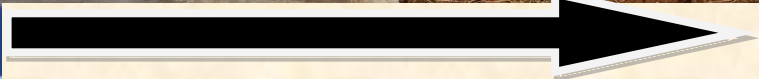




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TEVET NEWS

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Views expressed in the articles and stories in this newsletter are not necessarily those of TEVETA, its board members or management.

Foreword



WE WELCOME you to our first quarter TEVET newsletter. During the quarter, universities, colleges and schools were closed to prevent further spread of coronavirus (COVID-19). Consequently, TEVET assessments and examinations for April 2020 were postponed. New dates for assessments and examinations would be set as soon as reopening of learning institutions is announced by Government. TEVETA further temporarily suspended walk-in services and re-engineered ways of serving the public using online systems to avoid total disruption of service provision. The online platforms included the Learner Data Management System (LDMS) for results and continuous assessment issues, Training Provider Monitoring System (TPMS) for accreditation of trainers, assessors and examiners as well as registration of training institutions.

Other services can be requested through the Help Desk (<https://www.teveta.org.zm/helpdesk/>), WhatsApp +260954590783, Facebook <http://facebook.com/TevetaZambia> and Twitter <https://twitter.com/TEVETAZM>.

HE President Edgar Lungu commissioned Kalabo Trades Training Institute during the quarter. This is in an effort to take skills training closer to the people. The construction of trades training institutes is a priority to Government “not to leave anyone behind”, increase skilled citizens’ employability and broadened opportunities to participate in the economy. The new training institutions are providing young people an opportunity to acquire relevant skills that enhanced their employability.

To increase access to TEVET, the Ministry of Higher Education bursary to 6, 140 students. Proceeds of the Skills Development Fund (SDF) are used to provide the TEVET bursary. The awarding is based on the bursary structure made by the Ministry of Higher Education, which provides for 30% for applicants from the rural areas, 10% for persons with disabilities and 60% competed for by every applicant.

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

Colleges, universities closed due to coronavirus

By TEVET Newswriter

Government closed learning institutions to prevent further spread of the coronavirus (COVID-19). Zambia recorded the first cases of COVID-19 on March 18. Schools, colleges and universities were closed on 20 March. Accordingly, TEVET assessments and examinations for April 2020 were postponed. New dates for assessments and examinations would be set as soon as reopening of learning institutions is announced by Government.

TEVETA temporarily suspended walk-in services in view of the coronavirus (COVID-19) pandemic and as guided by the Ministry of Health on social distancing and avoiding crowds to minimise and prevent the spread of COVID-19. Online systems will be utilised to access different services.

Examination related services are accessible on the Learner Data Management System (LDMS). The LDMS provides for training institutions to enroll students and upload student continuous assessments online. It also provides for students to view their results and continuous assessments. The LDMS accessible via <https://www.teveta.org.zm/ldms/#/>.

Applications for accreditation as a training institution, trainers, assessors and examiners can be done online using the Training Provider Monitoring System (TPMS). The TPMS is a tool designed to capture information regarding to accreditation and certification of Trainers, Assessors, Examiners and registration of TEVET institutions. The system also includes online accreditation application feature that allows trainers, examiners and assessors to view their accreditation status. The TPMS is accessible on <https://www.teveta.org.zm/apply>.

Technical Education and Vocational Education Training (TEVET) Fund related queries can be made through WhatsApp: +260954590783 Email: tevetafund@teveta.org.zm; cnyirenda@teveta.org.zm; hntankula@teveta.org.zm. The TEVET Fund plays an important role in assisting the development of quality, sustainable, demand-driven, and equitable TEVET system. The Fund establishes a financing platform that purchases

training services from TEVET providers, on a competitive basis, for skills development in both the formal and informal sectors of the economy.

Government considers skills financing as critical assets for individuals, businesses and societies development. The matching skills and jobs is also highly prioritized policy concern because mismatches result into underutilization of existing human capital and lead to job vacancies not being filled in due to lack of appropriately skilled persons to fill them. The country is repositioning itself against skills mismatches using enhanced training and industry collaboration through TEVET financing for the MSMEs/informal sector and employer-based training in the formal sector to ensure employees are continuously up-skilled to retain their jobs and remain relevance to industry.

