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EDITORIAL

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TEVET NEWS

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Foreword



WE WELCOME you to our first quarter TEVET newsletter. In the quarter, an education conference seeking to transform the education sector in Zambia was held. It drew attendance from the academics, industry and different stakeholders to discuss the kind of education the country desired in the next 5—10 years. The conference was organised by the Ministries of General and Higher Education. It was graced by the Vice President, Madam Inonge Wina. The conference was structured around three thematic areas of Quality of Zambia's Education System; Education Financing; and Education and Social Economic Development.

An assessment and examination reform stakeholders' workshop followed the education conference to look at how TEVET assessments and examinations were conducted to align them to industry needs and long term national human capital development goals. The workshops were held in Lusaka for the Southern region and Kitwe for the Northern region. The TEVET stakeholder workshops were called to inquire on the validity, reliability and user-ability of the current assessment and examination protocols.

The workshops' objectives were to develop appropriate assessments and examinations framework that met the requirement of the sector; develop an appropriate paper format and structure for different programmes in the sector; review the implementation of the practical assessments; and engage TEVET stakeholders to review the implementation of continuous assessments.

In the quarter, TEVETA and the Citizens Economic Empowerment Commission (CEEC) partnered to strengthen Business Development Service (BDS) provision in the country to help in the growth of MSMEs. The BDS partnership involves developing BDS curriculum, training and certifying BDS providers across the country.

The competitiveness of MSMEs and improving their business performance requires effective BDS. Business development services are non-financial services and products offered to entrepreneurs at various stages of their business needs. These services seek to improve performance of any enterprise, its access to markets, and its ability to compete.

We also saw Government procuring and handing over training equipment to Kafue Gorge Regional Training Centre has received equipment and furniture worth K5.5 million. The equipment which was procured from the proceeds of the Skills Development Fund. The equipment was part of the US\$10 million Government is procuring for other training institutions across the country.

We hope that you will enjoy reading this edition and we welcome contributions from our readers.

The education we want: stakeholders' views during the National Education Conference

By TEVET Newswriter

Zambia held a National Education Conference in January this year aimed at transforming the education sector. The conference was a brainchild of the Ministries of General Education and Higher Education. Stakeholders from the academia, professional bodies, educational experts, industry and others from different spheres gathered to critically analyse the education system in view of governance and organisational arrangements, policy and legal framework and financing models appropriate to deliver the education desirable for Zambia. The conference was under the theme "improving the quality of Zambia's education: the education we want."

When officiating opening the conference, the Vice President said education challenges such as inadequate teachers, teaching materials and inappropriate curriculum needed to be addressed to improve the quality of education for the country's human capital to effectively respond to modern development demands. The Vice President said Government prioritised the education sector because it was a key contributor to human and economic development.

Minister of Higher Education Prof Nkandu Luo added that time had come for Zambia to transform its education system both at lower and higher levels to ensure quality education for the Zambian people was attained. She said the country has been guided by the education curricula made years ago, which had not provided much needed human capital to the industry in relation to advanced production systems, modern commerce and trade and other technological improvements in different sectors of the economy.

Prof Luo explained that the education system failed to harness the youth by reducing dependency ratio as most of the young people across the country remained unproductive and lacked skills to sustain themselves because the education system was not equipping them with right skills, mindsets and attributes to apply themselves. Speaking at the same event, Minister of General Education David Mabumba said improving the quality of education was key in achieving the aspirations of the 7th National Development Plan and enhancing national productivity levels.



Minister of Higher Education Prof Nkandu Luo and Minister of General Education David Mabumba during the media briefing prior to National Education Conference.

Focus areas of the conference were on ways of ensuring children acquire the proper foundational skills for lifelong learners, improving the quality of teaching, strengthening school leadership as an effective lever to improve students' performance and developing skilled employees or entrepreneurs with mobility in both local and international markets. The conference further focused on identifying ways and means to transform the education system in order for it to be valuable, affordable, relevant and beneficial to Zambia.

The conference was structured around three thematic areas of Quality of Zambia's Education System; Education Financing; and Education and Social Economic Development. Stakeholders interrogated quality in terms of changes in production system, commerce and trade, future jobs and technological advancements. Quality of education was also discussed in relation to Science and Research in Education; ICT in Education and Management of Examinations among many issues. It further explored issues relating to poor learner performance and the relevance of the education system to the industry.

Education financing was interrogated based on existing financing strategies in general education, higher education and skills development. This thematic area sought to benchmark existing financing in the education sector against best practices, identify and propose possible strategies to improve financing to the sector. The education and social development thematic area was around mismatch of skills to industry needs, the youth bulge and harnessing of the country's youthful pop-

ulation for its employability and participation in the world of work.

