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TEVET NEWS

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FOREWORD



We welcome you to our fourth quarter TEVETA newsletter. In the quarter, we worked with the German Development Agency (GIZ) to develop curricula for new training programmes in Faecal Sludge Management (FSM) to improve sanitation challenges in the country. The programmes are meant to develop relevant skills in FSM for enhanced sanitation conditions and prevent water borne diseases outbreaks. FSM programmes will include producing by-products in the faecal sludge value chain.

We also signed 235 contracts with 78 training institutions across the country worth K13.22 million. The training programmes benefited 5,510 unskilled out-of-school-youths and SME/Informal sector players that needed up-skilling to enhance their productivity, efficiency and material utilisation. Finances for the training were from the Skills Development Fund.

Furthermore, we had dialogue with experts, researchers, stakeholders from the administration, civil society, and members of parliament over improved TEVET for youth employability in line with Sustainable Development Goal (SDG) 4.4. This was organised by the National Assembly of Zambia under the North South Dialogue Framework. The SDG 4.4 focuses on inclusive and equitable quality education for lifelong learning opportunities. This SDG under the North-South Dialogue is aligned to Zambia's Vision 2030 whose objective, inter alia, is having an increased number of youth who have relevant technical and vocational skills for employment, decent jobs and entrepreneurship.

We continue to welcome comments and reactions from our readers.

TEVETA DEVELOPS SANITATION TRAINING PROGRAMMES TO PREVENT WATER BORNE DISEASES OUTBREAKS



Mr. Bowa Manager Curriculum Development (Left) with entrepreneurship development specialist Victor Zumani (Right)

By TEVET Newswriter

TEVETA in collaboration with the German Development Agency (GIZ) has developed curricula for new training programmes in Sanitation and Faecal Sludge Management (FSM). The training programmes have since been approved by TEVETA in line with sanitation programmes in councils in the country. The training programmes are meant to develop suitable skills to improve the management of on-site sanitation and to avert underground water contamination and water/soil pollutions that result into water borne diseases outbreaks such as cholera. Cholera at the beginning of 2018 paralysed business operations in most towns especially Lusaka. The development of sanitation and faecal sludge management skills have been identified to be valuable to improve sanitation conditions in townships in the country.

Zambia is one of the most urbanised and fastest growing countries in Sub-Saharan Africa. The rate of urbanisation has come with challenges in accessing sanitation, especially in peri-urban as population growth surpasses infrastructure and service delivery. Most of the people in peri-urban and rural areas rely on on-site sanitation, which is predominantly characterised with the use of pit latrines and septic tanks. These facilities store and accumulate faecal sludge, hence posing a threat to human health through unsafe disposal when pits become full or ground water pollution in the areas where ground water table is high.

Lusaka has 35 settlements in peri-urban areas in which 70% of the population lives [more than 2 million] according to the United Nations Human Settlements Programme (UN Habitat). The city's urbanisation rate increased from 3.3% [from 1990 to 200] to 5% [from 2000 to 2010]. Rural-urban migration in search of economic opportunities exert more pressure on already stressed peri-urban communities where most rural migrants settle. As a result, access to social services that include safe water, adequate sanitation, energy and health in peri-urban areas is becoming a big challenge. Lack of safe sanitation facilities partly stems from unplanned settings of peri-urban areas that make it difficult to be connected to sewer systems. As a result, more than 75% of sewage and wastewater in Lusaka remain inadequately collected and treated.

The FSM training programmes are aimed at improving sanitation provision and utilisation of faecal sludge. The newly developed

curricula in FSM are: Faecal Sludge Management Services, Inspection and Enforcement of Faecal Sludge Management, Manual Emptying of On-Site Sanitation Systems, Occupational Health and Safety in Faecal Sludge Management, Vacuum Truck Operations and Maintenance, and Operation and Maintenance of Faecal Sludge Treatment Plants. The programmes are meant to develop relevant skills in managing faecal sludge and making by-products in the faecal sludge value chain.

FSM is the collection, transport, and treatment of faecal sludge from pit latrines, septic tanks or other on-site sanitation systems. Faecal sludge is a mixture of human excreta, water and solid wastes (such as toilet paper and menstrual hygiene materials) that are disposed in pits, tanks or vaults of on-site sanitation systems. It comes from onsite sanitation technologies, and has not been

transported through a sewer. Examples of on - site technologies include pit latrines, public ablution blocks not connected to sewer system, septic tanks, aqua privies, and dry toilets. Sludge management skills are significant to improve sanitation in townships where pit latrines are mostly used and in areas where sewer networks are not connected to sewer ponds.

FSM requires safe and hygienic pit latrine and septic tank emptying services, effective treatment of faecal sludge solids and liquids for possible making of by-products. It includes on-site and offsite treatment options and the dispersal or capture and further processing of the products of the treatment process into biogas, compost manure and energy. Currently, faecal sludge is not well utilised in Zambia. It is land filled, discharged to the environment or kept underground in septic tanks and pit latrines. On-site sanitation is a system of sanitation whose storage facilities are contained within the plot occupied by people and their immediate surrounding.

Suitable sanitation is imperative in any community. Being rated as one of the most urbanized and fastest growing countries by the United Nations Department of Economic and Social Affairs, Zambia faces challenges with access to sanitation. High urbanisation levels, lack of equipment, and shortage of skilled persons in sludge management are attributed to compound sanitation challenges. Current estimates place pit latrine usage in peri-urban areas at 90% while 10% are either connected to the sewerage network or use septic tanks. Unlined pit latrines are the ones mostly used in peri-urban areas and emptying them is done by household members or informal-emptying individuals.

Broadly, peri-urban communities use improperly managed pit latrines and flushable toilets with poorly designed septic tanks. Illegal emptying companies are often engaged when their faecal sludge facilities are full. The sludge tend to be thrown in pits dug next to toilets or thrown into the environment. Faecal sludge dumped into the environment is harmful to ground water. On average, five cubic meters truckload of untreated faecal sludge thrown into the bush is equivalent to 5000 people practicing open defecation and can result in surface or ground water and soil pollution thereby causing water born disease outbreaks. Recently, more than 4000 cholera cases were recorded in Lusaka's Kanyama, Chipata, Matero, Bauleni and Chainda townships. Most of these townships have high ground water

Continued on page 3

tables polluted by faecal sludge from pit latrines and poorly constructed septic tanks.

Government formulated the Urban Sanitation Strategy for effective management of on-site sanitation facilities in line with the Lusaka City Council (LCC) on-site sanitation catalogue. The LCC is also working on by-laws towards on-site sanitation and faecal sludge management, whilst National Water Supply and Sanitation Council and Zambia Bureau of Standards are developing an on-site sanitation regulatory framework, guidelines and standards. Other programmes such as Lusaka Sanitation Programme (LSP) have been put in place to scaling up sanitation. The LSP aims at improving sanitation services using an integrated approach involving rehabilitation, upgrading, and expanding sewerage. The LSP further focuses on improving sanitation in peri-urban areas, informal settlements, and raising citizens' awareness around sanitation, public health and environmental protection. Therefore, it is necessary to have suitably skilled and qualified staff to lead and manage the on-site sanitation services business.

