



20,000 Candidates Trade Tested in TEVET in 2011

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TEVET NEWS

TEVET NEWS

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The editor welcomes contributions
on the TEVET sector from the
public and affiliate institutions.

Foreword



Welcome to our first edition of the TEVET Newsletter for the year 2012. We start the year with great hope that you will find our publications informative and educative. We are most grateful for all those who continue to contribute to this publication.

We further welcome Hon Dr. John Phiri to the Ministry of Education, Science, Vocational Training and Early Education, and Mrs. Mirriam Chinyama as one of the Permanent Secretaries. We also congratulate Dr. Patrick Nkanza, former Director General at TEVETA for his appointment as Permanent Secretary, Science and Vocational Training at the Ministry.

In 2012, we continue to strengthen our relationships with the private sector, especially with the TEVET Qualification Framework (TQF), TEVET Learnership Scheme, Workplace Based Learning, and Skills Awards at the centre of our activities, as we endeavour to enhance access and quality of training in the TEVET Sector. With the new government of the Patriotic Front under the leadership of HE President, Mr. Michael Chilufya Sata, this year's activities will be implemented in accordance to the new government's policy direction on TEVET.

The TQF, TEVET Learnership Scheme and Work-Based Learning pathways continue to provide the fundamental pillars of the TEVET System in Zambia. This year, we shall devote a greater proportion of our information in exchanges in the TEVET news to these areas. We shall be keen to hear the views of all stakeholders of the TQF, TEVET Learnership Scheme and Work-Based Learning pathways.

We hope that you enjoy reading this edition and we welcome your contributions.

20,000 Candidates Trade Tested in TEVET in 2011

By TEVET Newswriter

Skills have today remained a beacon of life for anyone seeking a livelihood in science, entrepreneurship and technological world; where certain competences are demanded from those presenting themselves to the labour market. Entrants into the labour market thus must somehow show knowledge of their ability not just by a word of mouth but by some form of backup support to authenticate their knowledge in any given field.

With the mandate to ensure uncertified vocations and entrepreneurial skills that Zambians possess are formalised for the benefit of both the people who practice and consumers (industry and the general public), TEVETA devised a Trade Test System through which candidates are assessed, trade tested and certified.

In 2011, TEVETA Director General, Dr. Patrick Nkanza said about 20,000 candidates were trade tested in technical education, vocational and entrepreneurship training (TEVET). The 20,000 were from different parts of the country and were trade tested in various programmes including: construction, hospitality, engineering and agricultural programmes.

Giving an overview on the role of TEVETA in skills development, Dr. Nkanza said trade testing gave a national recognition to competences individuals possessed regardless of the means through which they acquired them. The skills could be acquired either by working at a family business or informal employment.

By definition, Trade Testing is a method of assessing practical skills that an individual has acquired through training on the job by working under mentorship of workers who have long experience in a specific trade. There is a distinction between a trade tested worker and an apprenticeship despite both being on the job training approaches.

An apprenticeship is one who is learning to be a craftsperson for a specified period during which they are entitled to receive from the employer (master craftsperson) instruction in their craft. It is a formally organised job on training through an indenture. An apprentice at the same time is a student at a training institution on a day or block release endeavouring to qualify for some occupation. The apprenticeship receives their training by giving a service.



Dr. Patrick Nkanza—TEVETA Director General.

Dr. Nkanza added that trade test was developed to provide a certification system for those who could not access formal training but felt they had skills that needed certification.

"Access to training is one of the major challenges in the country, thus other means through which citizens can access skills can be tested and certified to authenticate them are being sought and those adopted implemented. A mode of assessing and certifying these competences is embedded into the trade test system managed by TEVETA," he said.

Dr. Nkanza urged those who felt they had skills that needed to be assessed and certified could go to any accredited Trade Test Centre to be trade tested.

"We need more skills to be certified. All those who feel they have certain competences that need certification should register with our centres. And those who will be found to have deficiencies will be given more time to train further for them to meet the requirements," he stated. Dr. Nkanza further said TEVETA was expanding Trade Test Facilities in the country to capture more candidates who could not be in a training school but were learning something through other means. He stated that the construction sector had the largest number of people who obtained skills in an informal way that needed certification.

"With the booming of the construction sector, people untrained in construction find themselves working with construction companies on certain projects and they acquired skills which can be trade

tested and certified if the candidate meets standards for certification. The sector provides a number of opportunities for informal training. Other sectors that offer other informal training opportunities are the hotel industry, mining and agriculture sectors," added Dr. Nkanza.

"TEVET broadens skills training by learning and acquiring of competences in many ways away from the schooling system. It can be informally or formally; and we come behind that mode of skills acquisition to certify them in order to empower the individuals with such competences. In TEVET a skill is not about training, it's about working and having a grip of things. Our human capital should be captured through trade testing assessments and engineered into the economy," he stated.

Certification empowers those who acquire skills informally. It shows that if someone can work informally, there is surety to clients that they are good at their job. Without certification, clients would have no guarantee about one's ability to do the work. Certification is proof of one's capacity to provide quality services.

Meanwhile Dr. Nkanza said TEVETA objectives were aimed at; developing relevant skills, appropriate curriculum, and quality assurance preservation. "Quality assurance is checked and maintained through compliance to training standards for learners and employers. Through compliance to these standards, employers are assured that graduates are employable. The relevance of TEVETA is thus rooted in its products (TEVET graduates). We aim to produce graduates with competences that allow them manage businesses, improve livelihoods, enterprise and meet economic demands," he added.

Dr. Nkanza further stated that technical education, vocational and entrepreneurship training and academic training were placed on the TEVET Qualification Framework (TQF), which graduates and employers should understand as part of the Zambia Qualification Framework (ZQF). He said the implementation of the ZQF benchmarked Zambian qualifications with other qualifications in the region. "Our qualifications will be supported by quality standards that are comparable to foreign qualifications."

"Uplift TEVET Skills....they're drivers of the economy"

By TEVET Newswriter

Zambia's economy has undergone rapid transformation since the 1990s. The transformation has been largely characterised by: the tertiarisation of the economy (knowledge-based), technological innovations and modernisation, and labour market intensified competition. These changes are creating new demands for more adaptable and multi-skilled human resources.

Against this backdrop, Minister of Education, Science and Vocational Training Dr. John Phiri has called on technical education, vocational entrepreneurship training (TEVET) providers to innovate in training (to absorb more students into their institutions) and uplift TEVET skills in the country as they were drivers of any economy.

And Dr. Phiri said Ministry of Education, Science, Vocational Training and Early Education was introducing two streams for Grade Eight (8) pupils for (i) technical and (ii) academic paths based on their performance in Grade Seven (7).

