

A Publication of the Technical Education, Vocational and Entrepreneurship Training Authority



LOW RATE OF UPGRADING TEVET INSTITUTIONS WORRIES TEVETA

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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 2011. As we start this year, we hope that you will find our publications informative and educative. We are most grateful for all those who continue to contribute to the publication.

We welcome back Hon. Peter Daka MP to the Ministry of Science, Technology and Vocational Training as Minister, and Mr. Chricles Mwansa as Permanent Secretary.

We continue to strengthen our relationships with the private sector, especially with TEVET Qualification Framework (TQF), TEVET Learnership Scheme, Work-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. In this edition, we present a glimpse of some partnerships that promote entrepreneurship among TEVET students. TEVETA partnered with InterMarket Bank, Zambezi Airlines and Lusaka Stock Exchange to provide an annual venture capital fund to students in colleges and universities.

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 also be keen to hear the views of all stakeholders on the TQF, TEVET Learnership Scheme and Work-Based Learning pathways.

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

Low Rate of Upgrading TEVET Institutions worries TEVETA

By TEVET Newswriter



ACC Director General, Mr. Kayukwa handing-over a wall clock encrypted with the Commission's Logo to Dr. Nkanza when he made a presentation on "the role of TEVETA as a regulator" at Corruption House.

facilities such as laboratories, workshops, lecture rooms, library and other requisites.

A Grade Two institution meets basic requirements, with some areas that need improvement such as management systems, staff or facilities. Grade Three institutions are those that barely meet minimum requirements, but with a mixture of strengths and

weaknesses in key areas of management systems, staff and facilities.

Dr. Nkanza noted that 46% of the TEVET institutions were graded under Grade 3, a situation they should strive to surpass to guarantee quality training and outcomes that were responsive to economic demands in the country.

"The mismatch in quality training poses a serious challenge on addressing issues that affect youths. Firstly, training providers are mostly offering lower qualifications; secondly, they cannot enroll larger numbers in comparison to demand, thus making youth unemployment and poverty widespread," stated Dr. Nkanza.

He further said only 8.3% of the institutions in the sector offered technical qualifications, hence created a problem in skills provision especially that there was high demand for training among youths who comprised 65% of the Zambian population.

He said illegal institutions took advantage of the high demand for training and took away huge sums of money from unwary youths over qualifications they could not use anywhere.

"Lack of access to training is so acute in the country. For instance, our data show that only 6% of the school leavers per year enter into college or university, yet the overwhelming 94% are left to wander the streets without employable skills."

Dr. Nkanza said it was against that background that TEVETA and stakeholders had initiated and promoted other forms of learning that include: Work-Based

Learning, TEVET Learnership Scheme and Open and Distance Learning as strategies to help avert shortages of human capital and reduce the pressure on the school system.

Meanwhile Dr. Nkanza said TEVETA had established a system that excluded students from illegal institutions from accessing examinations.

"Since we now administer all TEVET examinations, we enter all data for students enrolled in TEVET institutions registered with us and assign them unique examination number. Students from unregistered institutions will not be captured by our system, hence they will not access our examinations. We hope this will discourage illegal training institutions from operation," he indicated.

Dr. Nkanza said there was need to create a strong system that discredited illegal institutions as a way of encouraging quality delivery of skills training, adding that foreign examination boards were often the major culprits in promoting illegal training as they provided examinations to illegal institutions that TEVETA penalised for non-compliance.

He quickly noted that with the requirement for the accreditation of foreign examination boards with TEVETA, and placement of qualifications they award on TEVET Qualification Framework, sanity and quality training would be enhanced.

And ACC Director General Godfrey Kayukwa commended Dr. Nkanza for the presentation, which was aimed at improving ACC's understanding of the TEVET sector and assess how the two institutions could work together to improve corruption education, monitoring and prevention.

Mr. Kayukwa said fighting corruption called for inclusive initiatives that involved key stakeholders such as TEVETA which had a large number of training providers under it. He said considering the Commission's three major roles in the fight against corruption: investigating and prosecuting; prevention; and education on corruption matters, TEVETA fitted well in bridging some informational gaps on the vice in the TEVET sector.

"Our educational role makes TEVETA a suitable partner in informing and educating society on corruption through TEVET institutions.

Quality is today a hallmark of every undertaking. Those who want to establish a mark in the market are integrating best practices that increasingly improve their standards and earn them top results. Getting established in the industry requires multiple solutions regardless of the type of business one is doing, skills training inclusive. There is currently increasing demand for training in the country at various levels. This demand is however faced with a demand for quality training. In Technical and Vocational Education Training (TVET) there has been slow upgrading of institutions to higher grades that signify quality.

Technical Education, Vocational, and Entrepreneurship Training Authority (TEVETA) Director General Dr. Patrick Nkanza noted that the situation impacted negatively on the provision of quality skills in the economy which were cardinal in the creation of wealth and jobs and poverty reduction.

Speaking when he made a presentation at the Anti Corruption Commission (ACC), dubbed "The Role of TEVETA as a Regulatory Body," Dr. Nkanza said the high number of TEVET institutions under the Grade 3 that made no significant improvements to move to higher Grades, was worrying.

TEVET institutions are graded according to their management system, staff qualifications/work experience, and their learning facilities. They are graded in three groups: Grade One, Grade Two and Grade Three. Grade One is the highest level. An institution under Grade One category is a very good institution with viable management systems, qualified lecturers (work experience and academic qualifications) and very good learning

MSTVT, TEVETA Sign TEVET Fund Service Level Agreement to Support Six TEVET Institutions

By TEVET Newswriter

Ministry of Science Technology and Vocational Training (MSTVT) and the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) have signed a Service Level Agreement for the Technical Education, Vocational and Entrepreneurship (TEVET) Fund intended to support six TEVET training institutions in the country.

The TEVET Fund was established by government under the TEVET Amendment Act No. 11 of 2005.

The Service Level Agreement (SLA) involves K11.4 billion funding towards priority skills training areas in the six training institutions. Benefiting institutions include Evelyn Hone College of Applied Arts and Commerce with K3 billion, Lusaka Business and Technical College with a funding of K900 million and Zambia Air Service Training Institute with K1.68 billion.