TEVETA Manager, Curriculum Development, Kennedy Bowa said the training programmes in FSM will ensure full integration of faecal sludge personnel in guiding faecal sludge plant operations. The skilled persons in this area will be responsible for operational excellence in the overall chain including capturing, containment, emptying, transportation, treatment and safe re-use or disposal of faecal sludge. Government and cooperating partners considered decentralised faecal sludge treatment plants as an important component of a comprehensive and efficient FSM chain as they ensure safe treatment of faecal sludge and the subsequent safe disposal of faecal sludge and by-products of on-site sanitation systems. Performance of faecal sludge treatment plants depends on proper operation and maintenance, conditions largely reliant on the availability of relevant skilled human resources deployed for the required operation and maintenance works.

Currently, managing faecal sludge treatment plants in the country experiences major challenges mainly due to lack of adequately trained and qualified staff. Existing skills and knowledge acquired by practitioners in the field are self-taught as there are no formally established institutions for capacity

building in this area. The situation jeopardizes public health as practitioners offer services according to their own knowledge and experience in the industry. The training programmes entail systematic emptying of faecal sludge pits, ferry the faecal sludge to designated waste stabilisation ponds for separation and treatment. Public health enforcers of quality faecal sludge management will be up-skilled for them to ensure sanitation standards are adhered to in the whole value chain of faecal sludge management.

Solutions for effective and sustainable FSM presents a significant global need. FSM is a relatively new field, however, it is currently rapidly developing and gaining acknowledgement. Effective management of faecal sludge systems entails transactions and interactions among a variety of people and organisations from the public, private and civil society at every step in the service chain, from the household level user, to collection and transport companies, operators of treatment plants, and the final end-user of treated sludge. Sewer systems and FSM can be complementary, and frequently do exist side-by-side.

Government actions to increase Access to training for Competitiveness and inclusiveness

Rural areas have limited number of training institutions. Three quarters of the institutions are in Central, Copperbelt, Lusaka and Southern provinces. Of the 300 institutions registered with TEVETA, 221 are in the three provinces. This means areas distant from the line of rail share the remaining 79 training institutions. This entails that those seeking training opportunities in the 6 provinces have to

population that needs training spaces in colleges, trades and skills training institutes. The 2017 statistics show that more than 7.6 million of the country's population are young people below 15 years that will require places in training institutions as soon as they exit the general school system. But limited availability of training institutions at tertiary level restricts both their access to training and increased numbers of skilled persons for employability, decent jobs, and entrepreneurial activities.

Government under the Ministry of Higher Education is addressing the situation by building new trades training institutes across the country, mostly in far flung areas where numbers are lower. The Ministry of Higher Education through the Skills Development Fund (SDF) has provided funds towards completion of works at Isoka, Sesheke, Kalabo and Mumbwa Trades Training Institutes for them to be operational as per government vision to increase access to vocational and skills training especially in rural areas. Mwense Trades Training Institute is another institute that was completed with funding from the Skills Development Fund.

Sesheke is one of rural areas affected by lack of training opportunities due to limited number of training institutions. Residents in the area have to get to Livingstone, Kaoma, Choma or Mongu to find a TEVET institution to acquire skills. The long distance widens lack of hands-on and entrepreneurial skills to utilise raw materials to earn income and contribute to national development. Completing Sesheke Trades Training Institute by mid-2019 will address the challenge. Once operational, Director Vocational Education



Administration block at Mwense Trades Training Institute.

either migrate to provinces with more numbers or never access training.

Access to training is generally a challenge in TEVET considering Zambia's youthful

and Training Alex Simumba said scholarships will be provided to Sesheke residents to produce adequate numbers of skilled persons to stimulate and drive development in the area in line with



Staff houses at Sesheke Trades Training Institute.

national aspirations of inclusive provision of technical and vocational skills.

In 2019, TEVET bursaries will increase to encourage youths to undertake skills training in order to apply themselves skillfully and practically wherever they lived. Various stakeholders are urged to help sensitize people in rural areas where they do not have access to information on the TEVET sponsorships and lose out of skills training opportunities that can uplift their lives. Although the demand for TEVET bursaries is huge, few applicants from rural areas apply. Improve livelihoods in rural areas through skills training outreach is among the goals of Government to open opportunities for rural people with hands-on and entrepreneurial skills. The Ministry of Higher Education has structured sponsorships in TEVET programmes in a

Skilled human resource in rural areas, such as Sesheke, which is strategically positioned with abundant resources is key to improved conditions of living. The area has fertile soils to support agriculture, forests for harvesting, processing timber and making timber products, rivers for fish farming and hospitality industry related opportunities. However lack of skills coupled with other limiting factors hinder Sesheke people from utilising the opportunities. Hands-on and entrepreneurial skills Sesheke Trades will be providing can change the mindset and economic engagement levels of the people in the area. Being a border town, other opportunities can be harnessed using hands-on skills and business mindedness the learners will acquire and put into practice from the trades institute. Therefore, training programmes at

Zambia National Service (ZNS) is working on road networks at Kalabo, Isoka and Sesheke Trades for ease access to the institutions by foot or driving. Water reticulation is also being worked on to ensure the trades training institute has adequate water. Although the contractor sunk boreholes, additional boreholes are done by Government to ensure adequate water supply. Despite capital funding being limited, Government is using SDF to complete infrastructure projects for trades training institute for more people to be skilled and actively participate in the economy either as salaried or self-employed utilising hands-on and entrepreneurial skills from the TEVET sector.

The Skills Development Fund is Government's broad based financing strategy of infrastructure, equipment and other peripheral skills training in Zambia in line with national skills development ambitions enshrined in several national aspirations such as the Seventh National Development Plan (7NDP), Vision 2030, MSME productivity improvement and job creation through entrepreneurial undertakings. The Government agenda is to improve per capita income, decrease poverty, reduce inequalities, enhance inclusiveness in the development agenda and value addition for increased value of exports. All these pillars require relevant skilled individuals to attain them.



Metal Fabrication workshop at the newly built Mwense Trades Training Institute

manner where 30% was reserved for female applicants, 10% for persons living with disabilities and 60% was contested by everyone as a means to ensure everyone had access to bursary sponsorship in the TEVET sector.

Sesheke trades training institute will include those resonating with people's livelihoods, natural resources, border opportunities and raw materials. These will include wood processing, beekeeping and honey processing, fish farming, safari guarding, camp building and others.

Minister of Higher Education prof Nkandu Luo contends that challenges resulting from low financing such as curriculum alignment to industry needs, quality of training, quantity and modernization of workshops through acquisition of equipment and tools are envisaged to be achieved through the Skills Development Fund as a long term financing plan.

Whereas TEVET has been producing skilled persons over the years, the industry complained of them not being of right quantities and quality to contribute to the labour market pace of productivity as most institutions' training environments were deteriorating. Old infrastructure and equipment installed in most training institutions compromised TEVET in many ways. With Skills Development Fund there is hope to change the landscape of skills training in Zambia.

Long term of funding of the informal sector and out of school youths would benefit the bulk of Zambians that lack skills. Leaving



Kalabo Trades Training Institute is one of the institutes Government is completing to have them operational. Proceeds of the Skills Development Fund proceeds are used to hasten completion of the institution.

this big chunk of the population unskilled can lead to social ills to the country because they will invest their time and energy in deviance instead of contributing to societal well being. Thus, funding the informal sector means empowering them with skills and additional support, that result into some of them growing their small

How toolkit empowerment worked For AFCON construction ltd.

By TEVET Newswriter

AFCON Construction Ltd was born out of toolkit empowerment by Work aid Zambia. The enterprise was formed in 2016 after receiving toolkits from Work aid Zambia in



Mumbwa Trades Training Institute is the other infrastructural undertakings Government is completing to increase access to training across the country.

businesses and move to formal sector and contribute substantially to the Zambian economy in their localities. With skills audits and skills needs analyses undertaken in the technical, vocational education and training, there is a higher likely hood of the training to address specific skills gaps that would trigger improved productivity.