Other services can be requested through the Help Desk (<https://www.teveta.org.zm/helpdesk/>), WhatsApp +260954590783, Facebook <http://facebook.com/TevetaZambia> and Twitter <https://twitter.com/TEVETAZM>. Applications forms for registration as a training institution and student query forms can be downloaded on <https://www.teveta.org.zm/downloads/>. Bank details for different types of payment can be requested through WhatsApp +260954590783.

Help Desk System is an application that provides with information and support relation to TEVETA's products and services. It provides a point of contact to gain assistance over TEVETA products and services, get answers to questions and solve known problems. Training institutions, learners and other stakeholders in the TEVET sector can use this platform to formerly send queries to TEVETA. The Help Desk System user guide is downloadable from www.teveta.org.zm. Other windows are accessible under navigation or applications on the website.

The online systems are meant to be a more reliable and accountable means of communication between the public and TEVETA. To see to it that no query goes unattended to the Helpdesk system was designed for the public to submit their issues officially and in a proper

manner to TEVETA. The submitted queries do not only go answered to but also can later be used as reference to improve on service delivery of the institution.

Examination frameworks, examination timetables, timelines for enrolments, examination entries, paying examination fees, continuous assessments uploading deadlines and dates for publishing continuous assessments and release of results are accessible on www.teveta.org.zm. Broadly, TEVETA is seeking ways of easing the cost of doing business using tailor-made management information systems. The management information systems are both computer and mobile phone compatible for usability by clients on different gadgets.

Priority areas of the management information systems are capture learner enrollments, learner demographics, learner progression rate, and learner graduation quantities and failure rate in the technical and vocational education training system. The systems also focus on tracer studies/learner employability analysis, assess relevance of the training, and staff demographics and ratio in relation to learners and trainers. Such insightful data is valuable in improving quality of TEVET, decision and policy making and sector financing to narrow skills gaps and mismatches. The management information systems are a robust information system that provides necessary information and feedback from stakeholders to ensure relevance of curriculum and industry responsive training.

Commissioned Kalabo Trades brings new dawn to the youths

By TEVET Newswriter

Rural areas have limited number of training institutions when it comes to skills. More 80% of the training institutions registered with TEVETA are in Central, Copperbelt, Lusaka and Southern provinces. Of the 293 registered institutions in the TEVET sector, 237 are in the four provinces. Provinces away from the line of rail share the remaining 58 training institutions. This entails that those seeking training opportunities in the six provinces migrate or never access training due to limited access to training institutions. Non-

availability of training institutions restricts both access to training and increasing numbers of learners per programme.

Government is addressing the situation by building new trades institutes. Kalabo Trades is one of the institutions constructed to increase access to skills training in the country. Other trades institutes that have been constructed in the past two years are Isoka and Mwendu trades. Sesheke, Mporokoso, Lundazi and Mumbwa are other institutes under construction.

Speaking during the commission of Kalabo Trades Training Institute, President Edgar Lungu advised youths to utilise education and skills to improve their lives. The President urged management at the trades training institute to anchor training programmes on economic activities of the province such as agriculture, fish farming and mechanics, bricklaying, rice growing and many more.

The President said aligning training programmes to people's livelihoods would make people connect with the institute. The institute would also remain relevant to the people and the economy of the province and the nation at large. He said the facility would significantly contribute to the socio-economic landscape of Western Province.

He said the positive development demonstrates the Government's unwavering commitment to enhance equitable access to quality skills training, and to ensure quality livelihoods for Zambians in general, and Western Province in particular, especially the youth.



HE President Lungu and entourage during the commissioning of Kalabo Trades. Government has prioritised TE-VET to increase self-employment among citizens.

President Lungu said the Government remains steadfast to developing appropriately skilled and educated people. He said for Zambia to develop, there was need to invest in human capital for the country to respond to the dynamic and ever-changing development challenges.

President Lungu said it was for this reason that the Seventh National Development Plan had clearly placed a high premium on education and skills development. He said the Government would continue with its ambitious infrastructure development programme throughout the country, which had seen an increase in the number of educational infrastructure across the country.

"With increased infrastructure comes increased access to academic education and skills development. Empowerment, employment creation and general human capital development are the expected results of this increased access to education and skills. In addition to the

infrastructure, Government is promoting equity in the provision of education and skills development. Therefore, the construction of this trades training institute is in line with the Government's determination to our citizens to ensure that each district has a trades training institute, to ensure inclusive access to skills education to all Zambians."

He said the Government was keen to provide more of the youthful population with increased opportunities for empowerment. "Last year, I commissioned Mwendu and Isoka Trades Training Institutes. This programme will continue. I am aware that construction works at Sesheke, Mumbwa, Mporokoso and Lundazi trades training institutes are progressing well at varying levels of completion," he said.