In addition, TEVETA was provided with K550 million for administering the TEVET Fund operations.

Skills being financed in the six institutions are para-medical, bio-medical, business, education and technology programmes, aviation and meteorological, water operations, mechanical, automotive, agricultural, construction and tourism programmes.

Speaking during the signing ceremony of the Agreement, Science, Technology and Vocational Training Minister Peter Daka said the Funds were meant to enhance skills training in the TEVET sector in line with the Sixth National Development Plan.

Mr. Daka said the TEVET Fund was established as one of a series of new mechanisms to improve efficiency and effectiveness of TEVET system. He

structures, institutional arrangements, capacities, systems and procedures.

Speaking at the same occasion, TEVETA Board Chairman Wamulume Kalabo applauded government for its commitment to ensuring that education standards were uplifted through a continued release of TEVET Funds.

Mr. Kalabo called for public-private-partnership in the provision of entrepreneurship skills.

"The Service Level Agreement being signed today centres on what we need to add to the country's skills training requirements in the economy. This funding brings quality and increased training in TEVET," he noted. "It's important that the private sector participates in providing a pool of funds in TEVET as they are major beneficiaries from these skills."

Mr. Kalabo urged the private sector to create centres of excellence targeting skills training in technical areas to enhance skills training in response to economic needs.

"We need a lot of input from the private sector in skills training to ensure that our economy does not lag behind due to lack of certain skills. I further call on multinational corporations to give first priority to Zambians when recruiting staff before looking outside, in order to create stability in the economy as people will be happy. When local people are happy, any investment is safer. That is the best social corporate responsibility."



Hon. Daka (Centre) flanked by Permanent Secretary Chriticles Mwansa (L) and TEVETA Chairman Mr. Kalabo (R) during the Signing Ceremony of Service Level Agreement for TEVET Six (6) institutions at MSTVT.

Others are Northern Technical College with funding at K2.16 billion, Livingstone Institute of Business and Engineering Studies with K1.4 billion and Kabwe Trades Training Institute with a funding at K900 million.

added that this had presented a shift in the way of funding TEVET. He said the Fund was aimed at providing sustainable financing of the TEVET sector; hence it has been designed to include responsive policy, governance

National Council for Construction , Council for Built Environment Chart new Construction Standards

By TEVET Newswriter

National Council for Construction (NCC) and Council for the Built Environment (CBE) of South Africa held a joint inaugural workshop from 24-25th February 2011 to discuss ways of ensuring mutual recognition of Zambia and South Africa's respective qualifications and professions in the construction sector.

The workshop was aimed at crafting an agenda for Zambia, South Africa and the South Africa Development Community (SADC) region in embracing sustainable built environment; facilitating alignment of education and practices in the built environment and construction sector; creating a platform for engagement on the state of the built environment and the construction industry in Zambia and South Africa; and establishing a functional co-operation between Zambia and South Africa.

Speaking when opening the workshop, Deputy Minister of Works and Supply Lameck Mangani said the joint forum by NCC and CBE to promote quality construction was a momentous occasion that brought a galaxy of built environment professionals from the two countries to share experiences regarding the built environment and outline an agenda for research on futuristic sustainable environment education, best practices and standards to ensure integrated infrastructure development that would lead to meaningful economic growth in the SADC Region.

Mr. Mangani who spoke through Director of Human Resources at the Ministry of Works and Supply Trizer Kimena, said the occasion was in line with government's sustainable development agenda provided for under policy reforms, which included political and macro-economic stability as well as the creation of favourable investment climate.

He urged relevant government agencies to the construction industry to focus on micro-economic issues that could improve sector performance for the sector to reasonably contribute to the overall economic performance in the two countries.

Mr. Mangani said government was not interested in piecemeal approach towards development that was why the country's long term development plan enshrined in the Sixth National Development Plan was premised on "sustained economic growth

and poverty reduction."

"To achieve this, professionals from all economic sectors should create a 'Sectoral Body of Knowledge' through the creation of knowledge centres supported by an integrated agenda for research, development and demonstration. Proper harnessing of individual brilliance is cardinal in creating a force to take on lucrative projects in Zambia and the region that have been handled by foreign professionals when our professionals in SADC have the capacity to handle them," he noted.

The minister said South Africa had some best institutions in the world in terms of Research and Development (R&D) of standards for infrastructure development; hence the collaboration established could enhance infrastructure development in both countries.

Meanwhile NCC CEO, Dr. Sylvester Mashamba said the workshop was a landmark collaboration with CBE that could lead to the revision of Zambia's construction education standards and practices which were last revised in 1968, hence making the country to lag behind in construction.

"Through this workshop, bridges will be created to enable Zambia meet current demands in infrastructure development. South Africa has some of the best

environment professionals in that country that included Architects, Engineers, Landscape Architects, Quality Surveyors, Project and Construction Managers and Property Evaluators.

And CBE CEO Bheki Zulu said the workshop was cardinal in harnessing professionalism and fast tracking infrastructure development at the pace of market demand in Zambia and South Africa and the region at large.

Mr. Zulu said the high demand for quality housing projects in SADC required a pool of skills and professionalism that bridged existing gaps in infrastructure development.

He said Council for the Built Environment's collaboration with the region (SADC) was first done with Zambia due to the country's proactive respond through NCC to the South African President, Dr. Jacob Zuma's Africa agenda which encompassed sustainable and quality housing for the citizenry.

Mr. Zulu added that CBE looked forward to a strong collaboration with NCC in creating industry regulations, addressing accreditation of programmes in colleges and universities and professional registration of players in the sector.



"We need to create coordinated professionalism, appropriate standards and sustainable infrastructure development systems that take care of future generation," Mr. Zulu CBE CEO.

institutions in R&D in sustainable built environment, and we stand to benefit from this collaboration in the short and long term," he stated.

Dr. Mashamba said the workshop was an inaugural and pilot engagement with South Africa's overseer of built

"We need an identity in the region. We need to be identified with quality. We need similar standards in built environment to facilitate mobility of professionals in construction in the region. We need to create coordinated professionalism, appropriate standards and sustainable infrastructure development systems that take care of future generation," he said.