The inclusivity of the TEVET sector extends to those servicing sentences under the Zambia Correctional Services as means to help rehabilitate them and providing them with skills as tools for reintegration after serving their terms. Generally, providing citizens with relevant skills would change the landscape of human resources where the country can export some of the quality skilled persons and reduce capital flight that result from importing labour into the country by investors due to lack of adequate skilled persons in the country.

partnership with Lusaka Youth Resource Centre. The aim of the toolkit programme is to tackle poverty through the provision of working tools to skilled youths. Forty micro, small and medium enterprises (MSMEs) have been formed through the toolkit empowerment initiative since inception in 2014. AFCON Construction is one of the enterprises formed after young people with different skill sets teamed up to complement each other's skill areas in f the construction sector.

The toolkits are comprehensive to enable an enterprise get into production with much ease. The tools are of high quality and adequate in quantity. Mike Hangoma one of the partners in AFCON Construction said although they did not know some tools and left them out on the list of what they needed, Workaid added them knowing that they will improve quality of work by beneficiaries. Lusaka Youth Resource Centre and Workaid helped them get acquainted in

using tools they were unfamiliar with in their skill areas.

The AFCON Construction staff acquired other skills in construction by working with others. The team members worked with Lebanese and other construction companies where they learnt working on aluminium and metal works despite having none of them trained in metal works. Through Work-Based Learning, the enterprise acquired new skills to undertake wood and metal roofing works, different types of ceiling boards, concrete works, tiling.

The enterprise has since developed a pool of skills to do construction works from concrete floors, metal raised buildings and doing any other fittings. Mike explained that he worked with Lebanese after the friends he started working with went into different business lines. He also did works under the Resident Engineer Unit of the University of Zambia where he acquired more construction skills. Although he was trained in carpentry, he has learnt how to roof , tiling and working on all types of ceiling bodies. AFCON Construction benefited from Work-Based Learning in general to broaden its skill sets and opportunities in the construction sector.

Work-Based Learning refers to learning that occurs through undertaking real work, through the production of real goods and services, whether this work is paid or unpaid. The learning pathway contributes to enterprise productivity and innovation. It improves learners' transitions from training to the world of work and is a valuable pathway in career development enhances skills, knowledge and understanding, increased critical self-awareness and personal potential. Work-Based Learning is also highly relevant for employers in terms of enhanced employee and organisational performance, increased innovative capacity, employee contribution and output.

It is a recognised learning pathway in the TEVET sector where skills obtained via such a pathway are verified and assessed for official recognition and certification. It is a dual learning system where someone is working whilst learning. Learners are provided with tasks which are in line with learning achievements and cumulatively earn points as they meet expectations in undertaking tasks. They are marked competent whenever they undertake a task adequately and not competent when they do not meet learning achievements.

This mode of learning narrows skills gaps that arise from lack of industrial exposure or apprenticeship opportunities in the

industry. It brings learners into the world of work whilst learning to gain industry experience, often required when hiring human capital. The learner under Work-Based Learning balances theoretical and practical know-how. Handymen and artisans acquire skills through formal and informal work places. Some acquire skills from family workshops and can present those skills for assessment and certification if they proved their practical competencies.

Mike further said being honest and doing quality works have a bearing on the clientele for enterprises. Some work ethics (such as being dishonest) make enterprises lose out on clients. Coupled with failure to beat deadlines and meet quality requirements, some potential clients shun Zambian enterprises to avoid frustrations, endless excuses for late delivery, slowness

in delivery and other undesirable practices. Clients place a high premium on quality, honest and effective service delivery. Mike said "being honest, producing quality products, and efficient use of raw materials are among desirable attributes expected from us for people to buy our products or hire us to undertake their construction projects."

Mike however regretted about most Zambians not paying required prices to Zambian enterprises. Over bargaining practices are highly applied, pushing local enterprises outside profitable margins. He feels Zambians have trust issues of local enterprises [may be] because of past disappointments "Lack of confidence in what is Zambian choke local businesses. As a result, Zambian enterprises failure to meet tax obligations, paying their workforce

decently, meet operational costs and other requisites to remain viable.

Buy Zambia is important in the promotion of self-employment. Zambian enterprises need to acquire competitive attributes and good business attributes, principles and virtues such as trustworthiness, efficient service delivery, and timeline compliance, production quality, among other entrepreneurial and productivity attributes. Although the mistrust in Zambian enterprises has a historical reasons, those historical factors are changeable for the sustainability of local businesses.

Northern Expo: Developing skilled human resource in Readiness for investment actualisation.



Tulw Zambia partner Dr. Mulenga (Middle), Lukashya Trades Principal Mrs. Kanini (Left) and Mansa Trades Acting Principal Mr. Mukupa (Right) during the signing of \$100, 000 grant for two institutions during the Northern Expo.

By TEVET Newswriter

Developing skilled human resource is significant in ensuring investors actualise their investments and get a return on those investments. Human resource is a valuable part of investment actualisation as a factor of production. When there is inadequate skilled human resource, investors look to other areas to supply the required skilled persons. In some cases, investors import the human resource from outside the country of investment leaving local people spectators.

The investment pledges provides an idea on types of skills required in a given investment destination. For example, the hospitality industry was among the sectors that attracted a number of investors during the Northern Expo. Millions of dollars were pledged in the sector. To Government, that entails planning how, who and when to develop skills to help in the actualisation of those investment pledges. Skilled persons

in construction, electrical installations (both domestic and industrial) and undertaking day-to-day running of hospitality businesses are required. These include bricklayers, tilers, metal work artisans, roofers, electrical installers, among others. The TEVET sector is pivotal to the development of skilled persons to enhance actualisation of investments planned for the northern Zambia.

The value placed on the TEVET sector in investment was demonstrated during the Northern Expo by signing agreements to finance skills development. Tulw Zambia BV, Lukashya and Mansa Trades Institutes signed skills training agreements worth \$100, 000. Tulw Zambia provided the funds to the two training institutions as grants to training local people in agriculture programmes. Each trades institute was given \$50, 000. The company chose to invest in the agriculture sector because it was the future of Zambia as it provides

direct and auxiliary opportunities that fed into manufacturing, hospitality, mining and other sectors.

For Lukashya Trades, beneficiaries will get skills and knowledge in poultry management and they will be provided with seed capital. The training will be in domesticated birds including chickens, quails, ducks, turkeys and geese for meat and production of eggs. The training will be done at the institutes' 100 hectares of land in Senior Chief Mwamba's area, which has a perennial river frontage. The trained persons will be required to make their own poultry houses before receiving an expected financial empowerment package of K30, 000. The seed capital will be provided to a group of 15, who will be split further until each beneficiary will have his/her own poultry business.

Mansa Trades will procure a feed formulation machine to make its own stock feed. Lessons on the viability of these community empowerment programmes will be replicated in other areas where Tulw Zambia is investing. Tulw Zambia's idea is to finance empowerment of local people with skills and start-up capital to help them start their enterprises. The company seeks ways of creating capacity to communities where it invests to capacitate them to generate income at household levels. The main objective is to have skilled and business minded communities around their investments.

