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TEVET NEWS

A publication of the Technical, Education, Vocational and Entrepreneurship Training Authority (TEVETA)

Birdcage Walk, Longacres,
P/B RW 16X, Lusaka, Zambia
Telephone: +260 211 253331-4,
253211
Fax: +260 211 251060
Email: teveta@teveta.org.zm

EDITOR

Clive M. Siachiyako
Information, Education &
Communications Specialist

EDITORIAL COMMITTEE

Esther Mondoloka
Entrepreneurship Development
Specialist

Priscah N. Chela
**Inspector – Quality
Assurance**

Zaccheus Zimba
IT Specialist

Tyson Simuzingili
**Manager – Assessment &
Qualifications**

Kennedy Bowa
**Curriculum Development
Specialist**

Dines Phiri
**Training Systems
Development Specialist**

PHOTOGRAPHY

Clive M. Siachiyako

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FOREWORD



Welcome to our fourth and last edition of the TEVET Newsletter for 2013. The quarter and the year were exciting in a number of fronts. During the quarter, we had the Enterprise Challenge, the first Lusaka Automotive Summit under the Multinational Automotive Industry Conference, and School Vocationalisation Roadmap workshop. Internally, we had the Enterprise Risk Management training.

At policy level, Cabinet approved the Education Bill to establish the Higher Qualification Authority to regulate university education as well as the establishment of the National Qualification Authority to oversee all education authorities for education harmony and creation of synergies for all education systems.

Other exciting fronts in 2013 were the hosting of the TEVET Sector Plan meeting to reach consensus on the management systems and challenges faced by the training institutions as well as re-looking at the governance and operations of the management boards in TEVET institutions.

Quality and access to training remained a serious challenge in the year. In trying to avert this, stakeholders in the mining sector carried-out a research on the mining skills and training under the Zambia Consolidated Copper Mines-Investment Holdings (ZCCM-IH) Training Committee. The research showed that the mining industry faced a severe skills gap in most critical areas with serious national implications. The Committee therefore suggested that there was need to introduce new development skills in the extractive industry to address the deteriorating skills in Zambia's mining sector. Based on the research findings among other factors, stakeholders in the mining sector signed a tripartite memorandum of understanding. The agreement was signed by ZCCM-IH, government and various training institutions.

The TEVET Learnership Scheme, Workplace Based Learning, Open, Distance and Flexible Learning Training pathways continued to provide the fundamental pillars of the TEVET systems in Zambia. The School Based Vocational Training, which leads to a TEVET Qualification or national short course based Skills Award was also an important aspect in the TEVET operations during the year.

We hope that you enjoy reading this edition and we welcome your contributions. Happy 2014!

TEVET Must Produce Results as the Pillar of Real-world Solutions to Wealth and Job Creation –Minister

By TEVET Newswriter

Relationships between training, the world of work and the community as a whole have made TEVET increasingly an essential pillar of lifelong learning; adaptable to the needs of each particular community's social and economic status and to worldwide technological development. The TEVET system bridges barriers between levels and areas of education, between education and the world of work and between school and society through appropriate integration of technical, vocational and general education. It also creates open and flexible educational structures while taking into account individuals' educational needs, the evolution of occupations and jobs as well as recognising prior learning as part of training. Countries globally are therefore focusing and refocusing on TEVET to address many social, economic and community needs.

Zambia too is prioritizing vocational education through the alignment of the education system towards technical education, vocational and entrepreneurship training. Re-enforcing the priority on vocational education, Minister of Education, Science, Vocational Training and Early Education Dr. John Phiri urged TEVET providers to "provide solutions to youth unemployment, job and wealth creation, self-employment and value addition to natural endowments of each community through training and churning-out right minded graduates from the TEVET sector."

Speaking through the Deputy Minister, Prof. Nivelyn Willombe during the TEVET Sector Planning meeting for 2014 at Mulungushi International Conference Centre, Dr. Phiri urged TEVET institutions to shine in producing skills that addressed unemployment and poverty, promoted value addition, entrepreneurial growth, and development of business leadership as well as technical ability to find solutions to issues challenging communities across the country.

"Our youths are looking up to us to give them appropriate skills that allow them apply themselves in the 21st century. Everybody is looking up to the ministry to produce quality skills and practical competences due to the practicality nature of TEVET programmes. Don't relax, gear –up and drive the economy," he added.

The meeting was held with a view to organise and manage TEVET institutions according to legal frameworks, policies and



Prof. Willombe, Deputy Minister, Education Science, Vocational Training and Early Education.

plans for the sector in line with the national plans for the technical education, vocational and entrepreneurship training. It also aimed at stimulating discussions that would result into consensus with regard to the management systems and challenges faced by the training institutions. It further sought to re-look at the governance and operations of the management boards in all public TEVET institutions.

The Minister added that all education and skills training programmes should be designed to address the needs of the learners and ultimately serve national development goals in line with economic and labour market requirements. "The TEVET Sector is the source of skills that are capable of steering and igniting deepened social and economic transformation as envisage in countries such as China, Brazil, South Korea, and others."

Dr. Phiri said government's objective was to increase access to TEVET from 16% of grade 12 school leavers annually to 40% by 2015. "These percentages when translated into numbers will mean increased enrollments from 30,000 to 50,000 by 2015. The rise would increase the number of skilled persons for the labour market and drive wealth and job creation."

The Minister further noted that the absorption rate in TEVET remained limited hence the ministry introducing

the two-tier system at secondary school level, which was supported by the curriculum framework modification to suit the desired objectives of the system.