"These trades training institutes are in addition to the universities this Government has so far launched. This is what we committed our-

selves to, and we will continue to pursue our development programmes in a bid to make education accessible. I call on the young people to take advantage of trades training institutes being constructed across the country."

"In the wake of the unemployment concerns, trades training is the way to go as vocational skills empower youths with both hands-on and entrepreneurial skills to employ themselves. The nation is moving from the usual white-collar jobs as a major source of income to incorporate trades training for job creation. Self-employment is the way to go if the current youths are to contribute to the development of the economy. Government has recognised and made skills training as a driver to the fight against poverty and other illicit activities," said the President.

Meanwhile, Higher Education Minister Dr. Brain Mushimba said Kalabo Trades Training Institute actualised the national goal on ac-

cess to two-career pathway. "Vocational skills from such institutions encourage entrepreneurship and self-employment. Learners have been awarded TEVET bursary using proceeds from the Skills Development Fund (SDF)."

And TEVETA Director General, Cleophas Takaiza said TEVET faced a number of challenges in forms of quality, quantity and modernising workshops through acquisition of equipment and tools. "some of these challenges resulted from low financing." Mr. Takaiza said the (SDF) would help improve equipment and develop curriculum relevant to industry.



Against all odds, women are penetrating the construction sector, which is 80% dominated by men. Through Zambia Women Association in Construction Women, they are provided with relevant training for their productivity and competitiveness.

"The SDF will help quality delivery of TEVET in relation to industry requirements. The different windows through which the funds can be accessed seek to address skills mismatches and gaps either for in-service or pre-employment. Those directly coming from the school system and be funded under one of the windows by way of meeting their tuition fees," he stated.

Mr. Takaiza argued that whereas TEVET produced skilled persons, the industry complained of some of them not being appropriately trained to contribute to the labour market as most institutions' training environments were deteriorating. "There was a near point of desperation because the picture of the quality of TEVET was getting worse. Old infrastructure including equipment installed in our training institutions compromised TEVET in many ways. With SDF there is hope to change the landscape of skills training in Zambia."

He further said funding informal sector and out of school youths would benefit the larger proportion of Zambia that lacked skills. "Leaving this big chunk of the population unskilled can spell doom to the country because they will invest their time and energy in deviance instead of contributing to societal wellbeing. Thus, funding the informal sector means empowering them with skills and with additional support, they will grow their businesses and move to formal sector and contribute substantially to the Zambian economy in their localities."

"Since training institutions carried out skills analyses for them to be funded for informal sector training, there is increased likelihood of the tailor made training to address specific skills gaps that would trigger improved productivity."

More than 6000 awarded TEVET bursaries across the country

By TEVET Newswriter

The Ministry of Higher Education has awarded TEVET bursary to six thousand, one hundred and forty (6, 140) students in technical education and vocational training. The bursary is aimed at increasing access to skills training and achieve inclusive skills and education delivery across the country.

"All the students who applied for the bursaries in our vocational colleges must therefore go to their institutions and check their awards in the next few days. Once more, congratulations! Vocational and entrepreneurship skills are increasingly relevant and essential. All the 6,140 successful applicants for Government bursaries into vocational institutions across the country have been awarded at various thresholds dictated by the vulnerability index. Government is committed to making education accessible and is walking the talk. Congratulations to the awarded!" Minister of

Higher Education Dr. Brian Mushimba added.

Dr. Mushimba said prior to the introduction of the Skills Development Fund (SDF), "we had a lot of challenges but now we are coming out of that situation. We shall continue and aspire to do better and support TEVET institutions the best way possible as we ask them for prudence and innovation in resource management."

Over the years, Government limited student bursary to learners at the University of Zambia and Copperbelt University. The financial support has now been tilted towards TEVET, where learners have been struggling to pay their tuition fees. The inclusion of TEVET learners to the bursary scheme is to ensure that more vulnerable students and those applying in national priority programmes (such as technical and science). TEVET bursary covers tuition and examinations fees. Other fees are met by the learner's parents or guardians.

Proceeds of the Skills Development Fund (SDF) are used to provide the TEVET bursary. The SDF opens opportunities to increase access and inclusive skills training so that no one is left behind. Government wants more young people to attain skills and competencies that will help them find jobs or create their own enterprises. TEVET is of high priority for Government as it plays a critical role in addressing the current skills gaps in the country

and enhancing inclusive access to skills development in line with the Seventh National Development Plan (7NDP), Vision 2030 and other national aspirations.