"TEVET graduates are drivers of the economy anywhere in the world. There's no country which developed with degree holders, degree holders are often not drivers of progress. It is technicians who drive the economy. Let's uplift TEVET skills from their current status where they are lowly considered. You're looked down upon as a parent for taking your child into a TEVET school, yet these are the graduates who're economic movers. It's time we elevated technical education, vocational and entrepreneurship training to its real status. Adoring degrees is killing our economy. In as much as degree holders are important, their training is more academic than productivity," stated the minister.

Officiating at TEVET Stakeholders' Consultative Forum at Mulungushi International Conference Centre under the theme: "Enhancing TEVET for Youth Empowerment" Dr. Phiri noted that there was need for a refined skills development vision for the country which placed emphasis on technical and vocational education training in order to empower young people.

He urged participants to put youths first in their deliberations.

"This is not an ordinary forum, it's a forum which is setting a new tone for skills



**Ministry of Education, Science, Vocational Training and Early Education
Dr. John Phiri during the Forum.**

training that empower our youths. As you deliberate, think of the youths that surround your vehicle as you pack or leave town with different merchandise for sale as a means of survival. Think of the young girls selling scorns, cassava and maize on the streets. Think of our young boys and girls we've condemned to perpetual poverty for years. Think of what can be done for them through technical education and vocational training (TEVT) in order to meet their aspirations. Think of skills they can be empowered with for them to face tomorrow with their head-ups," he urged forum participants.

Dr. Phiri added that TEVT offered youths, both the 'never beens' and those who left the school system for various factors a lot of training opportunities. He however said little attention had been given to the sector thus making youth empowerment a serious challenge in the economy that required some skills from each one offering their labour market.

The Minister noted that access to training had been one of the serious challenges due to limited places that TEVET providers, government and other stakeholders needed to address in creating an environment for youths to unleash their potential.

He said it was estimated that TEVET absorbed less than half of the school leavers annually; leaving the remaining number of them to compete for few places in the universities and many others remain on the streets.

In order to address the challenge of lim-

ited access, the Minister said the ministry was constructing new institutions and rehabilitating dilapidated ones which included: Lusaka Business and Technical College, Kasiya Business and Secretarial College, Choma and Kabwe Trades Training Institutes.

He said newly constructed institutions included: Mwinilunga, Milenge, Kaoma and Isoka Trades Training Institutes. Further four (4) institutions would be constructed in 2012, Dr. Phiri added.

He also said Open and Distance Learning (ODL) policy guidelines were finalised to provide an alternative mode for learning to students. The Minister further said inadequate qualified human resources mainly due to poor conditions of service, high staff turnover and lack of a refined progression path for teaching and industrial staff was another challenge in TEVET.

"In order to meet the teaching staff inadequacies, we partnered with the Chinese government to provide funds for the teaching staff to further their studies at Tianjin University of Technology and Education. In the partnership, the Chinese government provides the scholarships while MESVTEE provides stipend for the upkeep of the beneficiaries of the scholarships during their stay in China. Under that programme, twenty-five lecturers have since graduated and deployed in training institutions to be teaching."

Similarly, the merging of Technical and Vocational Teachers College, Luanshya Technical and Business College and In-service Training and Education Centre will offer higher qualifications in the sector and contribute to the supply of qualified human resources for TEVET institutions. This intervention will provide the progression path for the technical education and vocational training which had been absent in the past," said the minister.

Meanwhile, Dr. Phiri said the planned establishment of two streams in Grade Eight would help addressing some of the technical education and vocational training challenges which were as a result of lack of stable foundation to technical education and vocational training in the country.

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He said training needs of youths were top on government's list of programmes.

"Skills development for youths is a priority of government. In this vein, two streams shall be introduced for Grade Eight (8) pupils based on their performance in Grade 7 namely: (i) academic path, and (ii) technical path. In addition, curriculum for primary and secondary schools will be re-oriented to better prepare learners for the challenges of the 21st century," he said.

And TEVETA Director General, Dr. Patrick Nkanza said Zambia needed a National Human Resource Development Strategy (NHRDS) that integrated existing TEVT and the main education system in response to training needs of the country.

Dr. Nkanza stated that the NHRDS should tease-up technical education and vocational training (TEVT), main education and higher education strategies in order to address the challenge of access to training that had hive-out most of the youths from the school system. He said the Strategy would help harmonise skills development in line with the national development vision.

"The MESVTEE has a number of Acts and legal frameworks that offer synergies for interfacing in meeting training needs of the country's youthful population. What we need is a clear human resource development strategy which allows youths to come out of the school system at different levels with a multiplicity of entry points into vocational training and go back to the school system if they so wished," he added.

Dr. Nkanza said TEVT provided various options of training irrespective of one's education, pathways which could help in averting some of the training needs of the youths. He said the different levels of progression of the education system were placed on Zambia Qualification Framework (ZQF) which had a ten (10) levels progression from Basic Education to University level.

"The ten-level-framework was not chosen abruptly, it was chosen in conformity to regional frameworks for our training levels to be comparable to levels of other countries in the region. So far, a portal has been created for comparing and contrasting qualifications of five (5) countries which include: Seychelles, Botswana, South Africa, Namibia and Zambia," Dr. Nkanza intimated.

He added that access to training was a fundamental challenge to Zambia as it was in other developing countries due to the youthfulness of their populations. "For instance, in developed countries, training institutions look for students, but us we send away students due to limited places.....most young people fail to proceed with their education not out of inability but mainly because our training system can't absorb them."

Government to Establish Additional TEVET Institutions in Each Province



Ministry of Education Science, Vocational Training and Early Childhood Education Permanent Secretary, Mrs. Mirriam Chinyama and some participants during the principals' forum.

Due to the changing labour market demands—demanding certain competences from each employable individual—pressure is heaving on training providers to meet the demands with determination. From the garden to the kitchen, the farm to the butchery, the mine to the refinery, etc. appropriate know-how is expected from those entering each of those sectors

Every Zambian is thus seeking for a skill to offer to the labour market. Thus, this is putting immense pressure on the training system, deepening the already existing challenge of access to training in the country. In facing the ever-increasing training needs head-on, the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) is putting-up new institutions in every province to cater for those who leave the school system at Grade Nine (9) level and other school leavers entering the technical education, vocational and entrepreneurship training (TEVET) sector.

Permanent Secretary in the Ministry Mirriam Chinyama said the new institutions would be in addition to the continued construction of three institutions in Isoka, Milenge and Kalobo in Muchinga, Luapula

and Eastern provinces respectively. Mrs. Chinyama said this during the TEVET Principals' Consultative Forum on 2nd February 2012 at Mulungushi International Conference Centre. The Forum was the forerunner of the Stakeholders' Consultative Forum themed: "Enhancing TEVET for Youth Empowerment."