Tulw Zambia partner Dr. Sixtus Mulenga said although the company was in the region to explore oil and make money, its philosophy was to leave something for communities where it operated. In case the company finds oil in the northern region

where it is exploring, it is planting a seed in the community it is operating to ensure they had ability to convert ideas into actual business/ means to earn income and live better lives since minerals are not renewable resource. The company is focusing on developing human resource in to mining and related skills to supplement the mining sector's viability. For example, the mining sector needs food, and skills in agriculture for improved nutrition and good health is valuable to the company's philosophy.

Dr. Mulenga contended that importing labour create serious social problem where local people end up being onlookers or get low income jobs with less pay compared to imported skilled labour force that earn decent income. He said the situation often angered local people, thus the need to empower them with skills for them to be part of investments taking place in the country.

Meanwhile, to ensure the northern region has adequate skilled human capital in relation to investment interests, Government is completing Isoka Trades Training Institute and investing into existing trades institutes for them to absorb more learners. The institute is earmarked for completion by mid-2019.

Proceeds from the Skills Development Fund (SDF) are used to complete it. Meanwhile, rehabilitation works are being done at Lukashya Trades to improve its learning environment. The contractor is working on water reticulation, sewer system and road networks at Isoka Trades Training Institute whilst the Zambia National Service is working on the road network to quality gravel standard. Once the certificate of completion was raised, payment will be made from SDF proceeds to ensure the trades institute was opened to the public.

Kabwe Institute of Technology (KIT) is making 600 chairs and desks for students for Isoka Trades Training Institute. KIT has a robust production unit. Awarding KIT contracts to make furniture for new trades training institutes is one way of encouraging trades institutes to participate in infrastructure development. Lukashya Trades is working on walk ways to make Isoka Trades easily accessible.

Minister of Higher Education Prof Nkandu Luo said trades training institutes can strategically empower youths by imparting them with life skills to participate in the economy than being on the street where they are exposed to deviance and risk

imprisons due to not having anything to do. She said "there are many youths on the street that can take part in the economy when empowered them with hands-on skills and appropriately supported to engage in entrepreneurial undertakings. For example, Government decision to have school desks made locally provides an opportunity for persons skilled in carpentry benefit from this policy by making quality desks that met clientele requirements."

Meanwhile Director Vocational Education and Training, Alex Simumba said "when private sector comes in to provide financial and infrastructural support to skill-up citizens, it is very recommendable because TEVET is costly. The two principals at Lukashya and Mansa Trades Training Institutes have the responsibility to actualise the project goals for the good of Zambians and to attract other private sector players to partner with our training institutions. We want to show results and sustainability beyond the partnership."

Mr. Simumba emphasized that training institutions that were engaged in funded projects gained knowledge and expertise to undertake more projects, hence attracting more financing. "The sustainability of these projects should become more practical with experiences gained through undertaking projects. Some of these training institutions have handled TEVET financed projects and the experience they gained enabled them to undertake other projects. This is encouraging to see how our training institutions are using gained know-how to secure additional financing of different aspects of training."

He further said completing Isoka Trades Training Institute faced a number of hitches based on contractual variations that needed to be done. "The contractor is now on the site to complete works on water reticulation and septic tanks. The contractor had moved out despite works not being finished due to unrevised issues in the contract. Now the contract was renegotiated with the same contract. This is the only trades training institute in Muchinga province, thus it is key that we complete it to tap into the potential of the

province such as wood related programmes by introducing carpentry, metal fabrication, bricklaying, wood works and other TEVET programmes."

And Isoka District Commissioner Evenwell Mutambo said "what we have been waiting for is now springing up because the college had stalled for 5 years. People felt they were neglected. This trade school will help a lot of youths who cannot go far to acquire skills. When the college is operational, it will be closer them."

13.2M disbursed for out-of-school, SME / informal sector training

By TEVET Newswriter

TEVETA has signed 235 contracts worth K13.22 million for out-of-school youths and SME/Informal sector training in different skill areas. The contracts have been signed with 78 colleges, trades institutes and skills centres across the country. The training programmes will benefit 5,510 unskilled out of school youths and SME/Informal sector players that need re-skilling or up-skilling to enhance their productivity, efficiency and material utilisation. The funding for the training is from the Skills Development Fund (SDF) and Support to Science and Technology Project (SSTEP), a project of the African Development Bank.

Speaking during the signing of the contracts, TEVETA Acting Director General Cleophas Takaiza said "our youths should have a share of the SDF and in addressing some skills challenges they faced. Skills is the most sustainable way of empowering youths compared to gifts that come and go. When you refer to the Sustainable Development Goals (SDG), matters of human capital are important. This is particularly so when it comes to SDG 4.4, which talks about increasing numbers of persons that have skills especially technical and vocational skills and lifelong learning. As training providers, you are part of drivers of SDG 4. Some youths do not have access to tertiary education, thus these tailor-made programmes will have a big impact on their lives despite them being short time training programmes."

He urged training institutions to impart quality train on learners to ensure appropriately skilled persons were churned into the labour market.

"Sometimes learners are rushed to sit for examinations even when inadequate training on them. Let us ensure the resources provided are having an intended impact on most youths on the street who cannot earn income due to lack of skills. We've the responsibility to make a difference in young people in our areas," he said.

Funded training institutions include those under: Zambia Correctional Services (skills training section); Youth Resource Centers under the Ministry of Youth and Sport; Ministry of General Education's schools of continuing education; Community-Based skills centres; Ministry of Higher Education TEVET institutions; Private Institutions; and Faith-Based skills training centres that are registered with TEVETA.

The fund for the training have been sourced from both the SDF and SSTEP. The principle objective of SSTEP is to increase access and improve quality and equity of science and technology in universities and selected Trades Training Institutes in line with Zambia's Vision 2030 priorities on skills development. SSTEP support towards equity in science and technology are at the University of Zambia, Copperbelt and Mulungushi Universities. Trades training institutes are Northern Technical College, Nkumbi International College, St. Mawagali (formerly Choma) Trades Training Institute and Lukashya Trades Training Institute.

The Skills Development Fund was established under the Skills Development Levy Act Number 46 of 2016 which is administered by the Ministry of Higher Education. The Fund is a long term financing strategy of the Technical Education, Vocational and Entrepreneurship Training (TEVET) sector in the country. It promotes collaborations with industry and other stakeholders to improve accountability and transparency. The SDF seeks to lead to the production of relevant and fully skilled graduates by improving infrastructure, recapitalizing machinery and equipment, personnel and capacity building.

The funding targeted SMEs/Informal sector players, out of school unemployed youths and entrepreneurs that needed up or reskilling. The training programmes were designed after undertaking skills needs analyses to ascertain skills gaps/mismatches among target groups in different parts of the country. The training programmes included; Agriculture, Construction, Engineering, Manufacturing, Tourism and Hospitality that are Zambia's diversification sectoral areas.

Meanwhile K1.1 million of the K13.22 million was disbursed for skills training of inmates in different parts of the country as way of giving them options after serving their prison sentences. The Zambia Correctional Services training centres that benefited were Lusaka Central (K192, 000), Mukobeko (K240, 000), Chipata Central (K192, 000), Kanfinsa K120, 000), Kansenshi (K120, 000), and Livingstone (K288,000).

The funding is meant to provide skills to inmates for easier reintegration into society after they had served their prison sentences. Skills training is combined with entrepreneurial skills training to stimulate business minds in the inmates. Whilst serving their sentences, skilled inmates become part of production lines of the Zambia Correctional Services, a step which helps them sharpen their skills and acquire practical knowledge of production of different products.