Mr. Zulu said CBE and NCC organised the joint forum considering the important role infrastructure development played in rolling-out development of any society. He noted that the region needed to fast track construction at the rate of demand by establishing a pool of skills and knowledge.

TEVETA, ZIHRM sign agreement on Professional Standards

By TEVET Newswriter

Industries, from airline to retail, professional to informal and high-tech to extractive sectors are constantly demanding for human resources that uphold quality, productivity and capacity building to meet market needs. Training providers, professional bodies and training regulators are thus finding ways of fine-tuning the quality of graduates according to labour market requirements.

TEVETA Director General Dr. Patrick Nkanza said the agreement was premised on the common and shared objective to jointly develop and implement Examinations and Awards systems and procedures of the highest standard.

Dr. Nkanza also said TEVETA and ZIHRM had committed themselves to working together and sharing knowledge and experiences to

wider efforts towards the establishment of the National Qualification Framework (NQF) for Zambia which was aimed at harmonising progression in the TEVET system and career paths.

“Within the context of the NQF, purposes of the TQF are to create an integrated framework for learning achievements in TEVET; facilitate access to, mobility and progression within the TEVET system; enhance quality of education and training in TEVET; and contribute to full personal development of each learner and the social and economic development of the nation at large,” Dr. Nkanza stated.

And ZIHRM President Namucana Musiwa said ZIHRM was confident that the agreement would enhance professionalism in the country's workforce at various levels.

Ms. Musiwa stated that through the partnership, relevant human resources to the economy and professional bodies that could supply those skills would be identified, hence promoting human capital development, upholding professionalism and improving productivity.



L to R: Ms. Musiwa—ZIHRM President, TEVETA Director General Dr. Nkanza and TEVETA Director for Training Standards Mr. Orphan Hachinene during the MoU Signing.

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and Zambia Institute of Human Resource Management (ZIHRM), being key institutions to human capital development in the country, saw the need to merge forces to close-up any human resource needs in the market.

To that effect, the two institutions signed a memorandum of understanding (MoU) to collaborate in conducting assessments and examinations in professional qualifications in human resources.

Speaking during the signing of the MoU,

develop a common standard for all Examinations and Qualifications.

He said TEVETA worked hard in the past three years on four major areas that included the establishment of the TEVET Qualification Framework (TQF), conduct of TEVET examinations, accreditation of trainers, assessors, examiners and foreign examination boards as well as networking with professional bodies and the private sector to ensure market demands were incorporated in the TEVET sector.

Dr. Nkanza further noted that the establishment of TQF was part of the

“Our partnership will promote human capital growth, improve professionalism, increase and control quality of human resources in the country,” Ms. Musiwa said. “Improved quality of training and professionalism translates into increased production levels and economic development.”

She said there could be no meaningful development that could be achieved if human resource bearers did not acquire quality education qualifications and standards to meet the pressing demands of their workforce.

Build IT hands-over New Classroom Blocks

By TEVET Newswriter

Build IT International has handed over new classroom blocks to respective communities in Makangwe and Chainda. The classroom blocks were built by Build IT International, an NGO that focuses on upgrading basic infrastructure in schools and clinics to help avert shortages of quality school infrastructure in communities. The classroom blocks were built at the total cost of K750 million.

And 35 community members who were



Mr. Machila and Mr. Jawett officially opening Makangwe Extension Community School. Makangwe is one of the community Schools constructed by Build IT.

involved in the construction of the classroom blocks qualified to obtain Trade Test Level 3 certificates under the Technical Education, Vocational and Entrepreneurship Training Authority's (TEVETA) Workplace Based Learning Scheme.

Speaking during the official handover of the classroom blocks, Minister of Education Dora Siliya commended Build IT International for the technical and financial assistance it provided towards the construction of the classroom blocks and Zambia Open Community Schools (ZOCS) for coordinating the works to accommodate children at Makangwe and Chainda Open Community Schools.

Speaking through Minister of Livestock and Fisheries Bradford Machila, Ms. Siliya said the Ministry of Education (MoE) recognised the huge contribution made by community schools towards providing children's access to education through community schools

around the country, thereby, contributing to the country's attainment of the Millennium Development Goals (MDGs) and Education for All (EFA).

She further said MoE acknowledged the good results that community schools were producing given the fact that more than 80% of the teachers teaching in Open Community Schools were not qualified, infrastructure was in poor state, and teaching and learning materials were inadequate.

Ms. Siliya said government acknowledged that vulnerable children learning in open community schools and their teachers needed conducive environments for them to generate best results and explore their potential to the fullest.

"The MoE is working towards achieving this, and it'll continue to provide support to open community schools to enable them meet their real potential. The ministry is committed to ensuring that vulnerable children are adequately attended to in terms of access, quality education provision and their education progression."

She urged District Education Boards (DEBs) secretaries in the country to support community schools to ease the implementation of Education for All targets in line with community school guidelines.

Meanwhile, ZOCS Chairman Friday Nyambe said Build IT International gave the two communities in Makangwe and Chainda essential gifts that would touch many lives in those communities.

"On behalf of ZOCS, orphans and

vulnerable children, I pay special tribute to Build IT International for this generous gift through these classroom blocks, which will benefit 500 orphans and vulnerable children (OVCs) in the two communities. It's also gratifying to note that these classroom constructions included training of some of our community members in construction skills and techniques, under TEVETA certification, which enabled them to build these classroom blocks in this professional manner," Mr. Nyambe said.

He added that Build IT International did not only donate the modern classroom blocks but also knowledge and skills for the empowerment of the communities, which should be able to positively transform their livelihoods for ever.

"In this special case, I am also happy to inform you that all the materials (except door and window frames) used in these constructions were made at the school by trained community members. With such skills, we're rest assured of proper maintenance and repair of these classroom blocks," indicated Mr. Nyambe.

And Build IT Director Andrew Jawett urged the communities in the area to take extra care of the classroom blocks as they did not belong to ZOCS or Build IT, but belonged to them.

Mr. Jawett commended all community members who contributed towards the project and supported it to the end.