She noted that there were challenges in delivering enhanced TEVET for Zambia's young generation which principals were asked to address through innovation and dialogue with government under the flagship of technical education, vocational and entrepreneurship training authority.

The PS said among the identified challenges included access to TEVET due to insufficient number of places in training institutions, which was exacerbated by limited infrastructure, inadequate institutional grants and insufficient TEVET bursary funding. She reiterated government's commitment to finding sustainable solutions to those challenges.

Mrs. Chinyama said it was for that reason that government took the completion of the three institutions in Muchinga, Luapula and Eastern provinces to be of great importance to TEVET and skills de-

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velopment.

She said in addition, government would: increase and streamline budgetary allocation to tertiary education (to increase the skilled human resource); increase the number of public universities by converting existing colleges of education into public universities; rehabilitate

existing trades training institutions/centres and construct new ones in all provinces in partnership with the private sector, NGOs and the church; and promote development of linkages between tertiary education institutions and industry.

Other plans for TEVET the PS spoke

about included: the provision of competitive conditions of service for professional and technical staff working in tertiary education institutions; proving a loan scheme for tertiary education for all pupils who qualify to public institutions of higher learning; and devise a mechanism for beneficiaries of bursaries to either repay or "work off" the benefit they have received so that the bursary fund becomes a revolving fund.

"Government will also create an independent regulatory body to register and enforce education standards in public and private universities; collaborate with industry to provide Learnership/apprenticeship practical training; and integrate youths in leadership and decision making," she stated.

The PS added that government would continue providing an enabling environment for other training providers to start training institutions to supplement government efforts in ensuring access to training for "our people, especially the youths."



One of the participants at the Stakeholders' Forum contributing to the debates.

Increasing Access to TEVET to "Enhance Youth Empowerment"

By TEVET Newswriter

"Technical education vocational entrepreneurship training (TEVET) occupies a central place in social and economic policy throughout the world. The skills of learning, the ability to process information and the capacity to adapt to rapid change, are fast becoming determining factors in personal, corporate and national survival and prosperity. Training is by no means the only answer to society imperatives for economic prosperity," said Ms. Stella Kaseke, an education Consultant.

TEVET is here is defined as a tool used to describe the acquisition of knowledge, skills and competences for job performance either in the formal or informal labour sector. There is no universally understood meaning of vocational education and training, as there is of school education. TEVET focuses on preparing an individual learner for a specific job by providing them with all essential skills and knowledge needed to enter that job.

ACCESS refers to the extent to which education is accessed by the general eligible population at a given education entrance level. It is a process of enabling entry to tertiary education to all eligible people. And increasing access to TEVET simply re-

fers to the process of availing/expanding opportunities to individuals eligible to enter TEVET institutions. TEVET programmes

Programmes offered in TEVET institution are in categories:

- trade test
- craft certificate
- technician / Diploma

These categories have been grouped in the following field

- i. Trade and industry –plumbers, electricians, bricklayers, welders, carpentry etc.
- ii. Business, commerce and secretarial-typists, bookkeeping, accounts, secretaries, entrepreneurs.
- iii. Health occupation-Lab assistants, Lab technicians, Radiographers, biomedics etc.
- iv. Service occupation –Hotel workers, clerks.
- v. Technical education –Radio and TV repair, power electricians, computer maintenance, refrigeration etc.
- vi. Technologists-engineers, dentists, physicists, medicos etc.
- vii. Domestic science-dressmaking, child

care, food processing and preparation, tailor.
viii. Agriculture-animal rearing, dairy production, fish farming etc.

-While in practice TEVET comprises both trade and crafts, technician qualification and professional and post-professional qualification, it is typically equated with academic education as a low status form education.

TEVET content could be job specific, directed to a broader range of job or occupations or mixture of both. It may also include general education.

TARGET GROUPS

Depending on the status of particular TEVET institutions, semi-illiterates to grades 7,9 and 12 school leavers. This is also because qualifications range from low skilled, semi-skilled to high skilled. A scrutiny of adverts for training in TEVET colleges and skills training centers, the focus is towards grades 9 and 12 school leavers. According to the ministry of education's statistics Bulletin of 2009 and 2010, there were 259,390 and 111,599 youths out of school aged between 7-13 and 14-18 years without basic education and

skills to enable them being employed, become self-employed or engage in any meaningful income generating activities. In additional about 300,000 youths are squeezed out of the education system at grade 7, 9 and 12 annually. Surprisingly, the current enrolment in registered TEVET institutions stands at 30,000, universities account for another 15,000. Another worrying situation is the rapid growth of the labour force, which is at present about 6 million.

These enrolments in TEVET institutions and universities have remained stagnant for the past 6 years. The majority of the youths who account for 60% of our population are individuals or groups excluded from mainstream society in some way-through being unemployed or lacking access to education opportunities or living below the national poverty line.

Delivery system

The traditional institution based training dominates the mode of providing training in all TEVET institutions. Although the apprenticeship training system was abolished through an act of parliament in 1969, it is another mode of training used with it alternatives such as:

1. Coaching
2. Induction
3. On-the job training
4. Workplace learning
5. tutoring

In the last 3-5 years some institutions have adapted open and distance learning, as another approach to providing skills training. The ability of the traditional institutional based training and apprenticeship systems increase intakes per year/semester depends on the availability of training equipment and tools, space as well as staff in the institution. TEVET requires that learners are supervised closely because of the dangers involved. These factors limit the number of learners to be enrolled in TEVET institutions. On the other hand ODL requires that the institution has a clear policy on ODL, capacity built in staff in ODL practices and strategies and organisms ODL structure.

Barriers to increased access to TEVET

Arising from the above mentioned factors, it is clear that there are many barriers to increased access to TEVET and there by being unable to enhance TEVET for youth empowerment. The following are obvious barriers:

- The curriculum and courses offered aim at training learners for the formal labour market disregarding the fact that the formal labour market has not grown up since the 70s to take many of the school leavers and

graduates from TEVET colleges and universities. Lack of link with the job market.

- Inadequate and absolute infrastructure to accommodate the over 200,000-300 000, youths leaving school each year and locating centers in places inaccessible by many rural youths.
- High cost of training and test proves to be a disadvantage to the end users of courses especially those youths from low income families.
- Inadequate quantity and quality of teaching staff.
- Lack of training equipment and tools limit increased intake in TEVET colleges and centers
- Negative perception of parents and youths towards the perceived low status of TEVET
- Dependence on the traditional institutional based training and apprenticeship systems of training delivery which allow limited intakes per training session.