Some issues the meeting focused on included: performance of TEVET institutions (with key questions on course portfolios, students enrollment, finances of institutions, human resources and administration and governance issues); new challenges in the sector; assessment and qualification; the two-tier system; and the position and status of employees in the TEVET institutions. "The meeting provides a perfect opportunity and window for new thinking and implementation of TEVET initiatives such as those around immediate objectives in the 2014 budget towards education and training, TEVET bursaries and the legal frameworks in the education sector," said Dr. Phiri.

The meeting was attended by Management Board Chairpersons, Principals and their vices, Human Resources Personnel and Accounts Officers for all public TEVET institutions. Others were from statutory bodies (Examination Council of Zambia and TEVETA), trade unions (NUTELAW and ZCTU), Public Service Management Division (recruitment and placement), Ministry of Finance (Budget Office) and labour commissioner's office.

Higher Education Act Passed in Parliament...as PS Elaborates the Act's Significance to the Education Sector

By TEVET Newswriter

Parliament has passed the Higher Education Act to provide for the establishment of the Higher Education Authority and define its functions and powers; provide for quality assurance and quality promotion in higher education; provide for the establishment, governance and regulation of public higher education institutions; provide for the registration and regulation of private higher education institutions; repeal and replacement the University Act of 1999; and provide for matters connected with, or incidental to the foregoing.

With the repeal and replacement of the University Act of 1999, the Higher Education Act will result into the establishment of the Higher Education Authority and establishment and governance of public and private universities away from some parameters set under the University Act. It will also result into the establishment of the National Qualification Authority to oversee all education authorities for the purpose of education harmony and creation of synergies for all education systems.

The National Qualification Authority will be the custodian of qualifications as well as verifying and translating all qualifications in the country even those obtained from abroad.

Permanent Secretary (PS) for higher education in the Ministry of Education Science, Vocational Training and Early Education Dr. Patrick Nkanza said following the passing of the Higher Education Act, a Statutory Instrument was signed by the Minister of Education Science, Vocational Training and Early Education and therefore the Act was in force. Dr. Nkanza further said the Act was harmonising and creating smooth linkages of education systems in the country from early



Dr. Nkanza , Permanent Secretary Ministry of Education Science, Vocational Training and Early Education

education to higher education. "The Board for the Higher Education Authority is being constituted," he added.

The PS noted that the approval of the higher education act provided appropriate regulatory frameworks for the whole education system and authorities managing the systems from Examination Council of Zambia (general school system), TEVETA (technical education, vocational and entrepreneurship training sector) and Higher Education Authority (higher education).

"The Act is harmonising protocols of convergence towards aspects of where (institution) the qualification is obtained from (either a private or government institution) due to content and assessment similarities the learner will be exposed to during the training which matters. It will also ensure smooth progression of training from one level to another with recognition of prior learning supported by syllabus coherence in all education systems," he noted.

Dr. Nkanza stated that all universities that were not offering technical education, vocational and entrepreneurship training programmes nor have their

programmes accredited by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) would be adjudicated by the Higher Education Authority.

Meanwhile Dr. Nkanza said with the passing of the Higher Education Act, all institutions calling themselves 'universities' would be given time to align to the standards set in the Act for them to be called universities or cease to be called so. "Institutions known as universities but do not meet the standards set under the Higher Education Act will be given time to work on their shortfalls, and those that fail will cease to be called universities."

He said other Acts being put in place were the Education Act (to provide standards for the conduct of all sections of the general education system from early to secondary education) as well as the Teaching Profession Act. The Teaching Profession Act provides the establishment of the Teaching Profession Council, standards of professional conduct and behaviour of teachers and enforcement of those standards and behaviours of professional conduct. It also provides for the accreditation of teachers as part of enforcement of the professional conduct.

Mining Skills Lacking in Zambia, Observe Experts....as Mining Skills Education and Training MoU Signed.

By TEVET Newswriter

The mining industry is facing a severe skills gap in most critical areas with serious national implications, observes the Zambia Consolidated Copper Mines-Investment Holdings (ZCCM-IH) Training Committee. And the Committee suggested that there was need to introduce new development skills in the extractive industry to address the deteriorating skills in Zambia's mining sector.

Meanwhile, ZCCM-IH has signed a tripartite memorandum of understanding (MoU) with government and various training institutions towards skills training to narrow skills gaps in the mining sector. The MoU was signed by Ministries of Mines, Energy and Water Development; Education, Science Vocational Training and Early Education; Technical Education, Vocational and Entrepreneurship Training Authority; University of Zambia, Copperbelt University, the African Development Bank (AfDB) and other stakeholders.

The agreement would enable stakeholders revive skills training, address shortages of qualified human capital as well as help enhance training for increased recruitment of national and local manpower in the mining sector. The agreement would further lead to the establishment of the Zambia Mining Skills, Education and Training Institute (ZAMSET) whose responsibility would be to develop and manage an integrated framework for mining, education and skills development from schools and post-graduate levels.

The signing of the MoU and plans to establish ZAMSET was due to serious skills gaps in the mining sector the ZCCM-IH mining skills committee discovered in their research, which hampered government programmes on mineral industries, gemstone and industrial minerals coordinated management and value addition for increased revenue.

The ZCCM-IH skills Committee



Representatives of different institutions signing the Mining Skills Training MoU at Mulungushi International Conference

observed that skills training and development in the mining industry, especially under post-privatisation in 2000, lacked coordination. "This scenario has precipitated the current skills shortage in the industry. Given the increased mining activities and ongoing expansion over the medium to long term, the skills shortage issue will be further aggravated by the current 57 per cent shortfall in technical skills, which is projected to double by the year 2015," the Committee stated.

The Committee observed that there was need to develop and establish a mining sector integrated and collaborative skills training framework that addressed the current skills shortage in the mining sector.