There has been complaints by industry about lack of appropriate skilled persons to drive productivity for timely return on their investment. The country been losing out on improving the human development index determined by people's education attainment and their health and social wellbeing. The core of the conference was anchored on the desired education to propel socioeconomic inclusion. There was consensus among stakeholders that the education the country wants should deliver social and economic benefits and improve lives for learners as they exit the school system at different levels. This education system should be driven by new learning processes, strategies and paradigms to generate new mindsets, relevant skills, attitudes and attributes.

The conference sought to align education system to socio-economic, environmental, scientific, technological factors and other dynamics of the world of work. It looked at how future jobs will turn out and what type of human resource will be required for such jobs. Questions were asked on; who is teaching, how did they become a teacher, does obtaining 6 points in Grade 12 means being a high performer, should those with 6 points get into engineering or medical programme whilst those with lower points should go for teaching programmes? Other discursive questions were on how Mathematics and English became determinants of who gets into tertiary education. Whether existing examination systems met industry needs in the advent of expert assignment writers was the other issue. Participants also looked at how the two-

tier system was fairing, and whether Grade 7 examinations were necessary.

The discursive questions were thought provocative on the kind of education the country needs for the next 5-20 years, the type of curricula to use, the human resource to drive national aspirations and the kind of linkages needed between training and industry to be formed for the Zambian human resource to remain relevant, competitive and productive. The conference was a strategic planning platform for the country in relation to national aspirations and future jobs requirements.

Among the issues stakeholders submitted for addition to the "education we want" were ensure that hands-on skills were provided and assessed from junior to senior secondary alongside esthetics for artisans to have an eye for perfection or high quality products and services in the country and stimulating ingenuity to conceptualise, design and produce quality products and services. What stakeholders were shaping was a blueprint of human resource and society that is a custodian of societal norms, values and productivity principles.

The "education we want" should transform persons and impart on them analytics, in-depth thinking and communicative competencies, which should cut across all levels of the education system to enable citizens analyze issues and apply their minds than memorizing to pass examinations. "Education we want" should focus on learner empowerment through recognition and nurturing talent, assessing talent outputs and engineering the talent towards social economic development. Thus, minds of learners should be developed in a way that empowers them to utilize their talent to earn decent life. "Education we want" should strengthen informal learning and design assessment systems of skills and knowledge acquired informally for inclusive participation of citizens in the economy.

Stakeholders recommended that the two-tier system should be strengthened as competences of teachers in handling vocational education affected its implementation. When the two-tier system was introduced, most of the teachers were not taken for retraining on vocational training, thus they have challenges in delivering quality training envisaged under the two tier system.

Secondly, there was lack of entrepreneurial skills in instructors in trades training institutes which affects the teaching of entrepreneurship in the TEVET sector. Thus, most teachers should be retrained in vocational pedagogical for secondary vocational education and training to have real meaning to the education system. To improve training-industry collaboration to narrow skills mismatches, apprenticeships were identified as an important component. Incentives could be provided to attract companies take on apprentices. Improved training-industry collaboration to narrow gaps and smoothens transition from training to industry. Stakeholders emphasized that hands-on skills were key in the economy and levels of assessing senior secondary needed to be agreed upon. They felt that a decision needed to be made on whether to assess them in Grade 11 at level 2 and Grade 12 level 1. Esthetics should also be taught and emphasized in the curriculum for learners to acquire skills for perfection to improve quality of products and services in the country.

Modern equipment acquisition in TEVET was another aspect stake-

holder felt should be prioritized to ensure learners have access to modern technology. Trainers should be re-trained to improve on teaching delivery using modern equipment especially that TEVET puts more emphasis on hand-on skills. Knowing how to use modern equipment would ease graduates in the sector to apply themselves in the industry with much ease as they would have been acquainted on how to use modern equipment.

Stakeholder further contended that lack of diagnostic view of the future of work limited long term planning of the training systems that developed relevant skills for the future world of work. Future jobs comes with new challenges to the training being offered in the country. With obsolete technology being used for training, the employability of learner is worsened. There is need to develop futuristic training programmes that adequately integrate learners into society to enable them to be part of the transformation process. The learning environment should prepare learners to be responsible leaders with values desired by society.

Education system should focus on learner-empowerment. That is, education should be towards achieving social benefits through a transformed learning system that recognise talent, nurturing it, assessing outputs of learning and engineered towards social economic development. Thus, minds of learners should be developed by an education system that empowers them to utilise their talent to earn decent life. Thus, curriculum needs to be repackaged to ensure the development of learners that are custodians of societal norms, values and customs to help them make right decisions in their lives.

TEVETA engages stakeholders on assessments and examinations reforms

By TEVET Newswriter

Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) regulates, coordinates and monitors the delivery of training in the TEVET sector in consultation with stakeholders. In fulfilling this mandate, the Authority is also charged with the responsibility to conduct national examinations to be taken by persons attending courses at institutions established and registered under the Technical Education, Vocational and Entrepreneurship Training Act Number 13 of 1998 read together with the Technical Education, Vocational and Entrepreneurship Training (Amendment Act) number 11 of 2005.