Conditions for Increasing Access To TEVET

- Diversify the curriculum and providing programmes/courses of study that people want to take as well as directing the curricula towards local economic activities. Courses should be aimed at clearly defined target audiences, avoid cherry picking popular subjects and localize the Course contents. The purpose of TEVET should be to assist unemployed and marginalized young people to gain work, either through employment, income generation and self-employment, thus enhancing TEVET for youth empowerment.
- Construction of more TEVET institutions, expand existing ones and locating more new centres in communities with large concentration of youths from low income families
- Funding of TEVET though a state responsibility partnering with the industry employer and the community would sustain training financing. There is also need for increased scholarships to vulnerable youths.
- Employment of qualified staff and increasing numbers proportionate to the enrolled learners. Put in place a staff development plan for existing staff.
- Promotion of research and innovativeness as well as willingness to transfer technology from researchers and academics to end users e.g. improved agriculture techniques, use of appropriate technology etc.
- Partnering with community bodies and industries to further the inter-

ests and economic activities of different localities.

- Designing flexible programmes to cater for youths with different education backgrounds and not forgetting the post professional youths from universities and other higher institutions of learning not in employment.
- Adapting open and distance learning as a system of providing TEVET. There is abundant evidence that ODL can be an effective mechanism for increasing access to education and training for people whose work, family and social commitments limit their ability to attend classes, for people who cannot afford the time or financial costs of leaving work for extended periods to undertake study and for people who do not meet traditional criteria. ODL policy should be seen as a key to governments' innovation strategy because it increases the opportunities to pursue learning and thereby increases the supply of skilled individuals required.
- Enhancing career guidance in school going learners and streaming primary and secondary classes according to the learner's abilities, interests and talents. Additionally organized open days to showcase success stories of young entrepreneurs.

Conclusion

In the new global knowledge economy of the 21st century, prosperity depends on innovations which in turn depends on the investments that we make in the creativity and talents of our people. We must invest not only in technology and innovations but also in the Zambian traditional creativities to create an environment of inclusion, in which all Zambians can take advantage of their talents, skills and ideas and in which imaginative skills and innovative capacity combine for maximum effect.

Challenges

- How often as TEVET institutions do we evaluate and review the curricula to make it relevant and accommodative to the majority marginalized youths?
- Should the cost of providing TEVET be met by the individual trainees or their employers or the state?
- How committed are we to adapt innovative strategy of providing TEVET.
- How can we embrace/accommodate Zambians traditions, talents, innovations creativity and community ideas in our TEVET curricula

“Institutional Standards for TEVETA Accreditation”

By Priscah Chela, Inspector- Quality Assurance

The viability of an entity is based on the quality of its products or services. Lack of quality in anything an entity does limit its ability to reach optimal earning potential. In education for instance, it can be costly through high student failure, poor graded institutions or performance of graduates in industry which can impact negatively on social and economic development of a country

Quality assurance is one of TEVETA's mandates. Accordingly, the Authority often alerts training providers on quality assurance issues. During the Training Providers Association (TPA) Annual General Meeting (AGM) whose theme was Institutional standards for TEVETA Accreditation, held on Wednesday 26th October 2011 at Evelyn Hone College, and targeted for Institutional Proprietors, Directors, Principals and training Managers, TEVETA made a presentation on the topic, under the sub-themes Purpose and Process of Institutional Accreditation, Institutional Accreditation Criteria and Instruments, and Strategic Planning for Institutional Accreditation.

The presentation at the workshop will be published in three parts in the TEVET Newsletter. The first part will be on Purpose and Process of Institutional Accreditation, the second will focus on Institutional Accreditation Criteria and Instruments while the third will look at Strategic Planning for Institutional Accreditation.

Purpose and Process of Institutional Accreditation

Accreditation can be referred to as a quality assurance process under which an educational institution is evaluated against given criteria. Evaluation is done to determine whether such an institution is able to provide services of an educational nature to the satisfaction of stakeholders. In our case this, means providing the training in line with TEVET Act No. 13 of 1998 and Amendment Act No. 11 of 2005.

What should be accredited?

A training Institution is required to accredit itself as an Institution, as well as the programmes that it intends to run. Additionally, lecturers/trainers are also expected to be accredited as well. Further, Local and Foreign Examination Boards are also required to accredit with TEVETA.

Institutional Accreditation

The current Institutional Registration certificate is for a period of three years. Institutions are required to renew their registration after the expiry of the three year period. Accreditation provides the assurance that the Institution is still able to provide training in line with the TEVETA Minimum Standards. Consequently, lack of accreditation of the Institution can mean that the Institution ceases to be a recognized training Institution.

In order to accredit the Institution, a renewal form should be completed and submitted or sent to TEVETA with prescribed non-refundable fees. TEVETA will then issue a new Registration Certificate for the next three years.

Accreditation of Programmes

Apart from Institutions accrediting themselves, they are also required to accredit the programmes that are offered, and any new programmes introduced.

While Institutional accreditation is after three years, accreditation of existing programmes is an annual activity. The programmes are simply stated on the Institutional renewal form which is then submitted to TEVETA together with prescribed fees.

For new programmes, Institutions are required to write to TEVETA stating the intention to start offering new programmes. Inspectors will then visit the Institution to evaluate whether the Institution has adequate infrastructure, tools and equipment, and qualified trainers to take on additional programmes. Once the Institution meets the standards, it is advised to pay the prescribed fees. The old registration certificate is withdrawn and replaced by a new one bearing the newly accredited programmes.

If the Institution does not meet the standards, it is advised to work on the areas that need attention after which another inspection is conducted. Institutions offering programmes that are not accredited risk the programmes not being examined. There are also other penalties that can be charged on the Institutions.

Accreditation of Trainers, Assessors, and Examiners.

The process of accreditation of Trainers, Assessors, and Examiners involves completion and submission of an application form to TEVETA together with the prescribed attachments and fees. Applications are then evaluated against given criteria, and accreditation certificates issued to those that are successful.

Accreditation of Trainers, Assessors, and Examiners can either be provisional for one year or full for two years. Provisional accreditation is awarded to those that have professional qualifications, but do not have teaching methodology. It can only be renewed after availing a recognized teaching methodology qualification. Full accreditation is awarded to those with both the professional qualification and teaching methodology. Full accreditation is renewable after two years.

It is a legal requirement that all Trainers, Assessors, and Examiners in TEVET are accredited. Therefore, Institutions are not expected to employ unaccredited Trainers or Assessors. Unaccredited Examiners lose the opportunity to conduct examinations. There is a penalty fee on Institutions for using unaccredited trainers.