"Firstly, I pay tribute to leaders of these communities for the support. Secondly, I thank men and women who helped in the collection of building materials to see to it that the project is completed. Your commitment and hard work is bearing fruits," he said.

He said the project was the first in Africa, adding that Build IT International looked forward for more such projects in Zambia.

Early Childhood care Curriculum Development (ECCDE) Advances

By TEVET Newswriter

Wherever you are in the world and whatever business you are doing, when the market demands, a review of policy structures and service offerings is cardinal to meet end-users' needs and stand for the upturn.



Stakeholders inspecting some of the sample ECCDE play and learning materials at Kalingalinga Youth Resource Centre in Lusaka.

Considering the lack of policy for Early Childhood Care Development and Education (ECCDE) in Zambia, UNICEF and Ministry of Education (MoE) entered into a joint venture for the formulation of ECCDE Policy and manufacturing of play and learning material for preschool children.

Initially, ECCDE was managed by municipal councils in the country. This created a big gap in the provision of the service in the country due to high demand for it. The formulation of ECCDE Policy will help address that variance. UNICEF and MoE have co-opted TEVETA in the project to coordinate the development of a manual for the manufacturing of play

and learning materials for children. TEVETA was co-opted due to its role in regulating institutions with capacity to manufacture the materials and its involvement in curricula development.

TEVETA and other players in the project have since developed a manual for the manufacturing of the materials and have identified four initial institutions to manufacture samples of the materials after a mini-fair was held in 2009 which provided a number of institutions chance to showcase their products. The four institutions that were given the contract to manufacture the sample materials were: TAZARA Training Centre, Kalingalinga Youth Resources Centre and Kabwe Trades Training Institute and Auxillum Training Centre.

Other institutions in TEVET that have the capacity to manufacture the materials will be contracted to manufacture them (materials) in bulk for national-wide distribution in addition to the initial four that were contracted to manufacture the samples.

The samples have been manufactured and evaluated for them to be improved according to set standards as stipulated in the manual. The manual

will be used for teaching and manufacturing of the materials (with a local touch) required for by the sector. The manual standardises the manufacturing of the materials and captures children's safety needs and psychological learning domains.

The play and learning materials are for helping children develop psychomotor capabilities such as the use of brains, hands, language and their social relations. In the past, these materials have been imported and were very expensive and failed to represent familiar psychomotor stimulants common to children's environments of upbringing.

The materials will make it easier to impart skills on the children in relation to their familiar domains of life. The materials will be also distributed to rural areas to benefit children in those areas. TEVETA will reach out to other institutions in rural areas that can manufacture the materials in any form: wooden, plastic or metallic.

The project will be also used as a mechanism for entrepreneurship training and incubation support services for TEVET graduates who intended to start-up small businesses of designing, manufacturing and distributing ECCDE play and learning materials in their communities.

NCC Validating Seven Skills Awards Courses

By TEVET Newswriter

The National Council for Construction (NCC) is validating seven (7) Skills Award Certificate Courses in the School of Construction in consultation with Technical Education, Vocational and Entrepreneurship training Authority (TEVETA), the industry, professional associations and relevant government departments to the sector.

NCC Training Coordinator, Lwenga Muyamwa explained that the

courses being validated were: Labour Based Road Maintenance, Building Technology, Management of Building Construction, Management of Civil Building Construction, Certificate in Construction Surveying and Construction Materials Testing.

She said the validation was being done in consultation with experts from the private and public sector such as Road Development Agency, Rural Road Unit, Building

Department, Engineering Institute of Zambia, Surveyors Association of Zambia, Zambia Institute of Architecture, and Association of Building and Civil Engineering Construction to ensure all construction gaps are captured in those courses.

Ms. Muyamwa said the validation of the seven programmes was aimed at narrowing skills and quality gaps, reducing cost of construction, and adding value

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NCC Validating Seven Skills Awards Courses

Cont'd from page 8

to clients' money.

"Part of our mandate is to identify skills gaps in the construction sector and devise ways of addressing them. In line with this mandate, gaps have been identified in labour based road maintenance, building technology, management of building construction, management of civil building construction, construction surveying, and construction materials testing; hence the validation of the seven courses. The validation is also in consideration with growth potential of the construction sector," she indicated.

She added that skills ward courses in construction were limited in the country, yet the industry had a lot of potential in that area, hence the high

number of people joining the construction sector from different professions.

Meanwhile, in a bid to increase women participation in construction, NCC is establishing Construction Girls Clubs in High schools, with the first club having been established at Matero Girls Secondary School.

"We think if we tap the girls when they're still making career paths and educate them on the opportunities the sector offered, women participation in construction will increase. Most of the women think construction is a dirty job and belongs to men, yet it offers abundant opportunities for entrepreneurs. It captures people

from all professions who want to engage into construction or start construction companies," Ms. Muyamwa said.

And Ms. Muyamwa said NCC was working on five (5) modular courses for Local Road Authorities. She added that subject to TEVETA approval, the courses would be taught to monitoring and evaluation officers in local authorities throughout the country for them to monitor and manage construction works in their localities.

She said most local authorities lacked skills to monitor construction works, thus the need for such training.

TEVETA, CAMFED train young women in Leadership and Entrepreneurship in Lubwe and Samfya

By TEVET Newswriter

Globally, entrepreneurship is a valued catalyst for innovating smarter ways of bridging wealth and job creation gaps and empowering citizens, especially the traditionally marginalised in development. Key institutions are finding ways of teaching and mentoring society on entrepreneurial practices that stimulate self-confidence and attitude change.

To stir-up enterprising qualities in young women who often remained in the background regardless of their potential, Campaign for Female Education (CAMFED) International is training young women in leadership and entrepreneurship in Zambia and other countries on behalf of Goldman Sachs. The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is one of the Lead Trainers in the programme.

The training was recently conducted in Lubwe and Samfya in Luapula province. During this training,

TEVETA was represented by Nelly Nyirenda, the Specialist in Entrepreneurship Development, who was one of the lead trainers.