Major challenges the Committee highlighted in its research report included: insufficient funding for teaching and research laboratories resulting in lack of world class teaching and laboratory facilities at tertiary institutions; nonexistence of apprenticeship and Learnership programmes for the production and supply of critical intermediate skills due to the demise of Zambia Institute of Technology (ZIT) coupled with underfunding leading to the deterioration of training facilities at NORTEC; lack of

auxiliary core skills such as instrumentation, assaying, winding engine driving, rigging and coded welding and others.

The study recommended the introduction of stakeholder-supported training and technology levy for the enhanced and sustainable production of demand-driven quality manpower for the mining and associated industries. It observed that there was need for a coordinated national approach to labour law formulation, enforcement and skills data bases, in relation to alignment with long-term investment plans, to be operationalised as a matter of urgency.

And Education, Science Vocational Training and Early Education Minister Dr. John Phiri said Zambia (and other developing African countries) must improve investments in the development of appropriate skills in order to minimise the risks and effects of global economic marginalisation.

Officiating at the mining skills and training framework meeting in Lusaka, Dr. Phiri said the era of globalisation coupled with large improvements in Information and Communications Technologies had brought opportunities for companies to place

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Tertiary curricula need continuous review –PS

By **TEVET Newswriter**

The schools for today and yesterday are not the schools needed for tomorrow. Instead we need new mindsets, processes, strategies and new paradigms are needed for instructional leadership. It surprises that sometimes as the world outside changes, the education system remains static.

Accordingly, Science and Vocational Training Permanent Secretary in the Ministry of Education, Science, Vocational Training and Early Education, Dr Patrick Nkanza has observed that the tertiary education curricula need continuous review to meet changing labour market demand as well as economic dynamics of the 21st century.

Officiating at University of Lusaka's first graduation ceremony, Dr Nkanza said there was need for increased collaboration with the world of work. "Evidence of this is in the areas of mining, manufacturing, construction, information and communications and the services sector. These technology advancements should provide a fertile platform for our education institutions to innovate and design new learning programmes and qualifications," he said.

Dr Nkanza said there were challenges in the higher education system due to the absence of a legal and institutional regulatory framework for the determination and implementation of agreed minimum standards. "The opportunity is presented through the recent introduction of the higher education Act No 4 of 2013.

This Act presents the basis for the establishment of the Higher Education Authority which will carry the mandate for, among other functions, the determination, implementation, management and enforcement of a common set of standards for the conduct of higher education in Zambia," he said.

He said access to higher education was still constrained. "Previous focus on primary education has resulted in high enrolment rates at the lower levels of education, but severe constraint at secondary and higher education," said Dr Nkanza.

The tendency to think that the curricula that was in place in the 18th century ought to be the curricula of today is a very destructive one. It is not comfortable for everyone – teachers, academic experts, parents and the industry. Similarly to how the 19th century school curriculum of the agricultural era gave way to a more scientific and technical curriculum after the industrial revolution in many countries, so is the hyper-digital and global world of the 21st century will demand different knowledge and skills from students if they are to be successful.

An appropriate tertiary education policy is very critical to the development of any country's human resource. Policy makers recognise the fact that tertiary education is a major driver of economic

competitiveness in an increasingly knowledge-driven global economy which had made high quality tertiary education more important than ever before. This is imperative to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination for development.

The scope and importance of tertiary education has changed significantly over the years. Over 40 years ago, tertiary education, which was more commonly referred to as higher education, was what happened in universities. This largely covered teaching and learning requiring high-level conceptual and intellectual skills in the humanities, sciences and social sciences, the preparation of students for entry to a limited number of professions such as medicine, engineering and law, and disinterested advanced research and scholarship. These days, tertiary education is much more diversified and encompasses new types of institutions such as colleges, university colleges, or technological institutes. These have been created for a number of reasons: to develop a closer relationship between tertiary education and the world of work, including greater responsiveness to labour market needs; to enhance social and geographical access to tertiary education; to provide high-level occupational preparation in a more applied and less theoretical way; and to accommodate the growing diversity of qualifications and expectations of school leavers.

As participation in tertiary

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Mining Skills Lacking in Zambia, Observe Experts.....as Mining Skills Education and Training MoU Signed.

their production facilities anywhere in the world where goods and services could be produced at optimal cost.

The Minister added that unavailability of skills in these localities was a primary consideration that cost them real national development and economic liberalisation. "If developing African countries, including Zambia, are to be a part of global production and trade, these countries need to be supported in their efforts to invest in the development of necessary skills in order to minimise the risks and effects of global economic marginalisation."

Dr. Phiri said Zambia's transition from an agriculture-based low-income country to an industry-based middle-income country would require investment in persons and facilities needed to transform the country's natural resources from primary products into value-added exports. He added "this process may not be successfully implemented without the support of an infrastructure of skilled people, scientists and engineers. The most effective tool for narrowing the productivity gap is technology and innovation."

Meanwhile, ZCCM-IH Executive Chairperson, Willa Mung'omba, said Zambia was currently facing worrying problems in the mining sector due to lack of appropriate skills. Mr. Mung'omba added that the mining sector must continue to be run in a more efficient and coordinated manner for it to play a pivotal role in the Zambian economy.

"Zambia was the hub of knowledge in all mining fields in the region when the mining industry was at its peak. It prided itself with having a world-class skills training framework, which was a beacon of industry excellence not only in the region, but globally. However, because of the unprecedented economic crisis that Zambia and Africa went through in the 1990's and the resultant dismantling of ZCCM Ltd, Zambia has lagged behind and its previous record almost shredded."