The TEVET bursary is one of the financing areas of the SDF to ensure more learners access skills training. Applicants are required to obtain a support letter from Ministry of Social Welfare. The Social Welfare assesses the suitability of applicants to be awarded a bursary based on their vulnerability. Applicants apply for the TEVET bursary through TEVET institutions under the Ministry of Higher Education. It has not been extended to training institutions owned by other ministries, the church and private sector. Learners in training institutions not under the Ministry of Higher Education, church, community and private sector access funding through different windows including the MSME/informal sector and employer-based training financing provided they met funding requirements under those financing pillars.

The awarding is based on the bursary structure made by the Ministry of Higher Education, which provides for 30% for applicants from the rural areas, 10% for persons with disabilities and 60% competed for by every applicant.

The TEVET bursary is premised on education and skills development goals in 2019 higher education policy. The higher education policy is espoused in the 7NDP, the Vision 2030; Africa Agenda 2064 and the Sustainable Development Goals (SDG number 4 on education). Through the implementation of the TEVET bursary, critical human capital is being developed to drive national Economic development agenda without living anyone behind. The TEVET bursary is part of key implementation steps of the human development cluster implemented through the Cluster Strategic Plan (CSP) and the Education and Skills Sector Plan (ESSP).

The TEVET bursary builds on main interventions aimed at enhancing access, quality and effectiveness of education and skills development. It addresses financing challenges that have faced the TEVET sector. The provision of TEVET bursary is a clear shift from focusing only on academic competences to also focusing on enhancing the development of well-rounded learners in science, technical and vocational education.

Equity and inclusiveness provisions in the higher education policy led to the development of interventions to counter inequalities in gender, disability, HIV/AIDS, financial and geographical locations. These interventions include the Student Loans and Scholarship Fund for universities and the TEVET Bursary to counter both gender and financial vulnerabilities were developed. Equity has been a challenge as gender gaps existed especially in Science Technology, Engineering and Mathematics (STEM). Poverty, especially between the rural and urban areas also remained a big challenge when it comes to access to education and training. The steps implemented under the SDF financing pillars are addressing some of these challenges at different levels. The levels of intervention are in tailor-made MSME/informal sector upskilling and reskilling financing, infrastructural development to increase the number of learning institutions across the country and student sponsorship in long term programmes in TEVET.

The SDF will revitalise the TEVET sector and make the country competitive by augmenting efforts towards the development of relevant workforce that supports the Vision 2030. The Vision 2030 requires an

effective educational system that integrates academic instructions and a well-financed hands-on practical training system.

Trained youths become fish out growers, fingerings suppliers

By TEVET Newswriter

TEVET offers many training opportunities to different people to acquire hands-on and entrepreneurial skills. Skills training empowers citizens with abilities to create wealth and jobs for decent wellbeing and inclusive economic development. Tailor-made training programmes designed to enhance productivity of the youth in different sectors of the economy are financed using proceeds from the Skills Development Fund (SDF) and using funds from cooperating partners interested in skills development. The funding in skills training goes for up-skilling and reskilling MSMEs, informal sector players and skilling out-of-school youths.

The MSME/informal sector is one of the most prolific sources of employment, wealth creation and a breeding ground for industries. However, low levels of appropriate hands-on and entrepreneurial skillsets among the informal sector players and MSMEs makes it difficult for Zambia's vision of a vibrant economy characterised by growth, equity, broad-based wealth and job creation to be achieved. Thus, strategic skills development and financing provided in TEVET is helping in ensuring young people are imparted with appropriate skills to effectively participate in various sectors of the economy. Some of the skills training programmes have been in fishing farming. Among the young people who were sponsored for training in fish farming were at Mansa and Mwense Trades Training Institutes.

The skilled young people in fish farming were integrated into the Zambia Aquaculture Enterprise Development Project (ZAEDP) to supply fingerings to fish farmers in the area. They are fingerling out-growers working with extension officers in fish farming. The aquaculture enterprise development project is implemented by the Citizen Economic Empowerment Commission. The project is funded by the African Development Bank.