The training in Lubwe and Samfya was part of "Goldman Sachs' 10,000 Women certificate programme" in young women's leadership and enterprise training. In Zambia, the programme started in December, 2008, in which 150 young women were trained as the first cohort up to November, 2009.

The second cohort was conducted from December 2009 to November 2010. The programme is in its final stage under cohort three, which is being conducted from December 2010 to November 2011.

Goldman Sachs through CAMFED international is providing support to African countries by empowering young women in leadership and entrepreneurship skills. So far, 460 young women

have been trained in Leadership and Enterprise Skills.

In Zambia, the target is to train 100 Grade Twelve School Leavers and 60 Young Women Entrepreneurs, drawn from three provinces namely Western, Northern and Luapula. The participants are vulnerable young women who have received support from CAMFED in their education and businesses.

The programme is designed to equip participants with entrepreneurial skills, build confidence in their own abilities, communicate effectively and have problem solving approaches to challenges, and to take actions that could bring change in their communities as well as in their own lives and inspire others towards similar action.

Main components of the

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TEVETA, CAMFED train young women in Leadership and Entrepreneurship in Lubwe and Samfya

Cont'd from page 9

programme are to develop skills for research, planning, setting up and running a business or project. The programme directly benefits young women participants and encourages them to practice leadership in their communities.

Opening the programme for the

Lubwe and Samfya training, CAMFED Zambia Programmes Manager, Pamela Hamweemba stated that the participants were special to the programme and that they were achievers following their success in the assessment test.

Ms. Hamweemba emphasised on the need for the young girls to maintain discipline and work hard to achieve the programme goals.

Meanwhile, Ms. Nyirenda who was the lead trainer from TEVETA, said the training programme was an

important initiative for stimulating an "I can do it attitude" among young women and nurturing such an attitude for long-term growth of entrepreneurial mindsets among women and society in general.

She said the training targeted young women most of whom remained in the background in leadership and business due to lack of confidence regardless of their potential.

"The training programme is a good forum for promoting entrepreneurship as a career option. The practical exposure given to students of doing market research, developing proto-type products and writing business plans is a very good starting point for building an entrepreneurial spirit and developing positive attitudes towards entrepreneurship."

Ms. Nyirenda added that following Zambia's skewed economic structure, empowering young women with entrepreneurship knowhow was vital in enhancing gender equality and job and wealth creation as well as keeping them away from illegal activities such as prostitution and drug trafficking.

She said the training was largely a success, indicating that at the end of the programme, trainees were able to write bankable business proposals, form group businesses, and confidently articulate issues on business. Ms. Nyirenda has since commended CAMFED for doing a good job in promoting entrepreneurship among youths who were also a major target group in the TEVET Sector.

TEVETA Entrepreneurship Development Specialist's paper on "TVET and the Informal Sector -the case of Zambia,"receives good review

By TEVET Newswriter



Ms. Nelly Nyirenda - Entrepreneurship Development Specialist.

Irrespective of the size of the economy, selecting the right and suitable skills development pathways is important for streamlining training. Knowing the skills

which has continued to show strong signs of growth in many countries.

gaps in the industry and the ability to generate consumer-focused competencies is also useful in meeting challenges of today's economic trends.

Opportunities for industry-driven skills development approaches that integrate emerging economic dynamics are also essential in encouraging informal sector participation in the economy, a sector

The recently held technical and vocational education training (TVET) forum hosted by Botswana Training Authority (BOTA) provided a significant platform for discussing and sharing challenges posed by new economic trends in Sub-Saharan Africa (SSA).

Presenting on "TVET and the Informal Sector- the Case of Zambia," TEVETA Entrepreneurship Development Specialist, Nelly Nyirenda said there was need to change skills training in TVET in Sub-Saharan Africa in order to narrow skills gaps.

With her presentation attracting great interest from participants, Ms. Nyirenda said the approach to skills training should relate to "what

TEVETA Entrepreneur Development Specialist's paper on "TVET and the Informal Sector the case of Zambia," receives good review

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people do" and not "what training providers offer."

She said new development trends in most SSA countries such as economic growth of 5% (and above), high youth unemployment, new skills demands for increasing foreign direct investment, and regular government-industry exchanges meant that the region should gear-up for growth by devising discreet approaches to economic demands.

Ms. Nyirenda added that economic challenges the region faced were compounded by educational and social complexities.

On education, she noted that only 5% of the population in the region (SSA) had access to tertiary education; while the social sector was faced with youth labour and youth unemployment (with

29% and 34.2% growth over the past ten years respectively), which she said could be a source of social conflict if skills training was not well harnessed in the region.

Ms. Nyirenda further said 88% of labour force in Sub-Saharan African was in the informal sector, a state of affairs which added constant pressure on these economies mainly due to lack of customer-focused responses.

"Current economic, educational and social challenges require short and customer-focused courses, flexible curricula, and placing emphasis on entrepreneurial and business skills. These challenges further call for broader stakeholder involvement from the private sector to non-government organisations working with micro and small enterprises, and the informal

sector," indicated Ms. Nyirenda.

Following the discussion, Ms. Nyirenda said there was need to increase equitable access to technical and vocational education training and improve the quality of training to meet economic and social requirements in the region.

"Our future position seems interesting with our clear objective to improve demand-responsiveness of TVET, improve quality of TVET, improve access to TVET, and provide increased learning opportunities. Our major strategies should focus on improving training facilities and quality of instructors, providing more learning pathways and support for vulnerable groups, as well as increasing private sector involvement in TVET financing," she stated.

TEVETA Cautions Training Providers against offering Unaccredited Programmes

By TEVET Newswriter

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is calling-upon all training providers who are introducing new training programmes to register them with the Authority as required by the law before commencing training.

TEVETA Inspector on Quality Assurance, Priscah Chela cautioned training providers against offering training programmes that were not on their certificate.

Mrs. Chela said institutions that wished to introduce new programmes should write to TEVETA so that the Authority's inspectorate could evaluate the institution's infrastructure and other requirements to ensure the set standards were met.

She said once those training providers met the minimum registration standards, a new certificate would be issued to capture new courses.

Erring institutions will be penalised for non-compliance according to the law.