Tertiary curricula need continuous review –PS

education is expanding, tertiary education institutions are expected to assume responsibility for a wide range of occupational preparation than in the past. Tertiary institutions are also expected to involve themselves in a wider range of teaching than their traditional theoretical degree or diploma level courses to incorporate recognition of prior learning i.e. Learning that takes place at work place or in the informal sector.

Increasing access to tertiary education is cardinal in the 21st century, but institutions offering tertiary education should also be more responsive to the needs of society and the economy. This calls for a reappraisal of our tertiary education and the setting of new strategies for the future. Knowledge and advanced skills are critical determinants of a country's economic growth and standard of living and learning outcomes are transformed into goods and services, greater institutional capacity, a more effective public sector, a stronger civil society, and a better investment climate. Good quality, merit-based, equitable, efficient tertiary education and research should be essential parts of whatever social and economic transformations we undertake.

Zambia would certainly benefit from the dynamic of the knowledge economy. The capacity for the country to adopt, disseminate, and maximise rapid technological advances is dependent on an adequate and efficient system of tertiary education. Improved and accessed tertiary education and effective national innovation systems can help our country progress toward sustainable achievements of the Millennium Development Goals, particularly those goals related to all levels of education, health and gender equality.

In addition, University of Lusaka Chancellor Dr. Caleb Fundanga said private universities had arisen because of the realisation that public institutions alone could not meet the nation's high demand for tertiary education. Dr. Fundanga said University of Lusaka ensured that students graduated for value addition because of the design of programmes and intense teaching that it carried out.

"The students therefore graduate fully formed to be able to solve problems that they will encounter in the industry and public sector," Dr. Fundanga said. He urged the graduates to add value to Zambian industries. "Our country is a primary exporter of raw materials, primarily copper and agricultural products such as coffee, tea, rice...this is why our development process is dictated by the price of these raw materials on the market," said Dr. Fundanga.

Meanwhile, US Embassy Charge d'affaires David Young reminded the graduates that they were a responsibility to more than just themselves. "You are graduating into an improving local and global market. You're living in a time when advances in technology and communication put the world at your fingertips. You are uniquely poised for success, unlike many who came before you," said Young. A society which values its future affords the highest priority to providing its young people with the best possible education.

CYBER ACADEMY BESTOWED WITH 2013 BID INTERNATIONAL QUALITY CROWN AWARD

By TEVET Newswriter

London played host to 2013's Business Initiative Directions (BID) International Quality Crown Convention, where professional and business representatives from around the world gathered in recognition of achievements and recent successes. In particular, the convention celebrated quality in business and operations. Award winners demonstrated commitment to the criteria of the QCI 00TQM (Total Quality Management) Model, which ensures customer satisfaction and cost efficiency at every level of activity.

Among 2013's winners, Cyber Academy from Zambia was awarded the International Quality Crown Award (IQC) in the Gold category at the BID Quality Convention in London. The International Quality Crown Award of Business Initiative Directions is presented in recognition of organisations or companies in different countries throughout the world that enhance their reputation and position by implementing and promoting a culture of quality in their operations.

The award recognises and encourages the contribution of organisations and companies to quality, continuous

improvements and customer satisfaction as well as improving relations with employees, suppliers and all those associated with the organisation.

Cyber Academy Director Dr. Schmidt Jon Chintu said the award for the institution was based on its international collaborations, in this case the partnership with University of Greenwich in IMIS training in Zambia. "Cyber Academy is the first to win the award in the country due to its performance in this collaboration."

"For a humble institution which started in a small classroom in town to move to a medium and large size campus; and gain such recognition, it is a tremendous accomplishment. The recognition is based on great achievement," Dr. Chintu beamed.

He added that the

award earned him a position of Representative of Britain Computer Society in Southern African Development Community (SADC) and Eastern Africa.

Dr. Chintu said those awarding the BID also looked at the leadership of the institution in their awarding process. He added that they also look at performance of students i.e. examination output. Cyber Academy has been the highest in student performance in IMIS for eleven years.



Dr. Chintu displaying Cyber Academy's Award Trophy

MANSA Trades Rebranded to offer vocational and technical skills to the youth in Luapula

By Ocean Matimba—Acting Principal Mansa Trades Training Institute

The college has been offering training programmes at certificate/craft certificate level for the past forty (40) years. In the past, vocational training systems in the province failed to effectively meet the training needs of other beneficiaries such as school leavers who came out of the school system at different levels of the school system i.e. grade 7, 9 and 12.

The past technical and vocational training systems offered the in the province was inadequate, it failed to meet the training needs of the school leavers. According to the 2012 national census, 60% of the Zambian population comprised of the youth. Among these, the majority did not have relevant skills to enable them to participate in national development.

This sad state of affair has affected the development of Luapula province. This is the picture Mansa Trades Training Institute is striving to change. It is doing so by working with the Technical Education, Vocational and Entrepreneurship Training Authority to offer redesigned and re-engineered training programmes in a formalized manner, to cater for the needs of our youth.

The institute's focal areas in the provision of training are in the following fields which are in line with the development agenda of Luapula province:

i) Agriculture – particular attention shall be given to best practices in

cage fish, production of cash crops like cassava and soya beans, animal production, rice production and banana production to enhance productivity in the province.

ii) Technical skills – the focus is on electrical, automotive, bricklaying and plastering, plumbing and sheet metalwork, carpentry and joinery, secretarial and office practice and computer studies. These areas are critical to prepare a workforce required for upcoming industries in manufacturing to add value to natural resources and agricultural products, infrastructure development and mining. The institute is also targeting to offer in future training specialised courses like coded welding required in many industries including mining,

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SMILE OF ACHIEVEMENT!!! General Agriculture learners showcasing vegetables for their practical at Mansa Trades



which is not offered at the moment by any training institution in the country.

iii) Tourism –The province has vast tourism potential, therefore our local people shall need to be given skills and knowledge to provide services in tourism.

iv) Entrepreneurship –This is another important facet of training designed to prepare our learners to be successful entrepreneurs.