Fish contributes to more than 20% of the protein Zambian people's diets. It is vital in the dietary diversity and nutritional security among urban and rural households. The demand for fish in the country is estimated at 185, 000 metric tonnes annually. It is estimated that more than 32, metric tonnes is from aquaculture production whilst 37% of the annual fish demand is imported from different countries. Fish from lakes and rivers is around 80, 000 metric tonnes. To meet the high demand for fish in the country, aquaculture is increasingly becoming important to increase fish production and making the fishing sector a large contributor to national economic development.

Many people have not participated in fish farming as they lacked skills and knowledge. Financing fish farming skills training is strategic in developing skilled persons in the fish farming value chain. The training is problem-specific rather than generic. It seeks to address real problems that hindered citizens' productivity, affected product/service quality, impart them with modern trade and commerce savvy, strategic product marketing, and soft skills required in the industry.



Music industry require relevant skills in sound engineering to enhance the quality of music and music industry's competitiveness.

The training also focusses on rethinking enterprise management and maintenance of their tools and equipment, self-confidence and creation of business networks, costing and pricing.

The TEVET financing in training for the young people, SMSEs and informal sector players was meant to impart them with key skills to participation socio-economic development, address skills gaps and mismatches that negatively affect their employability and competitiveness. Training needs assessments undertaken before the training makes the training more meaningful to the wellbeing of the targeted groups. Luapula province was a fish hub and training people in fish farming spoke to their economic activities. They easily related with the training programmes and fitted into the Citizen Economic Empowerment Commission (CEEC) aquaculture enterprise development project. The objective of the project is to advance the aquaculture subsector as a viable and inclusive business opportunity through enhanced production and productivity of fish to improve the livelihoods of beneficiaries in the fish value chain. It benefits more than 3,000 entrepreneurs along the fish value chain in all the ten provinces including skilled youth in fish farming.

Training the youth in fish farming resonates to this objective. The project is also an example of a holistic economic development approach towards a sustainable increase of fishery products. It is contributing to the improvement of food security, nutrition and livelihoods, optimising the ecosystem services available, through improvements in aquaculture and

post-harvest techniques. The project is aligned to the Seventh National Development Plan and National Agriculture Investment Plan on the development of various knowledge management products to inform the aquaculture sector.

TEVETA is working on ways of improving the implementation of these up-skilling programme by working with associations and groups operation along roadsides, markets and workshops. Leaders in carpentry, metal works, food production, fashion design, construction and other areas are identified to help in information sharing, identifying skills gaps among their members, training options preferred by the target groups, and other logistical aspects that needs to be considered before undertaking the training. Collaborations are being pursued with training institutions located in various parts of the country on designing up-skilling programmes that enhance citizens' contribution to wealth and job creation and the economy at large. Skills development programmes are designed in line with several national development objectives to ensure the country has adequate skilled human capital for different sectors.

Music technology programme developed to support creative industry

By TEVET Newswriter

The music industry has drastically changed over years. Its transformation has been mostly technology driven. Audio and music tech-

nology, which encompasses musical instruments, sound generators, studio equipment and software, audio coding, reproduction software and devices have shaped the way music is produced, performed, distributed, and consumed. The evolution of music technology enabled studios and hobbyist producers to produce good quality music.

Artists explore different ways of sound generation and sound modification to improve effects, soundscapes and to conceive new musical styles. Audio and music technology skills are hardly available. There are no trades institutes and colleges in the country where music producers can go to acquire relevant skills in audio and music technology to make the Zambian music competitive and of international quality.

To support the creative economy; TEVETA, Ballyfermot College of Further Education and Evelyn Hone College of Applied Arts and Commerce developed a training programme in audio and music technology. The programme seeks to address skills gaps in the music industry and the industry's contribution to job and economic development. Currently, most music producers engage in music composition without appropriate audio and music skills and competences. Some acquired the skills and competences outside the country at a high cost. The skills gaps affect the quality of music and growth of the music sector to match standards in other countries.

The programme is envisaged to provide industry-standard training and recognised qualifications for young people in audio and music technology. It supports the development of the music industry and enhance audio standards across radio, television, digital media and film. It seeks to help in job creation, especially that the music industry offers many opportunities to producers, singers, stage managers and others.

Although Zambia has a rich music culture and tradition, the potential of the music industry is currently limited by lack of skilled and creative sound engineers and producers. Appropriate training programmes are essential in ensuring that the music, dance and sound meet international standards for players in the music industry to benefit from the creative economy.