Apart from accreditation of programmes, TEVETA accredits trainers, assessors and

examiners. It is important that unaccredited trainers, assessors and examiners apply for accreditation and those whose accreditation has expired should renew them.

The accreditation period for an institution is three years, and one year for trainers, assessors and examiners.

Application for institution registration (per three year period) is K5, 000,000, while accreditation of institutions that offer Diploma/ Technologist programmes is K500, 000 (per year), K400, 000 for advanced certificate / technician (per year), K300, 000 for certificate/craft programmes (per year), K200, 000 for Trade Test certificate courses (per year), and K 500, 000 for short courses (per year).

The TEVET Amendment Act no. 11 of 2005 requires that: trainers, examiners, and assessors in a vocational area qualification should: be at least one level above the level they are applying to operate; be qualified in teaching skills (for those in training institutions) or training and /or assessment qualification (for workplace assessors); and possess a minimum of two years

teaching/training experience in the last five years prior to commencement of registration.

Other requirements include: industry experience in the related field for at least three years; professional knowledge and practice and ability to demonstrate knowledge of learning and/or assessment including current assessment strategies, technologies, approaches and resources; be an active member of a professional body in relation to their professional area; understand organisational structures, strategic policies and instruments in vocational training, quality assurance systems and procedures; and should be of good standing, without any criminal records.

Based on the above requirements, an applicant is either awarded a full or provisional accreditation by TEVETA. Full Accreditation is awarded to applicants who meet all requirements for registration as fore mentioned. The accreditation is valid for two (2) years after which a renewal can be granted upon receiving an application for renewal three (3) months before the expiry of the

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TEVETA Cautions Training Providers against offering Unaccredited Programmes

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current certificate.

A Provisional Accreditation on the other hand is: (a) awarded to applicants who have been practicing in the teaching field of TEVET, but do not possess a teaching qualification. It is awarded for one (1) year in order to allow applicants obtain the necessary teaching qualification within a given year. (b) It is also awarded to applicants who have completed their training in a relevant core field and possess a teaching qualification, but have not yet completed their one (1) year experience in case of degree holders and two (2) years experience for diploma holders.

Instructors granted provisional accreditation under condition (a) above will be allowed to continue teaching while pursuing their studies for requisite teaching qualification and will be expected to apply for full accreditation upon being awarded the teaching qualification. An extension of the provisional accreditation will not be granted after the expiry of the initial term of one (1) year.

Those instructors granted provisional accreditation under condition (b) above will only be allowed to teach introductory courses mainly in first year courses and shall be closely supervised by a fully accredited instructor with

similar core competence or profession in which the instructor seeks to be accredited. If there is no instructor with a similar core competence, then one with more than five (5) years experience in TEVET may provide the supervision.

Applicants may wish to know that Technical and Vocational Teachers' College (TVTC) a TEVETA registered training provider offers teaching methodology courses.

More information on the registration process and a schedule for fees are obtainable from the TEVETA website: www.teveta.org.zm.

TEVETA Chief Re-Elected IVETA Vice-President for Africa

By TEVET Newswriter

TEVETA Director General, Dr. Patrick Nkanza has been re-elected as International Vocational Education and Training Association (IVETA) Vice President for Africa.



File Picture: L to R - Mr. Abel Modungwa (IVETA President) and Dr. Nkanza (IVETA VP for Africa) exchanging files at the sidelines of the 8th Africa IVETA Conference in Namibia.

Dr. Nkanza was re-elected Vice President during the recently held IVETA Hotline Election which also ushered in a new Executive Committee to manage the affairs of the International Vocational Education and Training Association in various parts of the world. The new Executive Committee is headed by Mr. Abel Modungwa (President) from Botswana. The President-Elect is Olga Oleynikova from Russia.

Others elected to the position of Vice President were: Dr. Shyamal Majumdar

for the East Asia and Pacific Region, Ilan Gunbayi (Turkey) for East Europe and Central Asia, Maria Kontturi (Finland) for Europe, and Reynold John (Trinidad & Tobago) for Latin America and the Caribbean.

Dr. Abdulaziz Al Amr (Saudi Arabia) was elected Vice President for Middle East and North Africa, while Bob Mahlman (USA) and Ramod Kumar Shrivastava (India) were chosen Vice Presidents for North America and South Asia respectively.

The Executive's General Secretary is Claude Degagne (Canada). Carmel Thompson (Australia) is the Membership Secretary, while Wendi Howell (USA) is the Membership Coordinator.

In his message to the new Executive, IVETA Immediate Past-President Klaus Sodemann wished all the newly elected officers and those re-elected a successful term, interesting and rewarding experiences and many opportunities of professional exchange and personal growth.

"As I have left the office of the IVETA President, I would like to thank all of you for the support you extended to me, to IVETA and to its noble cause. Best

regards."

IVETA is an organisation and network of vocational educators, vocational skills training organisations, business and industrial firms, and other individuals and groups interested or involved in vocational education and training worldwide. It is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.

IVETA is working to create a new era in communication among vocational educators around the globe. Members include practitioners, researchers, and students in the field of vocational education and training as well as institutions, organisations, and companies actively engaged in human resource development.

The Association promotes the cause of international vocational education and training and provides focused, in-depth coverage of critical issues in the field and of new and exciting approaches to those issues. Its international membership provides a global network of contacts in vocational education and training, contacts eager to learn about the ideas, programmes, techniques, and products that have been developed and to share ideas.

Professional Approach to Localising Insurance Qualifications

By Hazel Milambo - Executive Director Insurance Business Academy & Former Registrar of Pension & Insurance

The need to have professionally qualified personnel to manage the insurance and any other profession is paramount in any setting. Producing a 'professional' person does not come cheap for the individual and the institution that 'produces' them. The training provider must invest a lot in designing training and education programmes that are not only relevant in content but also encourage and promote professional and ethical behaviour in the users of the programme.

In addition to designing relevant training and education programmes, producing professional personnel entails having delivery staff that are themselves professional. The saying is indeed true that 'garbage in, garbage out.'