The institute in liaison with the Technical Education, Vocational and Entrepreneurship Training Authority and other stakeholders intend to conduct vigorous training needs assessment in the province with a view to develop new advanced programmes in tourism, construction, agriculture and engineering.

In order to demonstrate our focus on youth empowerment, the institute enrolled and is currently training 330 trainees; with different educational backgrounds mostly grade 9 and 12

school leavers pursuing training at trade test level II and III, in the following programmes:

- a) General Agriculture
- b) Food Production
- c) Design, Cutting and Tailoring
- d) Building and Plastering
- e) Plumbing and Sheet Metal
- f) Carpentry and Joinery
- g) Electrical Installation
- h) Automotive Mechanics
- i) Computer Studies

It is also worth to note that the majority of the youth in the province are vulnerable and hence cannot afford to finance training from their resources. Therefore in order for the institute to meet its training objectives; it has to look for organisations and individuals to sponsor training. The current intakes for the youth development training programmes which are running are fully sponsored by the government through TEVETA, National Projects for Poverty Reduction (NPPR) and Plan

International.

There is still a large number of our youth in the province who still require training in technical and vocational skills. In order for the institute to deliver government mandate; it is appealing to government, public companies, private companies, non-governmental organisations, the church, Member of Parliament, District Commissioners, our Royal Highness and others to consider to sponsor the youths in order to improve their lives to enable them drive national development.

In future, Mansa Trades intends to localize training taking is as nearer as possible to the local communities. For example, programmes in practical courses like General Agriculture targeting the youth and women will be offered in the local communities. The concern of the institute now is to enhance access to vocational and technical education for all the possible people in Luapula province.

TEVET and entrepreneurship education (EPE)



commercialize their intellectual property. EPE is often a link in a chain of support offered to those who decide to explore self-employment and establish a small enterprise. Other links of the chain include technical, legal and administrative support, as well as incubation, franchise and networking support services.

The first decade of the new millennium witnessed the birth of a broader concept of entrepreneurship as a generic skill for everyone, and not just for exceptional entrepreneurs. In that vein EPE was adopted in many regions, but the new concept is still in its infancy. The new concept of EPE is closely linked to innovation and knowledge-based action, thus it stimulates the 'entrepreneurial mindset' of learners. In this new sense, it is advisable that EPE start early in the lives of learners. It is envisaged that introducing entrepreneurial thinking and entrepreneurship education early at all levels could go very far in nurturing a culture that rewarded prudent risk-taking.

TVET and EPE: where we stand today?

There are new trends and developments in the concept, coverage, policies and modalities of both TVET and EPE. To meet the growing demand for skills, many education systems are adopting policies that clearly focus on skill development and TVET as means to ensure that people were more employable and more productive once they were employed or employed themselves.

TVET strives to prepare tomorrow's workforce for competitive labour markets, most of which are dominated by small and micro enterprises (SMEs). In many countries SMEs amount to more than 90 per cent of the total number of enterprises, and employ more than two-thirds of the labour force.

Innovation in SMEs is crucial to their

Entrepreneurial skills prepare someone to soar over miscellaneous pitfalls that make most businesses fail. EPE offers learners a chance to tap from the pool of benefits of having an enterprising mind.

By TEVET Newswriter

We are currently living in the 'knowledge era' of human history. Knowledge societies and knowledge economies are the main characteristics of the knowledge era, but more important is the 'knowledge mindset' of individuals. The knowledge mindset helps individuals to navigate today's uncertainties and tomorrow's unknown developments, not only in labour markets but in all aspects of life. Twenty-first-century citizens, regardless of their occupation, must be well equipped to navigate oceans of fast changes and developments. It is the responsibility of TVET to equip individuals to meet current and future challenges and expectations. This is a huge responsibility, but one that must be fulfilled. Education is the main vehicle used by societies to develop their new generations, and education reforms should be oriented to providing students with a knowledge mindset. Technical and vocational education and training (TVET) and entrepreneurship education (EPE) have a particular role to play in this context.

Time is ripe for integrating education aimed at helping individuals acquire occupation-related technical skills through TVET with those for instilling transferable skills through EPE. The

growing trends towards many career changes in the course of people's lives add to the importance of them acquiring good generic transferable skills. Because of this growing awareness of the role of entrepreneurship in economic growth and employment, issues of redefining entrepreneurship, and consequently entrepreneurship education and training, have become prominent in the 21st century.

Entrepreneurship education (EPE)

Initiatives to use the power of education to enhance individuals' entrepreneurial mindsets, and raise awareness of entrepreneurship as a viable alternative to paid employment, gave rise to educational programmes that can be grouped together under the heading of entrepreneurship education and training. EPE has existed for decades and a wide variety of courses have been introduced in many systems of education around the globe.

Special EPE programmes are tailored to job seekers, to unemployed people, and to scientists, engineers and researchers to encourage them to

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success and sustainability. Enterprises characterised by innovation are more likely to survive in the market than enterprises that do not innovate. Innovation should be the responsibility not only of entrepreneurs but of all employees, particularly in high-tech enterprises where many are typically TVET graduates.

EPE for SMEs to complement TVET

One of the challenges for educators and policy-makers working in TVET is to assess the extent to which their programmes are preparing students for the whole spectrum of working life, including paid employment, work in cooperatives, self-employment, setting up businesses, family work, social work and voluntary work. Currently, most TVET programmes are basically designed to prepare people for paid employment and many focus on employment in large enterprises.