Vocational education is crucial in solving problems of youth under and unemployment. It is increasingly recognised pivotal in responding to the needs of the rapidly growing

population of young people and challenges the population increases comes with such as mass unemployment. Vocational education enables young people benefit from opportunities stimulated by new technology and new working environments. Vocational education provides hands-on and entrepreneurial skills for people to produce goods and services using their entrepreneurial skills. The audio and music technology programme enhances production of music and improve audio standards across all media thereby creating employment and business opportunities. Audio technicians will improve public performance, film production, games and animation production and television programming. In addition to television, radio and music industries that require audio technicians and the new mobile media industry, which is rapidly expanding and creating an increased demand for audio skilled persons will benefit from the programme.

The growing number of indoor and outdoor venues are creating a demand for live sound engineers. Large scale music festivals staged in the country are creating potential employment to those with the necessary skillsets. Choral and church music also offers opportunities for both live sound and recording. The Seventh National Development Plan (7NDP) identifies diversification of the tourism sector as a strategic priority. It specifically identifies the promotion of music and culture as key to diversify the tourism sector. Zambians that studied abroad and self-trained sound technicians are valuable resource in developing well skilled workforce that augment the growth the music industry.

The creative economy is among the fast-growing sectors of the world economy. Its significant employment and wealth creation potential and positive social benefits are many. However, it is also a highly unequal sector, with few ladies in the sector. A highly skilled and creative female workforce is essential to reap the benefits of the creative economy. Without appropriate skills, the divide created by the digital and creative economy will continue to deep-

en. Audio and music technology are connected to musical and technological creativity where new sound possibilities are created. Because technology is changing the way musicians compose and produce music, it has also changed the way recorded or live music is being delivered to audiences. Skills in audio and music technology are key in the growth of the music industry whether the music is local or contemporary are very important.

Status of music industry in Zambia

Music is major part of the creative economy. Yet despite the abundance of creative and music talent and expression, many countries are excluded from the global music industry and from participating in the global music community due to lack of technical knowledge and skills. Zambia is rich in music and dance but the development of the industry to support sustainable livelihoods has been hampered by lack of sound engineers, music producers and audio technicians. Similarly, music and sound in radio, television and film is underdeveloped.

The audio and music technology programme aims at equipping citizens with skillsets that allow them to start a career in the music industry with right skills and competences. The

television, film production, theatre and music industries as sound engineers, music producers, audio editing, audio production programming, technicians and pro-audio sales. The programme started in 2020. It will ground learners with scientific and technological principles behind digital audio and with a well-developed artistic skillset used in music electronic devices and computer software in playback, recording, composition, and performance.

Is Employer Based Training limited to artisanal skills?

By TEVET Newswriter

The Zambia Institute of Banking and Financial Services disregarded invitations for financing skills training for Employer Based In-Service Training, which is one of the financing pillars of the Skills Development Fund (SDF). Being in banking and financial services, Zambia Institute of Banking and Financial Services have considered financing opportunities under employer based in-service training to be limited to artisanal skills like bricklaying, carpentry, welding, tiling and other hands-on TEVET skills. The institute and its members, drawn from the banking and micro financing never applied for the financing despite its members being contributors to the SDF. They felt the funding was not meant for them.

The institute organised an information sharing meeting on in-service training and access to the Skills Development Fund. Nineteen (19) commercial banks and other financial service providers were in attendance. Fund Manager of the SDF, Christopher Nyirenda elaborated on the four financing windows for the disbursement the Skills Development Fund. These financing windows are MSME/ Informal sector training, equipment acquisition and infrastructure development, TEVET bursary and employer based in-service



Bank of Zambia Director for currency and payments, Lazarous Kamanga with Head of Education at Zambia institute of Banking and Financial Services, Esther Lwele.

programme includes live sound, audio production techniques and developing multimedia content for various industries. The skilled persons in audio and technology will find employment in the media, entertainment,

training. Employer Based training seeks to improve competitive edge of the Zambian economy. It aims to ensure organisations remain competitive through up-skilling and reskilling its staff as technologies, production systems, and ways of trade and commerce

changes.

Skills training thus should move with technology and production system changes. Without Continuous Professional Development (CPD), companies become inefficient and the country loses income when productivity is low. In addition, without investing in skills, the country will have serious challenges in meeting national aspirations articulated in the Seventh National Development Plan, Vision 2030 and Sustainable Development Goals.



Employer based training is aligned to both public and private sectors' goals in improving their efficiency, productivity and individuals' employability.