The Authority has been conducting TEVET assessments and examinations since 2008 after taking over these assessments and examinations from the Examinations Council of Zambia. However, due to changes in industry needs and mobility of people due to globalization; TEVETA has been reviewing curricula to meet the emerging learning needs. In addition, the requirement to register all qualifications on the Zambia Qualifications Framework (ZQF) has created the need to rethink the way assessments and examinations were conducted.

It is against this background that Technical Education, Vocational and Entrepreneurship Training Authority organised a workshop in Lusaka for the Southern region and Kitwe for the Northern region to review approaches to the conduct of TEVET assessments and examinations taking into account the expectations of all the stakeholders.



TEVETA Director Assessments and Certification Ocean Matimba (3rd R-L), Principals' Forum Chairperson Emmanuel Mutelo (4th R-L), PS Mabvuto Sakala (5th R-L), TEVETA Director General Cleophas Takaiza (6th R-L) and Ministry of Higher Education Assistant Director –Skills Development Precious Lisulo Munaile (squatting) during the TEVET assessment stakeholder workshop in Lusaka.

In the past, TEVET practical assessments and examinations were structured in a manner that at craft certificate level, examinations were only administered once at the end of two years. Learners were examined in four subjects after their two-year of study. The examinations were summative (terminal) examinations. The assessments never took into consideration continuous (formative) assessments administrable over a period of time. In the first year students never sat for any national examination.

In 2008 when TEVETA took over the running of assessments and examinations in technical education and vocational training from the Examinations Council of Zambia, it adopted existing templates and formats for the delivery of assessments and examinations. However, due to changes in technology, economy, qualification registration on the ZQF and mobility of people in the globalized world of work; TEVETA has reviewed most of its curricula to meet these emerging learning needs. The revised curricula contain an average of ten (10) subjects at every academic year.

The revision of the syllabus resulted into breaking some modules considered to be generic into specific smaller ones. As a consequence of this, from December 2018, TEVETA started examining each and every module as a standalone assessments. The specific modular examination approach has brought a debate on the validity, reliability and usability of current format of TEVETA assessments and examinations.

Therefore, the TEVET stakeholder workshop was called to inquire on the validity, reliability and user-ability of the current assessment and examination protocols. The objective of the workshops were to engage TEVET stakeholders to develop an appropriate examination and assessment framework that meets the requirement of the sector; engage TEVET stakeholders to develop an appropriate paper format and structure for different programmes in the sector; involve TEVET stakeholders to review the implementation of the practical assessments; and engage TEVET stakeholders in the review of the implementation of continuous assessments.

The dialogical approach to TEVET assessments and examinations reforms are in line with Government's prioritisation of technical education and vocational training by supporting measures aimed at improving the quality of the much needed skills to drive economic development. The Vision 2030 placed TEVET as an engine that the economy should essentially rely upon to produce adequate middle level work force needed to drive the economy towards the attainment of its vision. Stakeholders were important actors in skills development, hence Government saw the need to consult with them in the delivery of quality TEVET.

The workshop sought ideas from industry, trainers and managers of colleges, trades training institutes and skills centres on how to conduct TEVET examinations and assessments to produce graduates with requisite

skills, knowledge and positive attributes required for the implementation of the Seventh National Development Plan (7NDP). Besides national development aspirations, in the advent of expert assignment and students project writers, assessments and examinations are not adequately serving their purposes. Some learners exit the learning environment without learning much. They obtain qualifications through hiring others.

They pay anyone who is ready to do the hard school work. Their role in the schooling equation is to wear a gown on graduation day and flagging their qualifications for employment. However, when in employment, they tend to fail to perform. Employers thus blame the training providers for churning out 'unbaked' graduates. Productivity is affected and the education and training sector losses credibility. The country becomes uncompetitive.

Thus, Government is looking for ways of addressing challenges emerging in the education and training system. Industry, training providers and other stakeholders collaborated to find ways to get around the issue in the TEVET sector, which produces critical human resource whose incompetency can have catastrophic results on infrastructure, power generation equipment, water reticulation facilities and other sectoral facilities that require hands-on skills to keep them functional.

Theoretical errors may have less impact compared to errors made by hands-on skills persons that can lead to power generation system burning, water utility companies failing to supply power, manufacturing companies not producing competitively and other economical disasters. Stakeholders made several recommendations on the development of appropriate examination and assessment framework that meet industry and sector requirements; reviewing the implementation of practical assessments, relooking at the implementation of continuous assessments (CAs); and realigning of examination paper formats in line with industry standards, assessment objectives and weighting on sections per paper.