Public Private Partnerships could help TVET planners and providers to improve the relevance of offerings, by ensuring that the private sector viewpoint is heard and considered in skills training. EPE is also needed to ensure that students learn entrepreneurship. A combination of entrepreneurship skills and occupation-specific skills should act as a major tool in mitigating unemployment and opening opportunities for self-employment and SME development. Therefore, EPE is needed alongside TVET to address the challenge.

TVET and EPE have traits of real-life experience which help expose learners to the reality of entrepreneurship, and to see self-employment or starting up a business as a viable employment alternative. Secondly, some of the occupations for which TVET programmes provide training lend themselves particularly to self-employment and the establishment of SMEs. Thirdly, many TVET programmes and activities already include some of the main EPE skills, such as working in teams, problem-solving and thinking innovatively.

TVET students with practical work experience are already familiar with the rules of preserving the work environment (that is, with occupational health and safety) and the wider environment (being aware of issues such as pollution and the degradation of natural resources), as well as having some awareness of the sustainability of work opportunities and the economy in general. For these reasons (and many others) EPE is crucial to TVET students, trainees, and equally important to their teachers and other educational personnel.

EPE and TVET are two types of education that aim directly at increasing the employability of students and trainees in two major types of employment: self-employment (which includes establishing and developing SMEs) and paid employment. Both types of education directly link the educational programmes to the labour market, widen the scope of choices for students and graduates, optimise the utilisation of individuals' potential, and contribute to the comprehensive development of society, both economically and socially.

EPE is a major cornerstone in promoting the establishment and development of SMEs. It can usefully be provided at secondary and tertiary education levels, and to graduates, the unemployed (including both the never-employed and those who have been laid off as a result of economic difficulties) and many other groups.

The current emphasis on Entrepreneurship Education reflects the fact that entrepreneurship has never been as important as it is today when the world is confronted with big challenges that extend well beyond the global economy. Entrepreneurship is a tremendous force that can have a big impact in

growth, recovery, and societal progress by fuelling innovation, employment generation and social empowerment.

EPE as generic skills for all is best started early in schools

If generic Entrepreneurship Education was offered to students as part of the basic education cycle, entrants to TVET would normally enroll in the programmes on a sound basis of appropriate labour market information and an accurate analysis of their own abilities and interests. Their education choice of TVET would ensure their motivation lead to better achievement of the required skills, both personal and technical, and increase their opportunities to enjoy satisfaction in their jobs and life.

With such a background, during their programme of study, learners would continue to use their acquired entrepreneurship skills in mastering skills and acquiring knowledge that would enable them to become self-employed, establish their own business, or become more productive in paid employment. EPE would help them become more mature employees and possible entrepreneurs. Unfortunately, EPE is not part of the education system in most education systems in the world.

EPE should be an integral part of life-long learning

Life-long Entrepreneurship Education would mean that students and trainees enrolled in TVET, at any level and age, would continue to receive relevant support to master entrepreneurship skills. Addressing TVET and EPE in an integrated way, for example using a multi-disciplinary team teaching approach, would allow students and trainees to organize what they learn, in terms of skills, knowledge or attitudes, in a way that facilitates recalling and using it, as appropriate, in different types of employment. It would also help them to think about using these competencies in an innovative way in their work and in their life more generally. Source: *UNESCO 2012 TVET Review and Trends*.

PERSONAL BRANDING: CREDENTIALS YOU NEED IN ANYTHING YOU DO IN LIFE.



By Clive Siachiyako –Information, Education and Communication Specialist

In the last issue, we looked at visibility, with the focus on how visible your brand is and how you can improve on it? In this issue, we are looking at branding your individual self, before branding your institution.

In life, same as in business, branding is more effective, powerful, and sustainable than marketing and sales. It is an effective way of being above competitors. Branding is about influencing others by creating a brand identity that associates certain perceptions and feelings with that identity. It is about your values, virtues, principles, personalities, etc. that you are identifiable with. For instance, honest, sincerity, value attached to time, affluence, charisma, peace making, etc.

Branding is no longer a preserve for companies anymore. There is a new trend called personal branding. Successful personal branding entails managing the perceptions effectively and controlling and influencing how others perceive you and think of you. Although you cannot really control what people think about you, you play a role on who they consider you to be. How you handle things entrusted with you, your attitude towards them,

your approach to issues affecting those around you, etc. contribute to the kind of perceptions people will have about you.

What is a personal brand?

Personal branding is about what you are known for. It is about what you stand for

(principles), how you do things (casually or prudently), how much you can be trusted, or cannot be trusted with certain things in life, etc.

It is also about how you differentiate yourself and stand out from a crowd. You stand out by identifying and articulating your unique value proposition. Your unique value could be professional or personal that you leverage across platforms with a consistent message and image to achieve a specific goal. This way, you can enhance your recognition as an expert in your field, establish your reputation and credibility; advance your career, and build yourself-confidence.

Well-planned and executed personal brand creates a strong, consistent and specific attributes about yourself and the value you offer to those around you. Personal branding applies to anyone. You can be an entertainer, business person, politician or sports figures. In business, individuals such as Bill Gates, Geoffrey Mwamba, Aliko Dangote have created enormous personal visibility and success by actively promoting their

personal brands.

Bill Gates will show you how to get rich even after dropping out of college. Geoffrey Mwamba will show you how to go into politics but still look financially good and make it in business. Dangote will show you how to manage a business in diversity.