Mr. Nyirenda explained that companies should identify training institutions registered with TEVETA to partner with to up-skill and reskill their staff for smooth monitoring of employer-based training. He said training providers that want to access the SDF should register with TEVETA for contributors of the Fund. After identifying a training provider to partner on employer-based training, the company should develop a Human Resources Development (HRD) Plan or training needs analysis. Those needs should be packaged into an up-skilling training program. Training opportunities under employer-based training are done through a call for proposals. Companies do not apply whenever they have a CPD programme.

"Most people when they hear TEVET, they associate it to artisanal skills like carpentry, bricklaying, welding and other artisanal skills. However, it encompasses soft (essential) skills such as those related to banking like treasury risk management, fraud detection skillsets, others. Employers should identify skills gaps among its employees, develop

human resource development (HRD) Plans, sign training agreements with training providers, and itemize skills gaps they want addressed in the training. Government bureaucracies in accessing the SDF are handled by the SDF Managers for smooth funds disbursement," said Mr. Nyirenda.

He encouraged employers to collaborate on Employer Based Training (EBT) to remain productive and competitive. "The aim is to have many sector players to benefit from the EBT financing. Contributors to the SDF should thus find training providers to partner with in accessing the SDF under the EBT. Sometimes information gaps hinder employers from accessing the fund through different financing windows."

"Four financing windows from the SDF have been developed, which are TEVET bursary, MSME/Informal sector training, Equipment and infrastructure, and EBT. EBT seeks to improve competitive edge of the industry in the country as staff do not stay in uncompetitive companies. EBT impact on the economy requires improvement in training and re-skilling of staff. Skills training thus should move with technology and production system changes. Without continuous professional development, companies become inefficient and the country loses income," Mr. Nyirenda.

"Without investing in skills, the country will have serious challenges in meeting national aspirations articulated in the 7NDP, Vision 2030 and Sustainable Development Goals. The EBT is aligned to both public & private sectors' goals in improving their efficiency. Companies should identify training institutions registered with TEVETA for smooth monitoring of EBT. Training providers that want to access the SDF should register with TEVETA for contributors of the SDF to benefit from the Fund.

Most people when they hear TEVET they associate it to artisan skills such as carpentry, bricklaying, welding, and others. But it includes soft skills that include those related to

banking like treasury risk management or fraud detection skillsets. In-service training provides practical skills that address emerging skills gaps due to technological changes, production system modifications or new skills needed in the economy. EBT seeks improve collaborations between training institutions and industry"

Employer-based training opportunities will be advertised every quarter for companies for systematic partnerships between training institutions and industry. To ensure transparency, accountability and minimize bureaucracies in the management of the SDF, a governance structure known as the Fund Managers' Committee was established comprising member of different sectors. The Committee includes members from the Zambia Federation of Employers, Catholic Secretariat, Chambers of Mines, Ministries of Higher Education, Justice, Finance, Labour and Social Security, Youth, and Sport and Child Development and TEVETA. Other committee members are from Zambia Association of Manufacturers (ZAM), Zambia Chamber of Commerce and Industry (ZACCI), Kafue Gorge Regional Training Centre, representative of the Principal's Forum, Mopani Mines and Zambia Chamber of Small and Medium Business Associations (ZCSMBA).

The CEO Zambia Institute of Banking and Financial Services Victoria Mumba contended that in-service training provides practical skills that addressed emerging skills gaps due to technological changes, production system modifications or new skills needed in the economy. Employer-based training is key in improving collaborations between training institutions and industry in education and skills development. Some companies in attendance have in-house training centres that require registration with TEVETA for them to access the SDF under employer-based training. Ms. The Zambia Institute of Banking and Financial Services is working on registration with TEVETA for smooth accessing of the SDF for its members in different professional skills programmes.

Ms. Mumba said human beings become capital when they contributed to productivity, otherwise they will be the cost centre for employers. Developing human being through training changes them being a cost centre to valuable resource. Training them is key in the development of efficient human capital. She said developing staff motivates them, improves productivity and helps in staff reten-

tion. Some staff become loyal and dependable in their roles for the betterment of the economy when they are improving on their skills. She added that there were many problems in human capital development such as lack of continuous professional development (CPD) for staff, high staff turnover (they leave after training them). But up-skilling and re-skilling staff improves levels of efficiency, productivity, effectiveness.