Speaking during the workshop, Permanent Secretary (PS) in the Ministry of Higher Education, Mabvuto Sakala said Government supported measures aimed at improving the quality of the much needed skills to drive economic development. This commitment has been clearly expressed in national ambitions such the 7NDP and the Vision 2030

because of the prospects of poverty eradication, job creation, and sustainable development, all leading to achievement of vision 2030. The vision 2030 has placed new demands on TEVET as an engine that the economy should fundamentally rely upon to produce adequate levels of middle level work force that drives the economy towards the attainment of the vision.

"The vision 2030 has placed new demands on technical education, vocational and entrepreneurship training (TEVET) as an engine that the economy must essentially rely upon to produce adequate levels of middle level work force that will be needed to drive the economy towards the attainment of the vision," explained the PS. TEVET offers an opportunity for many young people to gain technical and vocational skills both for self and formal employment.

Therefore, it is important that institutions of learning partner with Government to inculcate into the youths with hands-on and entrepreneurial skills, national values and principles that lead to nation building and social development. These qualities would assist in fighting vices such as radicalisation, alcohol, drug and substance abuse. This will enable young people acquire relevant knowledge, skills and attitudes gained in the right way and be productive.

"The Ministry of Higher Education recognised the important roles you play in the development of skills and we find it very critical to consult with you our stakeholders as you are the major players in the delivery of quality technical, vocational and entrepreneurship training. You may wish to note that we have not had such fora in a long time and as a ministry we hope to have many more such meetings where we can review processes with the view of resolving the challenges that may be facing our sector" noted the Mr. Sakala.

The PS cautioned TEVET institutions across the country against over enrollments that compromised the quality of delivery of skills development. "As I conclude, let me warn all TEVET providers that in executing their mandate they need to carefully balance students' enrolment, to the staff and facilities available to avoid outstretching any of these critical resources. While acknowledging that expansion is one way through which we can increase access in TEVET institutions, quality must never be compromised. Institutions operating without registration and licensing will be closed down and any college offering training must not compromise on quality and relevance which must be in line with regulations, standards and guidelines that TEVETA has published," he emphasized.

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Stakeholders during the Northern region assessment review workshop

has published," Mr. Sakala emphasized.

And TEVETA Director General Cleophas Takaiza said the TEVET Act provided that the Authority regulates the sector in consultation with stakeholders. In executing the mandate, the TEVET Act further required that TEVETA regulates and conducts national assessments and examinations to be taken by persons attending courses at institutions established or registered under the TEVET Act (No 13 of 1998) read together with TEVET (Amendment) Act No. 11 of 2005.

Mr. Takaiza noted that it was against this background that TEVETA has been conducting assessments and examinations since 2008 when they moved from the Examinations Council of Zambia (ECZ). He added that a lot of intended changes and unintended changes (driven by external factors like technological advancements) have taken place, hence TEVETA found it necessary to invite stakeholders to a forum where it was expected that collectively the assessments and examinations framework would be reviewed and develop a system that met the expectations of everybody taking into consideration best practice in TEVET assessments and examinations.

"This three day workshop is very important in the calendar of TEVETA. It is important because it has offered an opportunity to reflect and chat the way forward for TEVET examinations. It is also timely because it is being held just after a very important Education Conference that took place just three days ago at the Mulungushi International Conference Centre at which a lot of issues about the education system in Zambia were discussed."

"Permanent Secretary, we have in mind the demands placed on TEVET by the Government through the Seventh National Development Plan and also the Vision 2030. We are also alive to the fact that stakeholders have very high expectations from TEVET. It is for these reasons that TEVETA has found it necessary to consult these partners.

This workshop here on the Copperbelt will discuss matters related to Science and Engineering related assessments while another has been scheduled in Lusaka on the 28th January 2019 to discuss Business, Commercial and Hospitality assessments. This workshop provides a platform for experience sharing and learning from one another to make TEVET and skills development more relevant," he elaborated.

Minister of Higher Education outlines Government plans for Higher Education and Skills Development in Zambia

By TEVET Newswriter

Government is contemplating to introduce a career pathway in all technical secondary schools that will enable students with desires to learn skills to spend an additional two years after completing Grade Twelve to acquire skills and competences for world of work.

Higher Education Minister Prof. Nkandu Luo said technical skills will be taught to all students in Technical Secondary Schools across the country for the purpose of helping acquire relevant skills without going to the college first. "The Government intends to put up premium skill development centres in all technical secondary schools where students will be exposed to various skills at an early age in life." Prof. Luo added, as students' progress in education and make a decision of the course they want to take in life, they will rely on the skills learnt and acquired at an early stage for their future career development.

According to Prof. Luo, after completing Grade Twelve, students that desire to master the identified skill will have an additional two years for them to acquire more competences and will be awarded not only a diploma but also tools to enable them set up businesses in their areas. "At graduation, students will be given tools which they will carry with them home and set up small industry and begin to make money as they wait to further their careers life." She disclosed that technical schools will be built in provinces to prevent students from travelling long distances in search of skills development centres.