Accreditation of Local and Foreign Examination Boards

All local and foreign examination Boards that fall within the jurisdiction of the TEVET Act wishing to issue qualifications in Zambia need to be accredited. An application form is available for completion. The form should then be submitted to TEVETA together with the relevant curricula, prescribed fees, and other requirements. The curricula is subjected to evaluation by experts, and benchmarked against the TEVET Qualification Framework (TQF). Each qualification is accorded a status level in relation to the TQF. An accreditation certificate is then issued to the Examination Board reflecting the programmes that have been evaluated and their level of the TQF.

Examination boards issuing qualifications without accreditation risk their qualifications not being recognised in Zambia. Benefits of TEVETA accreditation can be summed up as follows:

- Legal recognition to offer training or to issue qualifications
- Advisory services in relation to

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TEVETA Chief Lands PS Job

By TEVET Newswriter

TEVETA Director General, Dr. Patrick Nkanza has been appointed Permanent Secretary for Science and Vocational Training (SVT) under the Ministry of Education, Science, Vocational Training and Early Education. Dr. Nkanza who had been at the helm of TEVETA since inception in 2000 leaves the Authority with immediate effect.

The Ministry of Education, Science, Vocational Training and Early Education is headed by two Permanent Secretaries; one for Early Childhood, Primary to Secondary School and Higher Education, while the other handles Science and Vocational Training. Dr. Nkanza is in charge of SVT, while Mrs. Mirriam Chinyama handles the other components of the ministry's mandates.

In his farewell message to TEVETA Staff, Dr. Nkanza said "it has been a journey, we walked together to create systems that responded to technical education, vocational and entrepreneurship training (TEVET) needs with hard work and commitment to duty. My heart sunk upon receiving this new appointment because my heart belonged to TEVETA. But I have to serve this country beyond TEVETA."

He said he would ensure that the TEVETA continued carrying its ordained function effectively even in his new capacity.

And Director, Assessments and Qualifications, Orphan Hachinene hinted Dr. Nkanza that whatever he did in his new capacity; it would have effects on the youths, the majority of whom lacked jobs and faced critical problems of access to training.

"As you go there, push for strategies and policies that actualise job creation for our young generation. Guide government on how TEVET can engineer job creation, self-employment and citizen empowerment. You have rich knowledge in the sector, which our country can benefit from at that high level.... down, to end beneficiaries."

Meanwhile, Director Finance and Administration, Maltida Nsemani said "you have taken us from A to where we are today through a high standard leadership style that encouraged everyone to be part of the TEVETA team. You led us, you NEVER commandeered us."

"You didn't shut anyone's idea regardless of its nature – wrong or from an uninformed view point. You built a team that will remain for years. We have a lot to learn from you and your management style."

And Manager Assessments and Qualifications – Engineering Programmes, Tyson Simuzingili said TEVETA had scored another AFCON in TEVET. "The National Qualification Framework process had slowed down; however, now we're getting there. We're happy one of the pioneers of the framework is at the driving seat of things for science and vocational training."

TEVETA 'champion' Kennedy Bowa add-

ed that TEVETA staff were optimistic that Dr. Nkanza's open-door management system would continue for sustained working relationships in TEVETA.

And Manager, Assessment and Qualifications – Business and Hospitality Programmes, Fidelis Cheelo further noted that it was everyone's hope that the person who would head TEVETA would be a leader who allowed others freely carry-out their duties.

"We have established a work environment that allows free and progressive interaction. We hope to sustain and improve it further with the new director general.



Dr. Nkanza sharing notes with Mr. Hachinene, Director Assessments and Qualifications, while Mrs. Nsemani (Director Finance and Administration) looks on during his farewell to TEVETA staff.

>>> Continued from page 8

"Institutional Standards for TEVETA Accreditation"

training are provided

- Offering training that is nationally recognised in relation to the TQF
- The use of curriculum that is recognised by industry and all other stakeholders
- Continuous improvement in quality training from interaction with TEVETA through monitoring and quality audits;
- The achievement of quality training through the establishment of quality management systems at Institutions

From the above, one can see that accreditation is key to the success of an Institution. Accreditation also hinges on the legality of the institution, the delivery of the training and examinations. It is therefore, sufficient to state that the Institution does not accredit risks lack of recognition in Zambia.

Do not miss the next Topic in the next article which will be on Institutional Accreditation Criteria and Instruments

Personal Effects in Procurement: Six Areas of Action

By TEVET Newswriter

Enhancing procurement effectiveness is key to sustainable success, but buyers first need to enhance the effectiveness of their own functions to ensure maximum progress. As custodians of third-party expenditure (often procuring goods and services for others), procurement is clearly a critical function.

One of the key learning points of enhanced procurement effectiveness is anchored on strengthening procurement functions and raising awareness of its value-proposition in the organisation is one key factor in enhancing procurement effectiveness. It requires action in six key areas:

1. Building an Effective Procurement Organisation

Effective organisations have some specific traits that nurture capability and performance and are easily visible. The most vital of these is effective functional leadership. Procurement leaders need to embody progressive leadership skills, including the ability to inspire people; – provide clarity, direction and focus; align resources to priorities; maintain a strategy mindset; and create an environment enabling people to flourish in their specific departments or units.

Goals are central to effectiveness. Organisations should be crystal clear about what the procurement function aims to achieve, both in the short and long term. In turn, the goals of the procurement function must be aligned to those of the wider business. Functional goals of each department/unit should be 'SMART' – specific, measurable, achievable, relevant and timed.

The next trait of effective organisations is the ability to build and maintain the capability of staff. This ensures the procurement function has the talent and skills needed to achieve its goals. The structure must ensure everyone is clear on their responsibilities and how they relate to the goals of procurement and the business.

Deploying 'functional enablers' is another trait: selecting processes, systems and tools that are fit for purpose for your organisation enable staff and users to do their work with minimal hassle. Effective organisations have performance and reward management systems to drive capabilities and behaviour. It is important people are held to ac-

count and rewarded in line with performance.

The above traits, when pursued coherently, create a progressive culture, which is the final trait of organisational effectiveness. Culture is everything. Without right culture, no procurement function can create long-term, sustainable success.

2. Repositioning Procurement

Achieving procurement effectiveness demands that the function adopts a strategic approach, where it is interwoven with the fabric of the wider organisation. This means thinking of stakeholders as 'internal customers' and adopting a more customer- and user-centric perspective. Procurement must adopt a collaborative, unified and consistent style, becoming a 'business partner' who is there to maximise value from third-party expenditure right across the organisation.

One key lever to achieve this is the approach adopted for identifying, delivering and banking value for money (VFM) improvements. By developing a formal, structured process that involves budget-holders and finance, procurement can extend its reach through linking the VFM (value for money) process to annual budget planning and on-going budget management protocol.