How to brand yourself

Personal branding begins with knowing who you are.....what I am good at, what are my principles, how do I want to dress to present the real image of my inner-self, who do I associate with to build my image, who do I want to be in 10 years' time, what personality will help me attain who I want to be by that time, etc.?

It begins with establishing an account of your core values, competencies, expertise and demonstrated abilities at work, in business, at school, etc. You can do this persona inventory by listening to what people say about you. Their feedback will help you know where you need to polish up and where you need to start all over again.

For instance, how do I handle money? Does it position me where I can be trusted with big monetary responsibilities? How is my time management? How do I look? What academic credentials do I need to be who I want to be in life? Is the pace at which I am moving good enough to position me where I can stand out in my career, etc.?

If you are fairing badly in most of these issues, you can make amends

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and get ready to who you want to be in life. For instance, if your name is mangled in financial hiccups, redefine your financial grip. Remember, trust gained over small things, result into trust over bigger things. Build that confidence in you in whatever system you are dealing with.

If your time management is pathetic, work on it. "Time is money, speed is profit." Therefore, time mismanagement can cost you greatly. Some people do not want to associate with time wasters. Your looks too are important. Make sure you look as you see yourself inside. Dress in a way that breathes a sense of a sharp personality in you. Do not wear clothes that make you older than your age or make you look crooked. "A picture speaks a thousand words," present that good picture with your associates.

Take full responsibility of your identity. Your personal brand impacts on your career, your business or the calibre of your clientele/associates. Align your assets with your image. Branding yourself is about ingenuity and authenticity. Do not over think who you want to be known for; simply set the bar for yourself in a simple and straight forward personality.

Gauge yourself with your former school mates, friends you grew up with or those you model after. Do not compare yourself with those below you, those who are doing badly in life because that will make you complacent. Aim high and set your bar above board.

Personal branding takes less effort than corporate branding because you are looking at a smaller entity...yourself. Work on things that could be considered minor e.g. time management, attitude towards things, financial or social virtues, etc.

For instance, when you borrow money, how good are you at returning it? If you abrogate friend-to-friend lending terms, what about borrowing bigger amounts?

In the world of Credit Reference Bureaus, being a bad debtor does not create a good personal brand for you. You may be blacklisted for being financially dishonest. No one wants to have such a bad name. Our lives revolve around money; therefore, ruining your financial standing costs a great deal towards your personal and capital investments.

How far does personal branding go?

Personal branding cuts across today's online, virtual, and individual age. It is increasingly an essential asset for personal success. The world's most successful people you can think of have branded themselves above the ordinary and stood out as role models in their specialty. Therefore, live your own brand. Prepare yourself to become the CEO of your life.

Your personal brand is what you use to brand your institution. You cannot have a well branded organisation if your personal brand is in disarray. It is very difficult because your actions have an impact on your organisation standing before the public. For instance, if you do not keep promises in your personal dealings, your habit may be mixed into your work related dealings and will affect your institution's image.

Have you wondered why some organisations place disclaimers in print media that a particular person is no longer their

employee and any dealings they involve henceforth should not be associated with the organisation? Sometimes it is because the person's name is 'muddy.' Organisations know that regaining trust gets tougher after losing it; they thus strive to keep their staff's personality in check.

Everyone has a personal brand but most people are not aware of this and do not manage this strategically, consistently nor effectively. You should take control of your brand as the message it sends affects how others perceive you. Controlling your personal brand will help you to actively grow and distinguish yourself as an exceptional professional.

Your personal brand is an important asset. It is your identity. Your trade mark. That is why people take legal actions for maligning their name. Malice on their name, their personal brand, their image...has both personal and business repercussions. It dents their standing before society, their business partners, professional bodies or work relations. It is therefore very important to build, maintain and sustain a personal brand that brings immense benefits to you today and tomorrow. You cannot brand your institution without a personal brand that sets you above a basic personality.

In the next issue we are looking at part two of personal branding before we get back to other corporate branding aspects that have not been covered in the previous issues.



Photo Focus



Group photograph for participants at the TEVET Sector Planning meeting for 2014 at Mulungushi International Conference Centre



Prof. Willombe (2nd from left) interacting with participants at the TEVET Sector Planning meeting, in company of TEVETA Director General David Chakonta (left) and Dr. Nkanza PS (middle).



L-R: Energy and Water Development Minister, Christopher Yaluma sharing notes with TEVETA Director General during the Mining Skills Training MoU signing at Mulungushi International Conference Centre



Chikowa Youth Development Training Centre Principal Brother Ramos (R) Inspecting Bricklaying and Plastering works done by students as practical exams for December 2013.



Candidates during December 2013 exam session

Simple Entrepreneurship Lessons from Martin Luther King

By Clive Siachiyako –IEC Specialist

FIFTY years after Dr. Martin Luther King Jr's death, the world is still honouring the visionary leader who is inspiring many lives forever. The larger-than-life leadership lessons that Dr. King gave the world are as important for entrepreneurs today as they were during his life. Dr. King was a visionary. He was a man who had a dream bigger than the times in which he lived. That is, after all, what real visionary leaders are all about. His "I have a Dream" speech brought awareness and humanity to the national consciousness about civil rights. He led a social movement of equality during a time when he was not supported by many. In fact, he was threatened and despised by many. But he stayed committed to the vision he held. Are you bringing that kind of total commitment to your cause? Not to say get arrested, but are you bringing that level of intensity and dedication to your work? Dr. King's actions were backed his vision and he shook up the popular culture of the time. Sometimes doing things completely different is what is necessary for evolution and innovation. These paradigm shifts are crucial in every aspect of social, cultural and technological change. The same way of thinking always yields the same results. Dr. King never accepted that just because things were a certain way, it made them the right way. How can you shake up the status quo in your industry? How about in your corporate culture or business values? Be a leader and set the new standard by changing an outdated status quo in your life. How can Dr. King help you become a better entrepreneur? Here are seven simple entrepreneurship lessons from Dr. Martin Luther King:

1. Dream big.

Dr. King is best known for his "I have a dream" at the March on Washington in 1963. A great entrepreneur always dreams big, and shares their vision with employees, investors, customers, prospects and the world. You have to have a dream- and a big one which takes the huge entrepreneurial chance. What are you dreaming up now, and how will you share it? Make your dream reality. Of course, many people have dreams. Some even have great dreams. But most of them do not work to make their dreams a reality as did Dr. King. Great ideas for new products, businesses, and works of science and art die every day with their inventors. To be an entrepreneur is to dream – but it is more in making the dream reality.