The funded training programmes in correctional services training centres were the construction sector, agriculture, manufacturing such as wood and metal works and fashion technology. These are programmes that are most likely to generate employment opportunities for self as they accord them chance to produce products on their own provided they have tools or they can find placement at workshops in their areas.

Funding skills training is a collaborative effort towards empowering inmates with skills and ingenuity to meander life circumstances as they reintegrate in society. Many inmates had difficulties finding foot after serving their prison sentences, skills combined with entrepreneurship training is an approach pursued to provide them with hands-on skills to find their footing as they get out of prison.

TEVETA develops paralegal curriculum to increase access to justice.

By TEVET Newswriter

Access to justice is seen as a preserve of the well-to-do despite it being a fundamental human right and a catalyst to enhanced legal empowerment of the poor and vulnerable groups. Government considers legal aid interventions coupled with governance and astute poverty reduction strategies key to foster social and economic development. With effective and affordable access to justice, people have the opportunity to claim their rights or challenge crimes, abuses and human rights violations committed against them. Hence

the development, approval and launch of the Legal Aid Policy to strengthen access to justice by all Zambians. .

TEVETA has thus developed and approved a curriculum for paralegal training to enhance equal access to justice, particularly for the poor and vulnerable people as part of Government efforts increase adherence to human rights and rule of law as articulated in the Seventh National Development Plan and Vision 2030. Speaking during the launch of both the National Legal Aid Policy and paralegal curriculum, Minister of Justice, Given Lubinda said legal policy and paralegal training programme would improve justice delivery, which was an important ingredient to national development anchored on human rights and Sustainable Development Goal Number 16 that requires capacitating officers in the legal services.

"Spreading legal services to other parts of the country will help free individuals that have been wrongly arrested and failed to defend themselves. Paralegal desks have also been created in Livingstone and on the Copperbelt to ensure persons can walk in and access legal services. Cabinet approved the legal aid policy in October 2018 to establish a comprehensive legal aid system for coordinating and monitoring legal aid services delivery in the country." Said Mr. Lubinda.

He added that in line with the approved legal aid policy, standardised legal aid training to be supervised by TEVETA to ensure the quality of paralegal training services in the country. The first training will be financed under the programme for legal empowerment and enhanced justice delivery (PLEED). The provision requires more legally trained legal services providers at different skills levels for equitable justice delivery.

Meanwhile TEVETA Acting Director General, Cleophas Takaiza said legal aid policy and paralegal skills training in the country. "TEVETA appreciates the value paralegals play in providing legal services. We worked with a technical team to develop a curriculum to lead to training of paralegals leading to different qualifications levels. The programmes have been carefully prepared to meet legal industry requirements and Zambians legal services," elaborated Mr. Takaiza.

He further said TEVETA was working with key stakeholders to ensure paralegals provide equal access to justice and improve the provision of legal empowerment and enhancing justice delivery.

Continued on page 9

Legal Aid Board Chairperson, Mandy Manda said the Legal Aid Policy speaks to the 7NDP result area number 11 that focuses on improved access to justice to vulnerable groups and children and provision of information. The policy provides recognition to paralegals that provide information to people on the access to legal privileges.

The policy also creates a framework for non-lawyers to deliver legal aid services in the country as long as they are registered with the Legal Aid Board to provide legal aid. These non-lawyers include paralegals and legal assistants. Paralegals in Zambia have worked without recognition over the years. With formalized paralegal training, paralegals will be certified and registered



Justice Minister Given Lubinda during the launch of legal aid policy at Radisson Blu Hotel.

She said “implementation of the legal aid policy effectively is the desire of partners that worked over the years to ensure its formation and development of auxiliary requisites to equal access to justice through training of paralegals. Technical and financial support to ensure efficient implementation of the legal aid policy to accelerate access to justice especially the poor communities that cannot afford legal services.”

And the EU Ambassador to Zambia, Alessandro Mariana said the development of the legal policy shows what was achievable when people put efforts together. “Accountability, democratic delivery and justice service provision are some of the pillars of achievement of the policy. The legal aid policy provides a legal aid mix involving paralegals, lawyers and legal aid desks at police and courts,” he added.

In Zambia, most poor people fail to handle legal systems that are difficult understanding leading to wrongful conviction due to failure to grasp right ways of answering to their charges. Justice plays an important role in the development of Zambia especially when it comes to the creation of an inclusive society where efficiency and fair justice delivery is at the core of national aspirations. The Legal Aid Policy thus establishes a regulatory and implementation framework for the more efficient dispensation of justice in Zambia.

with the Legal Aid Board to ensure sound advice is provided to clients. The Legal Aid Policy seeks to bring impartiality, fairness and inclusiveness of those who had no legal representation.

The Policy also broadens the scope of legal aid services to the poor and vulnerable often imprisoned for lack of expression abilities in courts of law and law enforcement. Therefore, besides legal assistance and representation, services such as legal education, legal information, legal advice and mechanisms of alternative dispute resolution fall under the Legal Aid Board. With increased mandate, the Board and other legal aid service providers will apply resources on legal education and awareness campaigns on the law and legal aid services to empower people to claim their rights and obtain remedies.

Furthermore, the Policy makes duty bound for state institutions to inform persons on their right to legal aid and availability of legal aid services. Unrepresented detained persons are required to be assisted to contact the Legal Aid Board to apply for legal aid. The aim is to ensure legal aid accessibility at different stages of the justice system to ensure individuals claim their rights.

Dialogue towards jobs for youths.

By TEVET Newswriter

Creating employment for the youth is a daunting challenge to governments, technocrats, and the youth themselves. Parliamentarians feel the pressure as representatives of the people. Voices on lack of salaried and self-employment persistently reach their ears and are expected to provide solutions. Accordingly, the law makers have been working on ways to get around the challenge. The North-South Dialogue Framework is one approach they are pursuing to ensure education and training enhanced the youth's employability and increased productivity for more opportunities for the youth. Although youth employment mirrors cross-cutting issues that include, fiscal, labour and social security; parliamentarians consider technical and vocational training an important factor in fighting poverty and employment creation.

Utilising the North-South Dialogue Framework, the National Assembly of Zambia (NAZ) and the Austrian Parliament, gathered experts, researchers, stakeholders from the administration, civil society, and Technical Education, Vocational and Entrepreneurship Training (TEVET) for youth employability in line with Sustainable Development Goal (SDG) 4.4.

The Central Statistical Office provided the statistical perspective of youth population vis-à-vis Zambian labour force, Zambia Institute for Policy Analysis and Research (ZIPAR) provided evidence-based representation of youth employment challenges, and TEVETA shared challenges in TEVET and industry collaborations for enhanced relevance of skilled labour force in the country. Zambia National Education Coalition (ZANEC), University of Zambia, youth groups and the UN organs were among stakeholders strategizing how to tap from the Zambian youthful population for long term and stable social, economic and political stability.

The SDG 4 that anchored discourse focuses on inclusive and equitable quality education for lifelong learning opportunities. This SDG under the North-South Dialogue is aligned to Zambia's Vision 2030 whose objective, inter alia, aims at having an increased number of youths who have relevant technical and vocational skills for employment, decent jobs and entrepreneurship. Government aims to have an education system that improved equal access to quality learning facilities. Underpinning questions to stakeholders were on: i) what policy and strategic approaches can help overcome

the employment challenge, ii) what does the Zambian economy need, iii) what do the youth expect, and iv) what challenges does education and training face that stifted youth employability.