3. Robust Management of the Supply Base

Managing suppliers is an area many procurement functions are good at. But managing the supply base robustly calls for added focus. Supply capability should always be at the core of supply base management, ensuring appropriate levels of competitiveness and continued value improvements. It is also vital to nurture appropriate supplier relationships and manage risks across the supply pipeline. Adopting a structured supplier performance and relationship management (SPRM) process is critical; supplier performance must never be segregated from the relationship. In the same way, employing formal risk management disciplines for critical supply areas, as part of the standard operating model, ensures procurement is consistently striking the right balance from a 'costs-benefits-risk' perspective.

4. Appropriate Performance Framework

Enhancing procurement effectiveness requires performance frameworks that are multi-level and rigorously applied. Performance should be managed at four critical levels: individuals in the procurement function; suppliers; specific initiatives or projects; and the procurement function itself.

Performance measures must be appropriate to the objectives. Performance is multifaceted – thus, taking a balanced approach to performance measurement ensures the procurement function does not miss vital feedback in all key dimensions of its capability.

Balanced scorecards for procurement might cover the following areas and measures:

- Operations – cost-to-procure, expenditure under management, and percentage supply risks without mitigation actions
- Financial – purchase price variance, value for money/cost savings, and functional ROI
- Employees – competency, attrition and sick leave
- Internal customers – engagement, satisfaction rating, and demand fulfillment.

It is also valuable to benchmark targeted and actual performance against other procurement functions and world-class standards.

5. Communication and Stakeholder Management

It is impossible and inappropriate to separate the issues of 'communication' and 'stakeholder management' because both are complementary elements of creating a positive image and brand reputation.

The most important stakeholders are actually the personnel inside purchasing. Procurement leaders must assess the type and calibre of people they have. 'Ambassadors' deliver results while exhibiting the right behaviours and values, thus helping to build a positive image of procurement. 'Assassins,' meanwhile think and act in undesirable ways and kill procurement's image and weaken the function.

Stakeholders outside procurement also require a structured approach to secure

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STARTING a Career: Values the Industry Demands

By TEVET Newswriter

In addition to relevant skills, the job market seeks employees who have personal values, characteristics, and personality traits that spell success. Good personal values are what make the foundation for a good professional. Below are the top ten qualities employers look for:

1. Strong Work Ethics:

The labour market values employees who understand and possess a willingness to work hard. In addition to working hard it is also important to work smart. This means learning the most efficient way to complete tasks and finding ways to save time while completing daily assignments.

It's also important to care about your job and complete all projects while maintaining a positive attitude. Doing more than is expected on the job is a good way to show management that you utilize good time management skills and don't waste valuable company time attending to personal issues not related to the job. Downsizing in today's job market is quite common. It's important therefore to recognise the personal values and attributes employers want to improve your chances of job security (and career development) should a layoff occur.

2. Dependability and Responsibility:

The labour market values employees, who are committed and are responsible for their actions and behaviour. It's important to keep supervisors abreast of changes in your schedule or if you are going to be late for any reason. This also means keeping your supervisor informed on where you are on all projects you have been assigned. Being dependable and responsible as employees shows your employer that you value your job and that you are responsible in keeping up with projects and keeping them informed of the things that they should know about.

3. Possessing a Positive Attitude:

Employers seek employees who take the initiative and have the motivation to get the job done in a reasonable period of time. A positive attitude gets the work done and motivates others to do the same without dwelling on the challenges that inevitably come up in any job. It is the enthusiastic employee who creates an environment of goodwill and who provides a positive role model for others that also makes the job more pleasant and fun to go to each day.

4. Adaptability:

The job market seeks employees who are adaptable and maintain flexibility in completing tasks in an ever changing workplace. Being open to change and improvements provides an opportunity to complete work assignments in a more efficient manner, while offering additional benefits to the corporation, the customer and even the employee. Sometimes employees complain that changes in the workplace do not make sense or makes their work harder, but oftentimes these complaints are due to a lack of flexibility.

Adaptability also means coping to the personality and work habits of co-workers and supervisors. Each person possesses their own set or strengths and adapting personal behaviors to accommodate others is part of what it takes to work effectively as a team. By viewing change as an opportunity to complete work assignments in a more efficient manner, adapting to change can be a positive experience. New strategies, ideas, priorities and work habits can foster a belief among workers that management and staff are both committed to making the workplace a better place to work.

5. Honesty and Integrity:

Employers value employees who maintain a sense of honesty and integrity above all else. Good relationships are built on trust. Successful businesses work to gain the trust of customers and maintain the attitude that "the customer is always right." It is the responsibility of each person to use their own individual sense of moral and ethical behavior when working with and serving others within the scope of their job.

6. Self – Motivated:

Employers look for employees who require little supervision and direction to get the work done in a timely and professional manner. Supervisors who hire self-motivated employees do themselves an immense favour. Once a self-motivated employee understands their responsibility on the job, they will do it without any prodding from others. Employers can do their part by offering a safe, supportive, work environment that offers employees an opportunity to learn and grow and that will provide them a better sense of accomplishment and increased self-esteem.

7. Motivated to Grow & Learn:

In an ever-changing workplace, employers seek employees who are interested in keeping up with new developments and knowledge in the field. It has been noted that one of the top reasons employees leave their employers is the lack of opportunity for career development within the organisation. Learning new skills, techniques, methods, and/or theories through professional development helps keep the organisation at the top of its field and makes the employee's job more interesting and exciting. Keeping up with current changes in the field is vital for success and increased job security.

8. Strong Self – Confidence:

Self-confidence has been recognised as the key ingredient between someone who is successful and someone who is not. A self-confident person is someone who inspires others. A self-confident person is not afraid to ask questions on topics where they feel they need more knowledge. They feel little need to have to impress others with what they know since they feel comfortable with themselves and don't feel they need to know everything.

The self-confident person does what they feel is right and is willing to take risks. Self-confident people can also admit their mistakes. They recognize their strengths as well as their weaknesses and are willing to work on the latter. Self-confident people have faith in themselves and their abilities which is manifested in their positive attitude and outlook on life.

9. Professionalism:

Employers value employees who exhibit professional behaviour at all times. Professional behaviour includes learning every aspect of a job and doing it to the best of one's ability. Professionals look, speak, and dress accordingly to maintain an image of someone who takes pride in their behaviour and appearance. Professionals complete projects as soon as possible and avoid letting uncompleted projects pile-up. Professionals complete high quality work and are detail oriented. Professional behaviour includes all of the behavior above in addition to providing a positive role model for others. Professionals are enthusiastic about their work and optimistic about the organization and its future. To become a professional you must feel like a

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Quality Management Systems in Training Institutions: The Case of TEVET (Part 2)

In the third quarter issue of 2011, we highlighted different ways to measure organisational performance other than financial output or profit. We looked at modern measurements, which mainly focus on essential activities, resources and other factors – less intangible than traditional indicators – that impact on final outputs.