The Chartered Insurance Institute defines professionalism as "the meeting point of technical ability or knowledge and ethical behaviour and values." It encompasses a staff's behaviour, appearance, and workplace ethics. Staff that have high standards of professionalism are frequently perceived as being more credible and reliable than others. Professionalism includes a staff's candor, drive and willingness to improve their performance. Thus, professional staff have more credibility in their area.

Localising professional Qualifications

There are many benefits of localising any professional education. The major ones are the perceived cost of saving and the opportunity to infuse local practice in the curricula and syllabi in order to make the qualifications more relevant to the local industry and the international economy.

Cost

Most of the foreign professional qualifications that Zambians pursue are UK-based and therefore payable in Pound Sterling, rendering them very expensive. The purpose of localising is to design training and education programmes that are less expensive because they either eliminate or substantially reduce or delay the foreign payment. It does not, therefore, make sense to design a local programme which cost much the same as and even more than foreign programmes, only that they are payable in local currency.

Local Law and Practice

Localising any training programme is not just substituting Zambia for UK, Lusaka for London, Kwacha for Pound or Phiri for Smith. At its best, localisation entails having local books and other teaching material. This perhaps is the greatest challenge that we have because there are no local insurance books on the Zambian Insurance Practice. This therefore calls for the need for any teaching staff to have sufficient industry experience to be able to infuse and teach the 'unwritten' local practice alongside the indispensable use for foreign books and material.

However, on the legal aspects, we do have our own laws such as the Insurance Act, the Taxation Law, the Pensions Scheme Regulation Act, the Banking and Financial Institutions Act, the Roads and Road Traffic Act, etc which can and must be appropriately incorporated in the local syllabi. It should for instance, be embarrassing for one to hold a local qualification in insurance but to be totally ignorant of even the most basic provisions of the Insurance Act and the role of the Pensions and Insurance Authority. The use of any foreign books and teaching materials (which are indispensable in our case) would provide the necessary international comparative knowledge and awareness given the international nature of insurance.

Maintenance of Professional Standards

It is important that as we localise the insurance qualification, the international professional standard is not sacrificed in the process. Any certified qualification attests to the knowledge that the holder has (or should have) in reality. Employers will look for that knowledge in the person, and they should find it otherwise the certificate is fake or a 'gong'a' to use common current Zambian parlance. There should therefore be no difference between the paper that the person possesses and the knowledge they have in reality.

With due respect to any efforts that have already been made in trying to localise insurance qualifications, we all accept that a lot more needs to be done to ensure that our qualifications are credible and that they are of acceptable professional standards. One of the obvious things

that need to be done urgently is the separation of the examination process from the teaching function. A system that combines these two functions lends itself to all sorts of professional malpractices, whose consequences are anybody's guess.

The Insurance Institute's Role

The first step to achieving quality local insurance education is for the Insurance Institute of Zambia to take charge of its (and any insurance Institute's) major responsibility and that is to set and oversee the maintenance of insurance education standards in the country. This entails the institute being in charge of the development of the curriculum and the syllabi, setting examinations and the certification of the qualifications. This will give our local qualifications the much desired true 'national' character which they currently lack.

For the Institute to be able to do its job effectively, all of us in the industry need to plan our part and be interested enough to ensure that the Institute is strengthened and empowered to carry out its education function properly. The challenge therefore is to the Pensions and Insurance Authority, the Insurers Association of Zambia, the Zambia Association of Pension Fund Managers, the Insurance Brokers Association of Zambia and all of us in the industry to be actively involved in the affairs of the Institute and shape the road map for achieving the desired quality in a professionally managed programme of local qualifications in insurance.

We, in the insurance industry, must emulate and have a lot to learn from the way Zambia Institute of Chartered Accountants have managed to properly Zambianise or is it localise some accounting qualifications. One can only hope that the efforts that are already under way will come to fruition sooner rather than later because the localisation of insurance qualifications needs urgent professional management. We the individuals in insurance, the industry and the economy at large all stand to benefit from a professionally educated and qualified personnel.

PERSISTENCE & PASSION -A fundamental Attribute of Successful Entrepreneurs!

.... from time to time we ought to dig within ourselves!

By Nelly Nyirenda - Entrepreneurship Development Specialist



In the previous article, we looked at goal setting, what it means to set goals, why goals are set and how to start setting those goals. Whereas people can set goals, understand what goal setting entails and possess

the right know-how on how to pursue those goals; **persistence and passion** are important traits they should possess for them to effectively accomplish those goals.

Thomas Alva Edison once said: *"Many of life's failures are people who did not realize how close they were to success when they gave up."*

Many People feel like giving up on a goal, a

dream, a pursuit or a belief. Thomas Edison said it best. "People lack **persistence and motivation**." They often give up too easily - just when they may be at the brink of success!

What is 'persistence' and how do we find it and harness its power? How do we find the strength to continue the pursuit when it seems we have exhausted all of our efforts? How do we find the motivation to stay the course against all odds? Do you know what motivates you?

The dictionary definition of the word **persistence** is: "perseverance. It implies **firm** and **tough** holding-on in following a course of action in spite of difficulties, obstacles, or discouragement. It is about single-mindedness; determination; drive; the quality

of being unchanging or unwavering, as in purpose, love, or loyalty; firmness of mind; faithfulness. Earnest and unrelenting application to an undertaking"

'Holding on'.... that means to wait longer. Franklin D. Roosevelt once said, *"When you come to the end of your rope, tie a knot and hang on."* What a great analogy! That's what persistence is - holding on or hanging on when you just don't think you have the strength to hold for one moment longer. Tie that knot - find a way to distract yourself from giving up and quitting. There is a moment of relief in quitting but if you held on for that moment more, you'll never know what could have been accomplished!

A story is told of a fifteen (15) year old boy

PERSISTENCE & PASSION -A fundamental Attribute of Successful Entrepreneurs!

.... from time to time we ought to dig within ourselves!