Challenges in technical and vocational education and training that framed the discourse were access to training, quality and relevance of training, gender parity, and long term financing. The number of training institutions in TEVET is not correlating with the number of the youth seeking training opportunities. The sector absorbs about 35,000 learners compared to huge numbers that leave school. Training institutions in the sector are also concentrated (82%) in Central, Copperbelt, Lusaka and Southern provinces, denying training opportunities to the youth in other provinces. Thus, these provinces have limited pools of skilled human resource to stimulate and drive development. Skilled labour to undertake developmental projects in these areas is imported from elsewhere, thus depriving people and provinces of income.

Further, quality of TEVET is affected by low investment in modern equipment and workshops and the lack of capacity building on trainers. Most trainers have been trained on old equipment and have remained behind on new technologies. Thus, they cannot adequately impart skills using modern equipment, in cases when the equipment was secured, hence affecting the quality of skills supplied to industry. The quality of TEVET also has a bearing on the relevance of the training. Non up-skilling of trainers negatively affect delivery of relevant and quality training. Coupled with low industry-training collaboration, the relevance of labour force for some industries is more challenging.

Equity wise, technical and science programmes in TEVET are dominated by males. TEVET statistics from 2010 – 2017, show that 92% and 56% of the learners in technical and science programmes were male. Financing the TEVET sector has been the other challenge. Due to the sector's cost-intensiveness, less investment have been done. It requires workshops and equipment to ensure relevance of training and equipping learners with ample practical skills for ease transition into the industry. The Skills Development Fund (SDF), which was introduced in 2017 is key in addressing the TEVET financing challenge. The SDF financing pillars are on infrastructure development, equipment and tools acquisition, informal sector training, pre-employment scholarships and strengthening learning systems.

Despite these challenges, TEVET provides

many opportunities for lifelong learning. The sector offers opportunities for hands-on and entrepreneurial skills to many citizens. Social, economic and political stakeholders place high value on the sector to empower citizens with diverse skills to improve their productivity at different scales. The North-South Dialogue of Parliaments project is one of the steps aimed at finding solutions to the TEVET sector by including relevant stakeholders in defining ways forward. The platform seeks to create opportunities for effective training-industry collaborations through legal and policy realignments towards quality, inclusive and equitable lifelong learning.

The action points for the National Assembly of Zambia arising from the discussions are i) amending the Apprenticeship Act of 1965, realigning it to Minister of Higher Education from Ministry of Labour and Social Security, and providing for incentives under the Apprenticeship Act for enhanced industry and training sector collaborations; ii) facilitate the creation of skills clusters to serve as advisory groups on skills gaps and mismatches; iii) conducting a skills audit; iv) creating a Skills Repository for work permit decision-making after ascertaining non-availability of skills investors were importing; and v) ensuring skills transfer was defined by the law to ensure verifiability and the creation of skills clusters for continuous sectoral standards setting for inclusion in the curriculum were emphasized.

Korea trains Zambian Experts in readiness For Kazan 2019 skills Competition.

By TEVET Newswriter

Government has partnered with the republic of South Korea towards the development of a National Skills Competition System in the country. The partnership is under the Skills Transfer for Aspiring Regions (K-STAR) Project, which is part of the Global Institute for Transferring Skills (GIFTS). GIFTS is an affiliate of Human Resource Development (HRD) Korea focusing on skills promotion, skills competition, international cooperation and transfer the skills needed by employers and industry.

The K-STAR project aims at helping Zambia navigate the complex path of developing, financing and maintaining quality of training to a solid and functional national skills competition system. The establishment of and activation of the National Skills Competition and Career Exploration System is one of the deliverables of the Seventh National Development Plan (7NDP). Through the K-STAR project, Zambia held National Skills Selection

competitions and skills transfer sessions between Korean and Zambian experts in different skill areas. The national skills selection competitions were in Bricklaying, Carpentry, Floor and Wall Tiling, Cooking, Restaurant Services, Fashion Technology, and Hair Dressing.

Korean experts in these skills shared ideas on quality training enhancement and maintenance in line with industry needs and how to improve the mentorship of Zambian competitors before international competitions, particularly the Kazan Skills Competition scheduled for August 2019. The experts also worked on skills competitions principles selection of Zambian competitors in Kazan, interpretation of drawings and quality of products. The delegation of Korean experts was led by the K-STAR Project Manager Dr. Youngil Cho.

The skills transfer activities highlighted the importance of quality standards in training, curricula relevance to industry requirements and tools and equipment for quality of skills in the country. The skills transfer workshops took place at Lusaka Business and Technical College and Thorn Park Construction Training Centre. Focus of the skills transfer activity was in Bricklaying, Wall Tiling, Carpentry, Fashion Technology, Hair Dressing and Restaurant Services.

The K-STAR project's continuation will have great transformative impact of the TEVET sector in Zambia and will inspire high standards in skills training. K-STAR Project Manager Dr. Cho explained that the national skills competitions helped South Korea to seal the fissures between training institutions and the industry by creating an alternative career path for innovative young people.

South Korea's vocational education dates back to 1962. It has been reformed several times to meet prevailing industry requirements. The country realised that the bias against vocational education was dysfunctional and destructive to human resource development, because vocational education provided learners the opportunity to be trained in whatever skills of their natural gift and preferences rather than imposed career pathways. The country realised early that many of the skills needed to compete in the global market of the 21st century were technical and vocational skills.

The country also realised that the absence of excellence in many technical and vocational fields was costing them economically. Skills competitions was thus, one of the approaches Korea has used to meet skills excellence of its human resources.

Why skills competitions?

Skills competitions provide a showcase for demonstrating and rewarding vocational excellence. Skills competitions identify a range of benefits that accrue not only to the competitors but also to colleges, tutors and trainers, employers and industry and the wider society. The country benefits by having skilled young people out there, who know what quality looks like, who produce quality products and offer high standard services, who know how to talk to people ...resulting into a win/win situation all round. Past competitors are very confident young people, they have a lot of self-esteem, and they are willing to put themselves out and willing to work long hours.

Benefits may be short-term or long lasting. The competitor could benefit his/her employer by being more productive and by potentially increasing the productivity of



Bricklaying works during the national selection competitions at Thorn Park Construction Training Centre.

other workers. Some contestants become self-employed and thereby may create jobs and economic opportunities for others. Industries may realise benefits in terms of raised standards and an improved profile of the occupation and industry more broadly. The colleges may gain prestige, especially if their students win medals. Competitors can influence the aspirations and attitudes of friends and family. The wider public can gain a greater appreciation of high-quality vocational education by attending skill shows and competitions. This can improve the image and attractiveness of vocational education and apprenticeships.

Skills competition help competitors develop technical skills and 'soft' skills that are crucial for their career progression. Most competitors claimed that skills competitions helped them to achieve excellence in their respective professions, and to also acquire and develop communication and interpersonal skills that allowed them to present their expertise more effectively.

A major benefit of skills competitions is the development of technical skills through intense training. Skills are developed at a

more rapid rate. One competitor argued; "my technical skills have obviously come on massively. Jumped me like three, four years above the people I went to college with. Before the WSC training, most of the competitors were engaged in training that would allow them to meet their professional or industry standards. Skills competitions bring competitors to a higher proficiency level because they compete to world-class, international standards. Competitions further help competitors gain higher levels of accuracy and precision and more in-depth understanding of technical problems they faced.