Major highlights in the issue were on modern methods, which are inclined towards performance measurement and cost of quality. Further in the issue, TEVETA Training Provider Support Manager, Duncan Mushala noted that Technical Education, Vocational and Entrepreneurship Training (TEVET) institutions needed a radical change to remain relevant to the labour market.

Mr. Mushala said there was lack of documented policies, processes, procedures, guidelines, checklists, templates and forms that hindered meeting Quality minimum standards prescribed by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) in most TEVET institutions. He added that no visible approaches so far were being made to add value to the institutions.

The QMS Development approach:

- Step 1- Agreement on the QMS principles
- Buy-in from management and staff in QMS principles
- Step 2- Define the scope of the QMS
- Analysis of Org. structure
- Definitions to governance structures and stakeholders
- Definition of the QMS Scope
- Step 3- Define Quality policy and objectives
- Analysis of College strategy
- Identification of quality objectives
- Development of quality policy
- Step 4- Identify College processes
- Management processes, Core processes & Support processes
- Identify processes customers
- Identify processes owners
- Step 5- Develop Process Map
- Develop map of processes with linkages and dependencies. The process map provides a complete picture how the college works
- Step 6- Define processes
- Identify the sequence of activities and process flow.

- Develop templates and /or flow-charts, with inputs, activities, outputs, measurements and supporting documents
- Step 7-Identify and define interfaces between processes
- Clarification of gaps, overlaps and interferences
- Step 8-Develop a list of supporting documents
- Identification of supporting documents for each process

-Policies, Guidelines, Procedures, Checklists, Forms and other QMS controlled documents

- Step 9-Compile QMS manual Typical content of TEVET QMS manual
- Introduction of QMS by the CEO
- Scope of TEVET college and Scope of QMS
- Organization Chart
- Quality policy signed by CEO
- Process definitions
- List of supporting documents
- Generic QMS procedures

QMS documentation-(reference step 8)

- A QMS has to be documented to communicate intent
- To allow for monitoring to determine whether requirements and procedures are being met
- Share knowledge and experiences in a continual learning process

Procedures and Work Instructions

- Develop formal procedures needed to control these processes; relate them to your key processes
- Every activity should be documented
- Only implement formal documented procedures where they help the process run more smoothly - don't document for the sake of documenting
- The procedure shall not delay the Process

"You cannot tell me what is not documented"

Procedures

- Procedures tell you who does what and when? The 'who' is title of department and not actual name when is generally in what sequence, not clock time.
- Procedures tell you what equipment or tools will be used, what forms or documents will be used

- A flow chart for a procedure should include definitions, reference standards, safety or danger signs related to the procedure

Work instruction

- Work instructions tell you how to do something
- Detailed sequence of steps that an employee needs to follow each time s/he performs a task.
- To organise steps in a logical format.
- Necessary when procedure quite long with multiple steps

Typical Processes

- Processes for the management of an organization. These include processes relating to strategic planning, establishing policies, setting objectives, ensuring communication, ensuring availability of resources and desired outcomes and for management reviews.
- Processes to create and sustain a quality culture

Processes for managing resources:

- These include all the processes that are necessary to provide the resources needed for the organization's quality objectives and desired outcomes.
- Processes to procure training materials and other training requisites

Programme delivery

- Processes for modes used in Programme delivery, how learner-centeredness is ensured, how learners are assessed during programme delivery
- Processes on how learners' needs are actually met
- Processes on how learners are given feedback
- Processes on how practical competencies are developed in learners

Staff policies

- Processes for staff selection
- Processes to determine that staff are competent to carry out their roles as trainers
- Processes to ensure staff have access to ongoing forms of professional development
- Processes to ensure that staff is com-

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petent to carry out assessment

Learner Policies

- Processes for selection of learners
- Processes to ensure that programmes are relevant to the needs and aspirations of learners
- Processes to ensure that learners are given support and guidance

Assessment policies

- Processes on the approach to assessment by the Institution
- Processes to assure the quality of assessments
- Processes on setting moderation, verifications etc.
- Processes on the security of assessments
- Processes on Learner records and confidentiality
- Processes on invigilation

Example of documents

- Process owner-HRD
- Policy-Human Resources Development Policy- HRD-PL-001
- Guideline on recruitment, selection & placement-HRD-GL-001
- Procedure on recruitment, selection & contract placement-HRD-PR-001
- Process owner-Finance & Administration
- Policy-Financial Policies and Procedure- FIN-PL-001
- Procedure-Petty Cash Management- FIN-PR-001
- Form-Petty cash voucher- FIN-FM-001
- Process owner-CEO
- Template- Progress Reporting Template- CEO-TP-001
- Form- Internal Memo- CEO-FM-001

Value of QMS

- QMS is concerned with sharing the best practice.
- It serves as a repository for all the collective wisdom of the Organization and as a vehicle for promoting continuous improvement and organizational learning.
- It aims at making available all the relevant knowledge necessary to implement the processes.

Personal Effects in Procurement: Six Areas of Action

engagement. Understanding whether they are 'supporters' (they get it and do not need much persuasion) or 'crowd-pleasers' (those who say right things, but do something that breaches procurement policies). Some of the latter can easily become supporters by robust relationship building and quick, tangible results. The final type of external stakeholder, 'detractors,' will always try to fight the procurement agenda and need the most relationship-building effort.

Procurement effort in communication and managing stakeholders should be geared towards managing the function's public relations inside the wider organisation. Procurement intranets or newsletters can be effective, but there's also hidden value in exploiting everyday 'corridor conversations.' Finally, procurement must always broadcast its successes widely.

6. Effective Leadership Behaviour and Attitudes

If you cannot lead yourself effectively, why should anyone follow you? Enhancing procurement effectiveness demands that procurement people adopt thinking and behavioural habits that

manifest the outcomes they want: they must balance their technical competence with appropriate 'soft skills' and sales and marketing abilities.

Today, best-practice procurement is really more about two critical levers than the procurement activity itself: first, supply market intelligence and applying that intelligence effectively; second, understanding organisational dynamics and leveraging relationship appropriately. In between these two levers sits the effective procurement function. By developing the requisite capabilities and living the values, procurement staff augment the function's ability to sell its value proposition and demonstrate the return on investment it brings to the wider organisation.

There are many great procurement values. We can add to them by enhancing the effectiveness of our own functions in line with the TEVET procurement and supplies guidelines.