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who went rock climbing for the first time and was scared - really scared. He wanted to reach the top more than anything. It was very high by the young boy's standards yet he was committed. On his first attempt, his fear won when he was only halfway up the wall and he asked to come down. Who could blame him? At least he tried. There are many adults that would not even attempt such a task! He looked back up and took a few breaths and said he was ready and wanted to try again. With sheer determination he looked the challenge straight in the eye and this time he did not give up. He did not allow fear to win. He took action! He just kept going even when his arms were aching and his feet were slipping he still continued. After he struggled to the top and rang the bell his face lit up with the happiness and pride in his successful climb up that wall. He was literally on top of the world! He beamed for the rest of the evening at his accomplishment because he reached deep down inside of himself and found the **self-discipline** and **courage** he needed to solve the problem.

That is what persistence is - sticking it out - not giving up - trying just one more time! Keep trying just **ONE MORE TIME!!!**

Budding Entrepreneurs almost always face many obstacles: lack of experience, lack of funding, and lack of unconditional support from family and friends. Nevertheless, experienced Entrepreneurs are mentally accustomed to those obstacles and find ways to overcome them. Indeed, over a period of time, one can overcome obstacles and one may even enjoy obstacles. However, this is not necessarily the case with budding or new entrepreneurs.

Young entrepreneurs that normally start their business from scratch would be facing most challenging situations. Unless one has a family support, or already have a family running business. Otherwise upcoming entrepreneurs would have to navigate through toughest terrains of business mostly alone.

Entrepreneurs should develop mental skills to

overcome any situations and able to think clearly. Especially, when under stress one should be able to take appropriate decisions keeping both short and long term needs of the business. **Being persistent is an essential attribute of an entrepreneur.** Without this attitude, one can hardly survive in the tough world.

One thing is common for all business startups: it is always hard to take a business from startup to self sustainable venture. By the time a business **breaks even** let alone profitable, if at all, the business owner could have tried to abort his mission and shut down the business. Frustrations and obstacles are common things in a new business. Many bow down to the pressure of a new venture and **GIVE UP!**

This is where seasoned professionals stand out as successful business builders. A seasoned professional is hardened to the ground of managing a budding business. An upcoming business is essentially resource hungry and it demands a lot of attention from its owner in terms of capital, personnel, personal time, marketing, materials, management structure and systems to name a few.

To be successful one should develop right mental attitude of persistence and perseverance. Perseverance means going forward even in the face of failures and opposition, or criticisms from others. It is easier said than done. Nevertheless, one can develop those qualities and become successful in building a successful business venture. How should one even begin a journey to develop these characters? Unfortunately, there is no magic bullet that can instantly change you into tough, confident entrepreneurs. Rather, one must begin a journey of self exploration and by creating self awareness that creates a strong character base upon which a new belief system can be built by replacing obsolete, dysfunctional belief system. Remember,

unless you change **yourself internally** no measure of **external changes** would make you what you wanted!

Slow and steady wins the race. All the way back to that story about the slow tortoise beating the **quick bunny**, we've been taught that **patience** and **persistence** pays off in the end - especially when it comes to **entrepreneurs** and their **businesses**. And you know what? "They" were right!

We see a very fine example of it in nature with the Chinese bamboo tree. Plant a baby bamboo tree and for the first four years water it and fertilize it - and see absolutely no outward results from your efforts. Then, in year five, water and fertilize just like you have done it for the previous four years. In five weeks you have a 90-foot tree! Here's the real proof in the pudding, though. Had you **NOT** watered and fertilised for those first four years that tree would have died and never lived up to that 90-foot potential.

Life is like that. Just as you think your dream is not going to work out, just as you think it's time to throw in the towel and quit - that's the time to increase your efforts. Whatever it takes to start and sustain your business **DO IT!** It is really darkest just before the dawn, and if you don't stick around just a little bit longer you'll never see the sunrise.

See the race through to the end and never give up on your dreams. Hold on tight just like a bulldog whose nose is slanted backwards so it can keep a grip and continue to breathe. Develop the habits of persistence and patience. And they **ARE** habits that can be developed and nurtured or allowed to wither and die. It's all up to you!

In the Next Issue, We will Explore Independence and Self Confidence as an Essential Attribute of Successful Entrepreneurs!

FAREWELL AND WELCOME



Mr. Chalwe Mwale bids farewell to TEVETA. Mr. Mwale joined the Authority in 2004 as Finance Manager for TEVET Fund. He bade farewell to TEVETA in January 2011.



Mr. Reuben Banda bids farewell to TEVETA as he joins Medical Stores of Zambia (MSZ) as Procurement Manager. Mr. Banda joined TEVETA in September 2007 as Procurement Specialist until January 2011 when he resigned to join MSZ.



Mr. Patrick Bulundo bids farewell to TEVETA. Mr. Bulundo joined the Authority in January 2005 as Technical Manager for the TEVET Fund. He parted with TEVETA on January 2011.



OBITUARY

TEVETA bade farewell to **Ms. Christine Mwila Chilombo** who passed away on 23rd February 2011 at UTH. Mrs. Chilombo was one of the first members of staff who joined TEVETA in February 2000. Before joining the Authority, she taught Secretarial Students at Evelyn Hone College of Applied Arts and Commerce. At TEVETA, she worked as Administrative Assistant to the Director General. May Her Soul Rest in Eternal Peace.

PHOTO FOCUS



After matching for "Equal Access to Education, Training and Science and Technology" during the International Women's Day, TEVETA women pose for a photo.



Rest in peace! TEVETA Director General Dr. Nkanza & Mrs. Nkanza laying wreaths at Ms. Christine Chilombo's grave who was Dr. Nkanza's Personal Assistant.



TEVETA Entrepreneurship Development Specialist, Nelly Nyirenda (2nd from R) with other delegates to the Botswana Training Authority (BOTA) Conference listening attentively to a presentation.



Some members of Makangwe area that were involved in the construction of the classroom block at Makangwe Community School pose for a photo.



Pay off! One of the classroom blocks constructed at Makangwe Community School. The block was constructed by Build IT.

TEVETA Mission and Mandate

VISION

A World-class Technical Education, Vocational and Entrepreneurship Training (TEVET) System contributing to the Development of Zambia.

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 Education, Vocational and Entrepreneurship Training Authority (TEVETA) is an institution created under the Technical Education, Vocational and Entrepreneurship Training Act (No. 13 of 1998), read together with the Technical Education, 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 other stakeholders.