Prof Luo also disclosed that the Government had begun the process of redefining the National Institute for Scientific Research (NISR) which she said will work side by side with the

planned establishment of a nuclear centre in Lusaka. She suggested that nuclear science is an important branch of medicine whose presence in Zambia will prevent government from importing experts abroad to deal with complicated cases. She said the Government has sent Zambian experts abroad to train in various fields in nuclear science. "Zambia is speeding up research processes on nuclear science to discover causes of diseases troubling the people in Zambia and find cure for them using nuclear science."

Additionally, Prof. Luo stated that the Government had established the Higher Education Authority to clear the mess in the country's academic system. "This branch will set the benchmark of the lecturer that will be tasked to teach in the higher educations in Zambia." She said the minimum qualification for a lecturer at the University level will be a Masters, PhD and professorship. "The Government is also recreating the status of the universities so that they can reclaim their lost glory."

She said universities were not places to teach students to pass examination, but rather a development centre where the young people are prepared for the world. "Universities should align their programmes and curricula to current needs of the industry. They also need to strategically position the country in the development of future skills to ensure Zambia has the appropriate human resource to drive national aspirations without importing labour."

TEVETA partners with CEEC to enhance growth of small businesses

By TEVET Newswriter

The development of micro, small, and medium enterprises (MSMEs) is one of the long term ways of reducing levels of poverty and improving households' quality of life through wealth and job creation. According to UNDP (2004), MSMEs have the highest capital and employment ratio and are a source of income for the majority of the population. International experience has shown that MSMEs are becoming major contributors to economic growth. In India, MSMEs are said to contribute 70% towards Gross Domestic Product (GDP) and to account for over 90% of all industrial units. In Central Asia, Kyrgyzstan, there are 36 MSMEs for every 1,000 citizens contributing 44% of GDP. According to a

1996 Baseline Survey on micro and small enterprises in Zambia, the sector consists of approximately 97% of all enterprises in the country and employs 18% of the labor force of whom 47% are women. MSMEs are thus a source of income for the majority of the population in the country.

The competitiveness of MSMEs and their business performance improvement requires effective Business Development Services (BDS). Business development services are non-financial services and products offered to entrepreneurs at various stages of their business needs. These services seek to improve performance of any enterprise, its access to markets, and its ability to compete.

Business development services are primarily aimed at skills transfer or business advice. Various business support options can be developed and applied to develop small businesses. However, key benchmarks need to be applied in order for such support to be effective. The BDS can help entrepreneurs to run their business more effectively. These services include training, advisory services, marketing assistance, information, technology development and transfer or business linkage promotion to assist MSMEs grow. However, the MSMEs sector in Zambia experiences major constraints in key areas of such services.

To help address business development service provision challenges MSMEs face, TEVETA and the Citizens Economic Empowerment Commission (CEEC) signed a Memorandum of Understanding to develop business development services curriculum, facilitate business development services provision training, design and develop BDS assessment instruments, and certification of BDS providers. The agreement involves K2.1 million disbursement to TEVETA by the CEEC for the implementation business development services related activities.

The partnership was made within the Skills Development and Entrepreneurship Project-Support to Women and Youth (SDEP-SWY), which is financed by the African Development Bank and the Government of the Republic of Zambia. The overall objective of the SDEP-SWY is to support job creation, promotion of gender equality and poverty reduction amongst women and youths through skills development and entrepreneurship.

The partnership is aimed at meeting both operational and strategic business services for MSMEs. Operational and strategic business services entail improving MSMEs' day to day operations such as accounts and tax records management, compliance with labor laws and other regulations. They also entail providing an enterprise with abilities to address medium and long term issues to improve performance, access to markets and ability to compete. Strategically, BDS help enterprises identify markets, service those markets, design products suitable for those markets, set up facilities and seek financing.

The MSMEs sector in Zambia requires substantial capacity building towards business growth, but most of them cannot afford to pay for business development services. Often even when BDS are available they are not structured based on a diagnosis of the actual needs to enterprises. A limited number of development (mostly donor-driven) projects and programmes tend to conduct diagnosis in attempts to tailor the BDS to the needs of the enterprise. Thus, business development services tend to be fragmented, vague, and inaccessible to most MSMEs.

Prominent private BDS providers tend to be few and far between, mostly concentrated in the urban areas along the line of rail. In addition, there are limited opportunities for knowledge and professional development of private BDS providers. As a result, MSMEs mostly do not have ready access to BDS providers as there is generally no organised mechanism of identifying them. Even when BDS providers are available, MSMEs have challenges evaluating the quality of providers for specific services.

The aim of the TEVETA – CEEC agreement is to develop gender sensitive and responsive curriculum that builds capacity and outstanding competences in BDS providers compelling them to design marketable business development service, enterprise development training, advisory, counselling, and knowledge-based professional services.