International skills competitions started in post-WWII Europe. In 1950, the first Skill Olympics were held between Portugal and Spain. It has evolved into a global contest known as the World Skills Competition (WSC). Currently, the WSC involves young contestants from 53 countries, who gather every two years to compete publicly and demonstrate excellence in 46 skill areas.

The competitions are organised by WorldSkills International (WSI). The WSC is recognised by many as the pinnacle of excellence in vocational education and training. These competitions provide both a benchmark for high performance and an objective way to assess vocational excellence. Young people, mostly aged 18-22, can participate. They undergo a selection process that begins with numerous regional and national skill competitions held throughout member countries.

Craft training is training in skills such as carpentry, electrical, auto mechanics, food preparations, welding, plant fitting, machining, radio and TV repairs, bricklaying, metal fabrication, refrigeration and air conditioning, and auto electrical. A craftsman or artisan is someone whose job requires skill with their hands.

ANALYSIS: Craft training has gone down in Zambia.

By Phillip Sakala

The Author is a Technician and Bachelor of Science student in Project Management.

There are hands-on skills required in the production circles of the engineering trades. After a design has been rolled out by engineers, it is taken to a workshop for fabrication. In the workshop are sections such as foundry, where moulds and cores are made to be used to cast the design, or the machine shop where the design will be machined – turned, shaped or milled – or

the fabrication shop where the design will be fabricated – cutting metal with oxy – acetylene gas, cutting disc or power saw to size and welded together according to specifications on the design drawing.

The distinction between an artisan and an engineer is that an engineer uses scientific knowledge to design, construct and maintain engines and machines or structures such as roads, railways and bridges (Colins dictionary). Craft training was initially created for candidates with minimum Form Two or Grade Nine qualifications in the past. Today the requirement is at least five O levels, including English and mathematics. It consists of theory and practical lessons. The method of tutoring is 40 percent theory and 60 percent practical. The training duration varies from six months to 30 months depending on the institution and the level of certificate. Trade certificate (proficiency) courses range from six months to 12 months and craft certificate (artisan) courses run from 18 to 30 months.

Interest in this type of training is normally initiated at schools where science fairs are held under the Junior Engineers Technicians and Scientists (JETS) clubs. Most of the engineers, technicians and scientists that we have now may have been members of this club during their secondary school days. In Zambia, craft training started way back in the time the mines were being established with a high concentration along the line of rail. Training institutions included Kabwe Trades School, Luansimba Skills Training Centre, now called Kitwe Trades School, Luanshya Trades School, Mufulira Trades School and Northern Technical College (NORTEC) in Ndola.

NORTEC was the pioneer centre where candidates sitting for City and Guilds of London Institute programmes took their tuition and examinations. Others include Lukashya in Kasama, Lusaka Trades, now called Lusaka Business and Technical College, Choma Trades School and the Livingstone Trades Institute. Most of the students who graduated from these institutions were employed in the mines with a very small number being employed in Government. A handful went into entrepreneurship after training.

The training period varied depending on the college one attended with the ones from the colleges belonging to the mining company having a longer time spent at a training institution due to longer industrial attachment. Nevertheless, all students sat the exams under the Department of Technical Education and Vocational Training. The syllabus for trades training

institutes included basics which exposed the students to other trades for a period of 12 weeks – this was a basis for suitability of students in the respective trades.

For example, in my time in 1983, I was exposed to five trades, i.e. plant fitting, refrigeration, electrical, heavy vehicle repair and process instrumentation – at Kitwe Trades School under a ZCCM scholarship. At the end of the basics course, students were placed into various trades. The training consisted of a related subject's courses phase, where students / trainees were taught communication skills, mathematics, engineering science and technical drawing. Thereafter, the students were taught and tested continuously in trade theory and trade practical. A national examination from the Zambia Examinations Council was given at the end of the programme.

Candidates who passed this examination were issued with interim certificates which enabled the candidates to secure employment, where the employer recommended to the ECZ that a candidate, after 12 to 18 months, had gained proficiency to be awarded a craft certificate. When this certificate was awarded, a person was said to have qualified as an artisan – this is ranked equivalent to a technician in some industries.

In the mines [ZCCM], I remember we used to spend the period after graduating from a trades school in two parts called Craft Improver I & II. Each part had six months ending with a practical test, usually a strip and assembly (overhaul) of a machine like a water pump or an air loader motor for plant fitters or a wiring test on forward / reverse motor or star – delta starter wiring for electricians. The tests were usually conducted on machinery that the candidate has been working on. For the second part of the improver training, the candidate was supposed to be subjected to a live plant during the test – that is to say he/ she should work on a machine that was in service which started producing after the test. This was to make sure the candidate had acquired enough knowledge to be able to perform tasks on his/ her own.

Craft persons or artisans are now required by law to be registered with the Engineering Institution of Zambia and must obtain a license to practice. It is in this same group of people where small and micro entrepreneurs (SMEs) are supposed to be established.

The training for craft courses in the mining industry has gone down over the years due to the economic policy change in the

country, where the government privatised the mining industry and, as a result, the new mine owners came for business, and training of Zambians is not their priority. Hence, nearly all trades schools that were being run by ZCCM were either taken over by a management buy-out or were handed over to the Government. This lowered the intake numbers. In the past the mines were signing on students/ trainees as employees and they were given scholarships, and immediately after completion they were sent to various divisions of the mining company requiring skilled manpower in the various trades.

The new trend is that trainees or students have to pay tuition and boarding, and have to search for employment after completion of the courses. With the economic difficulties today, only a few can afford to do these courses due to high fees that are being charged. The colleges offering these courses are poorly funded and some of the trainings which were carried out in practical terms are now done in theory only. With the detachment of these schools from the mines, there is no support in terms of industrial attachment during industrial breaks as most of the privatised companies feel trainees/ students are a liability to their productivity.

The only hope is the view that a student/ trainee will learn the practical part in his/ her working career. President Edgar Lungu, during the opening of the First Session of the 12th National Assembly, alluded to the scarcity of craft training in Zambia, saying Zambians are now going to Zimbabwe for training as artisans in various skills, a trend which is not healthy for Zambia.

However, the President promised to open a skills training centre in each district during the next five years. It is my prayer and hope that the government's introduction of entrepreneurship and ICT courses to all programmes being offered in colleges and universities will assist the few people who are now graduating from these colleges. They might be able to team up and form cooperatives where they can apply what they have learnt at colleges, and create the much-needed employment. This is also subject to the availability of start-up capital, which is hard to obtain, as financial institutions are always asking for at least six months business transactions in sales, profit and bank statements.

Improving student employability

By Clive Mutame Siachiyako – BMC, MSC

Higher tuition costs and high unemployment have combined to make students, potential

students, employers and society at large question the value of further and higher education. Although in training it is contended "the idea that education is only worthwhile if it is of commercial value should never be accepted," there is need to meet these expectations head on.

External pressures also draws attention to the issue of employability. The collection of statistics on graduate employment following completion of a course can be used by managers as a pretext for closing courses that they may critique as "ineffective," or conversely by academics as evidence of validity.

Employability is not just about getting a job. Conversely, just because a student is on a vocational course does not mean that somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. It is about learning and the emphasis is less on 'employ' and more on 'ability'. In essence, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner.

There are many definitions of "employability." Indeed, its components may differ widely between areas of work. But there is a clear set of definable competencies, in terms of things that a person knows how to do or facts that they have committed to memory, in areas like mechanics, wood works, medicine, nursing, law and accountancy. In some other fields, habits of thinking, the ability to take a critical approach to a problem and then choose and implement the right research strategy to solve it, are more important than functional competency or facts. In addition, no matter how closely allied training providers and employers are, there will always be tensions when it comes to competencies, skills and attitudes towards work issues. Employers tend to want things to be done their way, while training providers expect students to develop and exercise critical judgment. Either employers or training providers may be ahead in terms of technical or theoretical innovation.