Extract from CIPS 2012 Vol. 17, Issue 2. Courtesy of Sigi Osagie

STARTING a Career: Values the Industry Demands

professional and following these tips is a great start to getting to where you want to go.

10. Loyalty:

The job market values employees who are trusted and exhibit their loyalty to the company. Loyalty in the workforce has taken on a new meaning. Gone are the days when employees plan on starting out and retiring with the same company.

More companies today encourage employee feedback and offer employees an opportunity to lead in their area of expertise. This gives employees a greater sense of satisfaction and a sense of control over their job. Empowerment encourages employees to do their best work since companies are displaying a trust and expectation that they believe in their employees to do a good job.

Aligning an employee's values with the goals of the organisation will foster loyalty and a bond between employer and

employee. Fostering good relationships within an organisation and offering constructive ways to handle conflict provides a win – win situation for both employer and employee.

Creating an organisation that values loyalty within the organisation can also work to its benefit by using the same techniques and strategies to establish loyalty with customers; and loyalty from customers ultimately makes for a successful business.

Therefore, as a career seeker, shape your destiny according to the labour market needs. Align your personality with values and qualities that benchmark you as the class A employee the job market is looking for. As you plan and pursue your career, be a trail blazer in your specialty, make the impact and grab what the labour market has for you.

Extract from the 2011 Career Expo for Zimbabwe. Courtesy of Penny Loretto



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Our ref: TEVETA/101/1/11

20th January 2012

TO: Principals Directors
Managers

Registered TEVET Institutions Zambia

SUBJECT: CONDUCT AND ADMINISTRATION OF TEVET ASSESSMENTS AND EXAMINATIONS

In accordance with the provisions of the Technical Education, Vocational and Entrepreneurship Training (TEVET) Act No. 13 of 1998 and the TEVET (Amendment) Act No. 11 of 2005, one of the functions of the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is to administer TEVET Examinations, and this is a part of the of the implementation of the TEVET Qualifications Framework.

This circular serves to inform all Training Providers and Students that the transfer of Examinations from the Examinations Council of Zambia to TEVETA, which started in 2008, was completed in 2011. TEVETA wishes to inform training providers of the following measures

1. The Examinations Activity Framework 2012: Training Providers will note that the whole examinations cycle has been outlined. It is imperative that all the deadlines are adhered to as there will be no extensions. This is to avoid overriding in the other scheduled examinations activities.
2. Examinations Fees: The fees for 2012 have been adjusted as contained in the TEVETA Circular No 5 of 2011 which was circulated to all Training Providers. Examination fees should be paid as outlined in the examination activity framework and no extensions will be allowed.
3. Remarking of examination scripts: This has been abolished this is line with the trend in all local and international examination boards practices
4. Submission deadlines: Please take note of the submission deadlines for all categories of TEVET examinations which should be adhered to.
5. Examinations Records: ALL submitted examination records should be complete and confirmed by the Head of the Training Institution

For further information and/or clarification, please contact the following:

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Mr. Fidelis Cheelo Manager Business, Commercial & Hospitality Unit	+260 211 253211	+260 211 251480	fcheelo@teveta.org.zm or teveta@teveta.org.zm
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Further information is also available on our Website: www.teveta.org.zm
Your usual cooperation in this national duty will be appreciated.



Dr. P.K. Nkanza
DIRECTOR GENERAL
TECHNICAL EDUCATION VOCATIONAL AND ENTREPRENEURSHIP TRAINING AUTHORITY

Cc: Director
Examinations Council of Zambia
LUSAKA

Cc: Permanent Secretary
Ministry of Science Technology and Vocational Training
LUSAKA

STAFF CHANGES

TEVETA bids farewell to:



Cabina Chituta

Mr. Chituta was a Specialist in Electrical and Engineering Programmes in Assessments and Qualifications Division until the time he left TEVETA.



Ceciliah Nyalugwe who has joined Zambia Development Agency as Chief Accountant. Mrs. Nyalugwe was an Accountant the time she left TEVETA.



Nelly Nirenda who has gone into consultancy. Before leaving TEVETA, Mrs. Nyirenda was Entrepreneurship Development Specialist.



Nelly Shikute, who has joined Road Development Agency as an Accountant. Mrs. Shikute was an Accounts Officer at TEVETA the time she left the Authority.

ASSESSMENTS AND QUALIFICATIONS DIVISION

EXAMINATIONS ACTIVITY FRAMEWORK FOR 2012

Month-2012	National Examinations	Trade Tests	Continuous Assessments
JANUARY	JANUARY INTAKE		
FEBRUARY	5 th Feb: Deadline for April exam payments. 15 th February Confirmation of all candidates for April Examinations by Institutions	15 th February : Deadline for Applications for April Trade Tests	(i) 13-17 February C.A. Verification visits to institutions for April Exams classes (ii) 28 th February: Deadline for submission of CA for candidates for April Examinations
MARCH	31 st March :Enrolment Deadline for January Intake		
APRIL	30 th April: Training Providers verify enrolment list of January Intake. (Names, Courses and Identity Numbers. Confirmation signed by the Head of the Institute.)	24 th to 27 th April Trade Tests conducted	23-27 th April Submission & Verification of CA for first Term
MAY	(i) 15 th May Deadline for August examination fees payments (ii) 30 th May: Training Providers verify & confirm lists of candidates for August Examinations. (Student Names, Subjects and Exam Numbers)		
JUNE	JUNE INTAKE	15 th June : Deadline for Applications for August Trade Tests	(i) 18 th -22 nd June C.A. Verifications visits for August Examinations (ii) 30 th June : Deadline for submission of CA for candidates for August Examinations
JULY			
AUGUST	30 th August : Deadline for enrolment submission for June Intake	27 th -30 August Trade Tests Conducted	
Month-2012	National Examinations	Trade Tests	Continuous Assessments
SEPTEMBER	(I) 15 th September Deadline for payment of December examinations fees. (ii) 30 th September: Training Providers Verify & confirm lists of June Intake. (Student Names, Courses and Identity Numbers.)	15 th September : Deadline for application for November/December Trade Tests	(i) 17 th – 21 st September C.A. verification visit to institutions. (ii) 19 th September deadline for term II C.A. submission by institutions.
OCTOBER	15 October Training Providers Verify & confirm list of candidates for November/December examinations entries		
NOVEMBER	Mid November Examinations Begin	26 th -30 th November Trade Tests Conducted	(i) 5 th -9 th November C.A. Verification visits to institutions for December examination series (ii) 15 th November Deadline for submission of CA for candidates for November/December Examinations
DECEMBER	Early December Examinations end		Mid December Submission of examinations scripts by examination centres