Under this partnership, a BDS curriculum for BDS providers will be developed tailored to support the development of Industrial Yards and for cassava commercialisation. This will be in terms of developing competences for BDS providers for them to come up with business growth services to resolve business bottlenecks faced by MSMEs, validate bottle-

necks for MSME growth, and help MSMEs apply the solutions and assess the impact of tailor made business solutions will have on their businesses.

To facilitate the linkage of industry to training and the opportunity of learning institutions to produce graduates with relevant competences to become good BDS Providers, at least 10% of the 200 BDS Providers to be trained

will be universities, colleges and trade schools. This would enhance employability of persons graduating from these training institutions in industry and enhance their ability to become entrepreneurs.

While a number of institutions offer strategic direction in terms of SMME development, BDS support has not been available throughout the country. Rural areas, for example, are under-resourced and poorly serviced by BDS providers to reduce the number of growth obstacles facing entrepreneurs. Thus, the TEVETA-CEEC agreement providing an opportunity to come up with tailor made and broad-based business development services that help in poverty reduction, sustainable development and job creation.

The rationale for the partnerships is to create an environment for the development and review of the curricula, which is industry driven through increased coordination between industry and training institutions. In view of this, the TEVETA in conjunction with CEEC would like to provide capacity building of Skills Development and Entrepreneurship Project Support to Women and Youths (SDEP-SWY) aimed at boosting the provision and delivery of marketable BDS products in Zambia.

The main goal of the agreement in line with the TEVET policy is to facilitate the creation of a training system that is responsive to labour market skills demands, addressing the socio-economic concerns to enable effective and efficient exploitation of available resources.

Under this collaboration, developing a Business Development Services curriculum for BDS providers will specifically be tailored to



CEEC CEO (left) and TEVETA Director General (middle) exchanging documents of agreement during the MoU signing. Far right is TEVETA Director Finance Phillip Mubanga singing as witness.

support the development of Industrial Yards and for cassava commercialisation. The MSMEs sector in Zambia requires substantial capacity building in BDS but most MSMEs cannot, or are not motivated, to pay for the services. Often even when BDS are available, they are not structured based on a diagnosis of the actual needs to the enterprises. A limited number of development (mostly donor-driven) projects and programmes tend to conduct diagnosis in attempts to tailor the BDS to the needs of the enterprise.

The market for operational services may largely already exist in Zambia since there is already articulated demand and willingness to pay for these services. However, the demand-driven market for strategic services for MSMEs has failed to significantly develop and is the main focus of most public and donor interventions in BDS. MSMEs often do not have ready access to BDS providers as there is generally no organised mechanism of identifying this service. Even when BDS providers are available, MSMEs have challenges assessing the quality of providers for specific services.

BDS providers in the country include individuals, private firms, parastatals, government, industry associations and donor initiatives (usually non-profit). There are small business enterprises providing BDS as well as firms whose core business is not BDS but who provide the service as part of a broader transaction or business-to-business relationship.

Prominent private BDS providers tend to be few and mostly concentrated in the urban areas along the line of rail. There are limited opportunities for knowledge and professional development of private BDS providers. BDS Providers themselves need facilitators for on-

going capacity building including support in strengthening their technical capacity, developing new service products and promoting good practice. BDS facilitators also work on the demand side by educating MSMEs about potential benefits of BDS or providing incentives to try them. Other BDS market facilitation includes the external evaluation of the impact of BDS providers, quality assurance, and advocacy for a better policy environment for the local BDS market.

BDS facilitation is carried out by development oriented organisations having the objective of BDS market development. Others are business associations (such as Zambia Chamber of Small and Medium Business Associations or Women Entrepreneurship Association of Zambia, among others.), and government agencies such as CEEC, Zambia Development Agency and TEVETA. Donors normally provide funding for BDS projects and programmes.

Donors supporting BDS development in Zambia include Swedish International Development Cooperation Agency, United States Agency for International Development, United States African Development Foundation, European Union, Danish Embassy, International Labour Organisation, and others. In some cases the facilitator is the project office of a donor. Government, like donors, also provides funding for BDS projects and programmes.

North-South-Dialogue steps towards jobs for youths

By TEVET Newswriter

In March this year, a second INDABA on "Job Creation for our Zambian Youth" was held at the National Assembly of Zambia as part of the North-South-Dialogue of Parliaments. More than 150 participants from politics, educational institutions, youth representatives, civil society organisations and donors enthusiastically discussed the importance of practical training as a guarantor of employability.

The event builds on the results of the first INDABA in October last year, in which the challenges of the Zambian education system in the context of employment opportunities of young people in the labour market were examined and analysed from different angles.

Speaking when opening the Indaba, Minister for Higher Education, Prof. Nkandu Luo, said

a functional and efficient education system is a basic prerequisite for the socio-economic development of Zambia, especially against the background that a huge number of young people were looking for work each year.