Of course, training programme leaders should always keep their finger on the pulse of changes in the field(s) their students hope to seek work in. there is need for training providers to respond, and often employers need their [training providers] help to shape and understand developments. Making sure students know how to do what will be expected of them – for example, having the ability to use key software packages or analytical tools – is a must if training

programmes are to claim relevance to students' later job success.

When employers talk about employability beyond issues of competency in the field, they usually point towards "soft skills" that they expect students will gain as part of the process of further or higher education. There is a broad understanding of what qualities, characteristics, skills and knowledge constitute employability both in general, and specifically for graduates. Employers expect graduates to have technical and discipline competences from their qualifications but require graduates also to demonstrate a range of broader skills and attributes that include team-working, communication, leadership, critical thinking, problem solving and managerial abilities.

It is important for training providers to keep these skills in mind when developing lesson plans, design learning experiences and consider what to assess. A traditional lecture-based curriculum that expects students to participate mostly via answering questions in lectures and that is assessed only via exams and essays will not necessarily foster these attributes. Many can only be built through experience, either real-world or simulated.

Another area often highlighted is development of self-esteem, confidence and student aspirations. These factors cause some students to soar, while others of equal or greater ability may self-limit their achievements. Often training providers and recruiters alike assume that employability is something that a person "has;" that is, a set of skills and attributes preferred by employers, perhaps. However, a closer examination of employment issues shows that it is not the whole picture. A great deal of research documents that factors outside the applicant's control, such as social class, race and gender, continue to exert great influence on hiring practices.

Critical scholars have also noted that employability discourses encourage would-be workers to construct and identify with identities that are determined by the values of corporate managers. As these change from organisation to organisation and over time, and are not based on the core values of individuals themselves, the process and experience can be alienating. So what is sold to students and job-seekers as a form of "empowerment" may actually be quite the opposite.

To truly prepare students to enter the employment market, it is important to discuss these issues fully and openly. Knowledge about employee rights, explorations of personal values, and critical analysis should also have a place in this process. Otherwise, training providers risk encouraging students to believe that becoming and staying employed requires turning themselves into "products" that conform to ever-changing market desires, which is certainly not a concept that should be left unchallenged.

Key activities to improve student employability: i) Help with curriculum vitae (CVs), ii) being able to have mock interviews with employers, iii) help identifying skills gaps, iv) confidence building activities, and v) spending time in a business or organisation on placement. Others are vi) being able to shadow a professional person in their job, vii) help researching the jobs market, viii) practicing presentation skills, ix) more information about jobs, and x) personal support.

Scholars have identified other areas where students could benefit from activities encouraging them to explore issues or develop skills, such as effective interpersonal communication. Employers have also identified key basic skills that they expect all employees to be able to use in context: literacy, numeracy and information communication technology (ICT). It is relatively easy for lecturers to embed these into module outcomes and corresponding marking criteria for existing assessments.

Hands-on employability

Accordingly, it is a good idea to consider ways that you can build exposure to workplaces and actual work experience into your course or programme. This may include i) work placements, ii) internships, iii) site visits or iv) professional mentoring. Entrepreneurship initiatives in which students run real or simulated businesses.

Enquiry or problem-based learning, either individually or in groups, can also address key areas of employability. This can be structured to include experienced of teamwork, communication, leadership, critical thinking, problem-solving and project management – precisely the skills that employers say they wish to see in graduates. In some cases the output from these learning experiences can be the prize exhibit in a student portfolio: evidence of what students can do as well as what they know.

Lecturers can also take other steps to increase the amount of exposure students have to professionals in their field, such as i) endeavouring to regularly use speakers and visiting lecturers from industry, ii) contact with professionals through attendance at conferences or talks on campus, iii) membership in relevant professional organisations and attending their events, and iv) ensuring that training programmes are (when appropriate) accredited by external professional bodies, engineering bodies, paramedical, construction and others.

Finally, it is clear that students also value one-to-one discussions about potential career directions and what they need to do to prepare. They may also need a specialised CV surgery that ensures they accentuate their fitness for posts they plan to apply for, and practice in navigating the kinds of interview processes that they can expect. These differ from field to field. For example, psychometric testing is used by some major employers, and some training providers run day training programmes to help students understand how it works and prepare for it. In some areas of work panel interviews are standard.

Some training providers' careers services are not always equipped to meet specialised needs, especially for students whose work direction is significantly different than "typical" graduate jobs. Students who will be expected to present a portfolio, for example, may need help from staff who can review their work and make good suggestions on what they should include and how best to present it. Students heading into fields like paramedical need to be specifically prepared with information about any additional training, licensure requirements, and application processes that they need to be aware of before the end of their course.

Whatever training providers do, it is crucial that students are able to see what the link is between course elements or distinct employability activities and achievements that employers will value. They need to have the language and confidence to demonstrate what they have learned on their CVs, in job applications, in interviews and in meetings with potential employers at job fairs, conferences and elsewhere. This point is made very clearly in one of the best research papers in the field, Pedagogy for Employability, which suggests steps like "module learning outcomes making reference to graduate skills, and programme outlines including a mapping grid to illustrate which skills are developed by which modules, highlighting their developmental nature across levels."

The other side of employability: Direct work with employers

Employability researchers have also noted that part of the problem lies with employers. Some have cut back their internal training and expect that new hires will have been magically trained at a training institution in organisation-specific work processes. Companies

need to consider how workers will be taught certain parts of the job, perhaps in a trainee post or through ongoing workplace training. Some employers have misconceptions about what students do at training institutions, and would benefit from more information about what training programmes cover. They may assume that graduates from elite institutions are always better candidates, for example, and be unaware that some less well-known training institutions are actually more closely aligned to the job market and change courses quicker to meet demand.

Some employers also need help to recruit a more diverse workforce, and will welcome advice and assistance from training providers with experience in this area. They may unintentionally put off applicants by illustrating adverts with photos of workers who are exclusively male, young or female, for example, or by holding recruitment events in venues that disabled applicants cannot access.

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PHOTO FOCUS



TEVETA Acting Director General Mr. Takaiza (Middle), National Council for Construction Principal Training School Mr. Chance Kaonga(Left) and k-STAR Project Manager Dr. Cho giving certificates competitors that won at the national skills competition. Winners will represent Zambia at the World Skills Competition in Kazan Russia in August this year.



Renovated Lukashya Trades Training Institute building using proceeds of the Skills Development Fund. The building was built in 1941 for training WWII war veterans.



Completion of Isoka Trades Training Institute and road networks are funded using Skills Development Fund.



Library facilities for Mwense and Isoka Trades Training Institutes. Government is prioritising infrastructure development to increase access to TEVET. Library facilities are part of the infrastructure to promote reading culture among communities.



TEVETA Mission and Mandate

VISION

A World-class Technical Education, Vocational and Entrepreneurship Training (TEVET) system that drives skills empowerment for sustainable development.

MISSION

To ensure supply of internationally competitive skilled persons through:

- i) Regulation
- ii) Coordination
- iii) Monitoring and
- iv) Evaluation

of Technical Education, Vocational and Entrepreneurship Training (TEVET) service delivery.

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.

For further information contact:
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