2. Persuade without power.

Using non-violent civil disobedience, Dr. King was able to persuade millions of Americans to join the civil rights movement and support his dream. As an entrepreneur, you have to get a lot of people on your side: investors, customers, and most of all, employees. You can try to be powerful and aggressive; to be the "boss" in the traditional sense of the world. But this is increasingly ineffective. The best way to persuade people to get what you want is to be kind, passionate, supportive and grateful.

3. Give people something to believe in.

Dr. King was one of the best leaders in modern history in getting people to believe in his dream...to get people to embrace his vision and mission and support him unconditionally. As an entrepreneur, you too can and must give people something to believe in. Make your core values, mission, strategy and strategic plan be known by everyone in the company. You can hang them up on the walls for all to see and embrace.

4. Embrace fear and be courageous anyway.

Dr. King was never shy about admitting his fears. He was afraid that his points wouldn't be well received. Moreover, he was worried about violence breaking out. Many people, especially men, are taught from a young age, "Don't be afraid." But the truth is, we all have fear, and that is alright. As Dr. King taught us, it is better to admit you have fear, and find a way to be courageous in spite of that fear. As an entrepreneur, there are so many things to be afraid of e.g. running out of money, your product not working, a key employee leaving, bankruptcy, low clientele, etc. But if you embrace those fears, you will be better off. How can you embrace your fears? You embrace your fear by recognising that it exists. After recognising it, confront your fears with courage and commitment. To assist with this endeavor, you must realise that the fear is derived from your minds. Before your body experiences the fear, your brain tells you what to fear and the possible reasons why you should fear it. Once you understand this, then you could use courage and commitment to counteract the fear so that you could get things done.

5. Get everyone involved.

Dr. King was able to build a real movement because he was able to get so many people involved...to truly "rally the troops," because everyone felt like they were part of something bigger than them. As an entrepreneur, you can involve everyone, and learn from everyone as well. Every employee, customer and prospect has something valuable to teach you, if you will only let them. Involve all of your employees in goal setting and strategy setting...you will never know where the next great idea will come from. How can you better get more people involved?

6. Create a sense of urgency.

Dr. King said in his "I have a dream" speech: "We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children." Now is the time, for you as well. Now is the time for you to lead your team, and now is the time for you to build something of meaning, and now is the time for you to instill a sense of urgency in each and every person you speak with. Have passion for what you do and believe in, and you can create that sense of urgency.

7. Inspire people.

Dr. King was so inspiring to so many people, and we can only dream of being half as inspiring as he was. But as an entrepreneur, as a leader, your job is to inspire. Your job is to inspire your staff, your investors, and the world, about your mission and your products and services. The world you dream of can inspire others to aim higher in life. It can give them the zeal to think big and have the resilience to rise again after a temporal defeat. Communicate your dream to others. Talk about it! Let others know what you dream about entrepreneurial self. How effective could be your dream if you are not communicating it? Do you have a vision for your enterprise? Is it prominently displayed where your staff can easily see? And do you talk about how your actions, services, campaigns and products back up that vision?

REMEMBER, dreaming without doing is for childhood. Real leaders have big dreams, take big steps to communicate them, and then they go take big actions! Dr. King's actions made him one of the great leaders of the 20th century, Time Magazine's "Man of the Year" in 1963 and a Nobel Peace Prize winner in 1964. How do you plan to turn your dreaming into doing? **Courtesy of INC.COM**



TEVETA Mission and Mandate

VISION

A World-class Technical Education, Vocational and Entrepreneurship Training (TEVET) System that drives National Development

MISSION

In support of the Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy of the Government of the Republic of Zambia, the Technical Education, Vocational and Entrepreneurship Training Authority will:

- Develop and maintain a TEVET system that operates to internationally accepted standards;
- Promote efficient, effective and equitable TEVET delivery, through support services to Training Providers;
- Source and optimize the utilisation of resources for TEVET;
- Facilitate improved interactions and communication between TEVET stakeholders;
- In order to contribute to the development of Zambia

Mandate of TEVETA

The Technical Educational, Vocational and Entrepreneurship Training Authority (TEVETA) is an institution created under the Technical Educational, Vocational and Entrepreneurship Training Act (No. 13 of 1998), read together with the Technical Educational, Vocational and Entrepreneurship Training (Amendment) Act No. 11 of 2005. Its general function is to regulate, coordinate and monitor technical education, vocational and entrepreneurship training in consultation with industry, employers, employees and others stakeholders.

For further information contact:

The Director General

Technical Education, Vocational and Entrepreneurship Training Authority

Birdcage Walk, Longacres, Private Bag RW 16x, Lusaka - Zambia

Tel: +260 - 211 - 253331 - 4 / 251040, Fax: +260 - 211 - 253382, Website: www.teveta.org.zm,

E-mail : teveta@teveta.org.zm