Prof Luo emphasized that the education sector in Zambia needed transformation to give young people the skills they need to gain a foothold in working life.

"There is currently a gross mismatch between the training offered and the needs of the industry. This does not only harms young people and the economy, but also inhibits economic growth, the opportunity to earn taxes and to build a stronger social system," she added.

The Minister said being land linked, Zambia needed skilled persons with right mindsets and attributes to be a hub of the continent. "The country has lost out because of lack of investment in skills development. Life is not about books and writing, but about producing goods using hands-on skills. An engineer with huge knowledge and theories needs artisans and technicians to actualise the ideas conceptualised using engineering reasoning. Government is putting a premium on skills development to ensure the country have adequate skilled persons for different sectors of the economy. We have situations where investors come with skilled persons (because we do not have enough skilled people), in the process taking away jobs from the country. Without a skilled human capital, we are a lost country. Competitiveness is paramount in investment attraction and social development."

Quality education, alternative financing and education for social development was the goal of the education stakeholders' forum.

"Skills inventory is required to interrogate the skill-sets needed to develop this country. Two-tier system will help Zambia skill young people with hands-on skills to apply themselves when they exit the school system. Economic emancipation requires renewed investment in skills development, science and technology," Prof Luo elaborated.

Speaking earlier, Clerk of the National Assembly Cecilia Mbewe said job creation for the youth by converting existing challenges into strategic actionable points was an initiative by the National Assembly to seek solutions to job creation for the young people.

She said the National Assembly of Zambia was implementing the North South Dialogue project to mainstream Sustainable Development Goal (SDG 4) to promote transparency, accessible and effective in achieving SDG 4.4 on job creation and skills development by 2030.

She added that solutions sought were a build-up from last year's Indaba on the state of the Zambian education system in relation to youth employment. "Challenges identified in the education system from the previous Indaba have been narrowed to skills development for employability of young people."

Meanwhile the representative of the Austrian Joint Parliamentary Peer Group (JPPG), Hon. Nico Marchetti pointed out that today's generation of young people in Zambia and in Austria faced similar challenges because of the rapid technological leaps of recent years. He cited environmental impact problems, digitisation, scarcity of resources and mobility as some of the issues that posed major challenges that will have a strong impact on labour markets and the education systems of the future.

"It is the duty of politicians to be proactive and to set a framework in which the youth can get involved. Leaders should plan and think ahead in order to enable young people to learn what they need in the future to find spaces in the labour market. The ultimate goal for both countries is to provide young people with an education that not only enables them to build a good, self-determined life for themselves, but also to contribute to the further development of their country," said Marchetti.

He said the Austrian Parliament aimed at being part of the solution to job creation through skills development that empowered the Zambian youth with abilities to apply themselves in different sectors of the economy. "It is the duty of politicians to make policies that are futuristic to ensure youths have appropriate skills the industry will require in the next 5-10 years so that they remain relevant to the industry. The focus of Austrian national assembly is on vocational training, which has helped Austria prepare a strong base for its young people to acquire hands-on skills and workable apprenticeships to ease transition of learners from the training systems to industry. Vocational education and training provides opportunities for job creation and youth empowerment."

Zambian JPPG represented Hon. George Mwamba further said Article 63 of the Laws of Zambia provided for the creation of national plans such as the Seventh National Development Plan (7NDP), which the North South Dialogue was actualising. Mr. Mwamba said "challenges faced in the education system were mapped out in the previous Indaba for collective actions towards improving quality of the country's human capital. A conducive legal and implementation will be provided to ensure the development of relevant skills were developed in the country."

He added that the second Indaba is find solutions to identified lapses from the previous Indaba that focused on challenges in the education system. "Without quality vocational education and training, it is difficult for society to achieve equality. Aligning quality education to industry needs is a long term investment into the country's human capital that resolves mismatches in demand and supply of skilled persons in the country. This Indaba seeks to increase parliamentary involvement in providing legal, implementation and oversight in meeting SDG 4 target 4. The information from this Indaba is key for oversight provision for the achievement of SDG 4 in both Zambia and Austria."

And TEVETA Director General, Cleophas Takaiza said private sector participation in offering TEVET has been hampered by income levels being concentrated along the line of rail where people earn more than those away of the line of rail. He also said the number of training institutions were a long line of rail denying other opportunities to access TEVET. Mr. Takaiza argued that Zambia's apprenticeship law needed to be reviewed and aligned to modern industry requirements for ease transition of young people from training to industry. He added that broadening apprenticeships to business programmes would enhance youth employability.

He contended that investing in the ICT would help TEVET institutions to have teaching materials like e-books [electronic books provided by electronic libraries] and simulations in imparting hands-on skills. E-libraries can ease access to training reference materials. "When curricula is reviewed, there is need to up-skill trainers through continuous professional development for effective training delivery to be achieved."

