SYSTEM

HOW ARE WE
DOING THIS AT
IMPACT HUB
LUSAKA?

**Enable. Connect.
Collaborate.**



GROUP WORK



Group Work: Exploring the solutions to the challenges identified in the first INDABA



- Each group had an Expat from Austria and a member of the Joint Parliamentary Peer Group (JPPG) from Zambia. They also had a Chairperson and a rapporteur.

SUMMARY TAKE AWAYS FROM THE INDABA

Challenge Areas	Summary or proposed solutions
ACCESS	<ul style="list-style-type: none"> Research and Development <p>There is need to strengthen the research and development unit in the TEVET program, this will help in facilitating the appropriate tools needed to overcome these challenges.</p> <p>There should be an understanding as to why government has not put adequate value on the informal sector of training, in order for the challenges to be tackled with ease.</p> <p>The mindset of the Zambian populace must be shifted and renewed with regards to the vocational training sector.</p> <ul style="list-style-type: none"> Government should prioritize the development of rural areas to encourage the trained man power to stay there. Make policies that encourage development of all areas within district and rural areas of the country Deliberate policy on the government to force foreign investors to take development to the rural areas. Refinance TEVET institutions so that they eliminate the idea of running as businesses which leads to exclusion Government to facilitate skills development through conducting a needs assessment Government to construct training centers in areas where there are few centers Enact a law to compel parents to take their children to school Government should create more Youth Resource Centre to encourage youth to get skills.
EQUITY	<ul style="list-style-type: none"> Government to consider national budget to consider funding of the TEVET initiative. Creation of equity standards and policies and no marginalization between genders. Government should invest highly in ICT Deliberate action to be taken that removes all the text and materials that lower the view of the girl child. Intensify outreach to the unreached
RELEVANCE	<ul style="list-style-type: none"> There is need to network between industry and institutions, for job matching. Government should invest highly in ICT Blend the curriculum to suit market standing There is need to revise the apprenticeship act Apprenticeship training within the industry and government Education must be dynamic and address the challenges youths are facing. We should use skills to tap into natural resources.
QUALITY	<ul style="list-style-type: none"> Infrastructure development Entrepreneurship skills should be provided in order to empower the graduating students Training should include soft skills Cater to the differently abled Break language barriers

- Employ qualified trainers/lecturers who will be on government payroll
- Increase the number of qualified staff
- Government to intensify human resource development in technical and vocational institutions
- All students from schools must do industrial Attachment to encourage the acquisition of Practical Work Experience
- Entrepreneurship should be a compulsory course at Primary and Secondary education.
- Link the TEVET institution to the Main Stream of General Education.
They should also be people employed and accountable to TEVET institutions in the Education Mainstream (From Early Childhood Education to Secondary).

FINANCING

- There should be innovation in the institutions. Commercialize TEVET institutions to service the public. Policy makers should be able to uptake the services from these institutions. Resources need to be provided in order to increase the capacity of these institutions.
- Restructuring of Funding System. Lecturers should be paid remuneration by Government.

PRESENTERS OF GROUPWORKOUTCOMES



CLOSING REMARKS

HON PATRICIA MWASHINGWELE

The closing remarks by the chairperson were mostly words of gratitude to:

- The speaker of the Zambian parliament
- The Austrian parliament
- The funders of the program
- The JPPG members in Zambia and Austria
- The Ministries and their the support staff who participated in the program
- The stakeholders
- The facilitation team



The chairperson also noted that there was a need for another industry which should involve industry. She said she was very happy and encouraged by the Indaba outcomes and she knew these would provide a platform for the MP's to debate effectively on the subject matter. She thanked the staff from Parliament and closed the workshop.

ANNEX

PHOTO FOCUS







Mrs. Jutta KEPPLINGER, Setting the ambience of the programme and welcoming the representatives of the Deaf and Mute organisation.