"Reviewed curricula also requires financing to

buy new equipment, tools and training materials and apt infrastructure. The Skills Development Fund is a new lease into the TEVET sector in terms of modern equipment acquisition, curriculum development/review, capacity building and infrastructure development."

Mr. Takaiza further contended that having National Skills Development Plans was key in meeting national aspirations. He said the National Skills Development Plans should be in line with national aspirations such as 7NDP and Vision 2030 to ensure that financing and training was aligned to national goals. "The national skills development plan can help in developing relevant skills that meet sectoral goals that feed into the national agenda. Aligning national plans to skills development plans will help the country meet its national aspirations."

National Skills Development Plans seek to ensure that a country has adequate, appropriate and high quality skills that contribute towards economic growth, employment creation and social development. National Skills Development Plans improve educational systems in terms of developing both basic skills and technical skills, with a specific focus on historically disadvantaged individuals. They also provide for more training options for the employed, SMEs and unemployed and ensures that training was relevant for the improved employability and career progress of citizens.

National Skills Development Plans could be derived from the broader plan of Government such 7NDP, Vision 2030 and other intermediate aspirations, which aim to put in place educational frameworks for building capabilities of citizens to meet requirement of the future world of work. The National Skills Development Plan could enhance relationships between training and work in recognition of the importance of workplace-based learning in achieving policy objectives of job creation, productivity and poverty reduction.

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.

Ministry of Higher Education procures equipment worth K5.5m to Kafue Gorge Regional Training Centre

By TEVET Newswriter

The Kafue Gorge Regional Training Centre (KGRTC) has received equipment and furniture worth K5.5 million from the Ministry of Higher Education. The equipment which was procured under the Skills Development Fund (SDF), was officially handed over to the Centre by the Minister of Higher Education Prof. Nkandu Luo.

Speaking through the Ministry of Higher Education Director Vocational Education Training, Alex Muzano Simumba, Prof Luo emphasized the need for research and development in the country. She urged KGRTC to invest more in research and development to contribute to the promotion and creation of a culture of research and innovation. She stressed that the Government was supportive and committed to facilitating the development of the education sector.

Kafue Gorge Regional Training Centre is a regional training center being turned into Center of Excellence. The new equipment will improve the achievement of having a skilled workforce that help meet national aspirations. Government is implementing SDF activities that include financing different sectors, among them energy to improve power supply.

Prof Lou said Kafue Gorge Regional Training Centre was provided K5.5 million to ensure it trains adequate human resource in efficient power generation and industrialisation. "More than \$10 million is spent on procuring training equipment to different colleges in the country. The equipment includes installation and training staff on how to use the equipment. Under another financing area of the Skills Development Fund, employers will be provided resources to pay 50% of the total cost of training their staff to improve their productivity."

And TEVETA Director General, Cleophas

Takaiza said monitoring the quality of TEVET in the country is part of TEVETA's mandate and from this perspective, one of the challenges training institutions faced was lack of modern equipment. Mr. Takaiza added that although KGRTC was registered with TEVETA in Grade 1 (highest grade), it required modern equipment to make it one of the best in the region. "With such a training institution, Zambian skilled persons will be competitive and become a source where quality skills can be obtained. The SDF has the capacity to improve the landscape of TEVET. Training institutions that lacked in many areas can now seek help from the skills fund to enhance their ability to train." Meanwhile, speaking during the handover of equipment, KGRTC Director, Kennedy Siame said the equipment would enhance capacity to training aptly skilled persons. He said the equipment was high grade and it would help develop skills in energy diversification from hydro to wind and solar energy. "Investment in TEVET requires a lot of money as equipment is costly."

The equipment and furniture that was handed over to the Centre is as outlined below:

- 1) Power Laboratory equipment – this equipment will provide quality training for operations of medium-voltage and high-outage networks. This will incorporate cutting-edge digital technology, industrial safety, and monitoring of protective features by means of supervisory control and data acquisition.
- 2) The translation equipment will provide for multi-lingual parallel translation during training and conferencing sessions conducted at KGRTC. The equipment has enhanced KGRTC's capacity to conduct training and conferencing activities requiring translation, especially from English into Portuguese and French
- 3) Kitchen equipment will help to increase productivity, creativity and serve hotter meals to course participants and other customers. Serving clients hot meals is a key requirement for the food safety standard ISO 22000 which KGRTC has implemented.
- 4) The Laundry Equipment with unmatched durability, performance and efficiency will help to quickly restock guest bedrooms, restaur-



Translators Association of Zambia and TEVETA staff during a collaborative meeting with TEVETA over a translators curriculum.



TEVETA participated at the 2019 International Women's Day under the theme: "think equal, build smart, innovate for change."



Stakeholders from the Northern Region during the review of assessment and examinations in the TEVET sector