Zambia Institute of Banking and Financial Services views CPD as an enhancer of staff competences and skills to augment organizational goals. Lack of investment in staff retards efficiency and competitiveness in the economy. The CEO of the institute said CPD narrows skills gaps that affect productivity and employability of staff across sectors. "Human resource is a vital asset for any organization to generate money. Training should not be seen as a cost all the time, but an investment. There are many changes in the ways of doing business, CPD is key in meeting emerging skills requirements. Organizations should realize among assets to drive productivity; human resource is among those assets. Developing efficient and productive human resource builds a viable asset for any organization to remain above aboard."

"The Zambia Institute of Banking and Financial Services is working on registration with TEVETA for smooth accessing of the SDF under employer-based training. In-service training provides practical skills that address emerging skills gaps due to technological changes, production system modifications or new skills needed in the economy. Employer-based training seeks improve collaborations between training institutions and industry. Employees are called capital when they contribute to productivity, otherwise they will be the cost centre. Developing employees changes them from being considered a cost centre to valuable resource. Thus, training them is key," elaborated Mrs. Mumba.

The financial sector is critical to national development and minimizing financial risks, especially with ICTs being central in financial transactions. CPD is thus key in ensuring the sector is viable and efficient. Human resource forms the bloodstream of an organization that maintains the survival of the business. The success or failure of an organization is dependent on the quality of its human resource. TEVET is broader and includes hard and soft skills that improve efficiency and employability of individuals across sectors including

banking and financial sectors that utilize various information communication technologies. TEVET involves studying technologies, sciences and acquisition of practical skills, attitudes, understanding and knowledge relating to occupants in various sectors of economic and social life. In relation to banking and financial services it could include treasury risk management, loan appraisal, fraud detection, financial application development and other important skillsets for the sector.

"Human resource is a vital asset for any organisation to generate money. Training should not be seen as a cost all the time, but an investment. There are many changes in the ways of doing business, CPD is key in meeting emerging skills requirements." "Organisations should realise among assets to drive productivity, human resource is among those assets. Developing efficient and productive human resource builds a viable asset for any organisation's to remain above aboard."

Examiners, assessors up-skilled to improve quality of assessments in the sector

By TEVET Newswriter

There is demand that examinations and assessments move with time to ensure learning outcomes or objectives reflect what industry needs in the skilled persons entering the world of work. Since technical and vocational education and training assessments primarily focus on practical skills in learners, industry feedback highlights the need to improve the development of practical testing assessments and projects. Thus, TEVETA analyses results and learner performance for every examination session and undertakes necessary capacity building in trainers/lecturers that set examinations papers and develop assessments for practical subjects.

Accordingly, TEVETA is up-skilling more than 400 examiners and assessors in the sector. The examiners and assessors are from different training institutions across the country. The capacity building is aimed at ensuring both practical assessments and examinations are continuously re-aligned to industry needs and in line with national aspirations to develop a crop of skilled workforce that meet na-

tional development goals. The capacity building is one of the series of interventions aimed at ensuring that the TEVET sector contributes to meeting the skills requirements of the country in an efficient, effective and sustainable manner to the growth of the country.

Speaking during the first upskilling session of 150 assessors and examiners in Kabwe, TEVETA Director General, Cleophas Takaiza said "examinations and assessments are required to move with time to ensure learning outcomes reflect what industry needs in the skilled persons entering the world of work. The capacity building activity taking place today is aimed at ensuring both practical assessment and examinations are continuously realigned to industry needs and in line with national aspirations to develop a crop of skilled workforce that meet national development goals."

Mr. Takaiza added that it was capacity building activities augmented curriculum reviews, quality assurance and financing efforts meant to align TEVET to industry and national skills needs and ensure the country remains a competitive investment destination with quality and adequate skilled human resource, which is a vital component in attracting investment.

"Capacity building activities such as this are vital in aligning practical assessments and examinations in line with the evolution of occupations and jobs, and recognizing learning happening in the informal, and formal sectors," he noted.

The capacity building seeks to guarantee examination and assessment papers' validity, accuracy and reliability. Trainers being up-skilled are critical players in the conduct and administration of TEVET examinations and assessments effectively and efficiently. The training is also aimed at aligning assessment projects/ practical assessments to national skills development goals and industry needs from learners. The examiners and assessors were provided with support tools for effective assessments development.

The capacity building is among the steps aimed at gathering pace in enhancing TEVET's contribution to the effective achievement of the Seventh National Development Plan, Vision 2030, Sustainable Development Goals (SDGs) such as SDG 4.4 on education and skills development and other develop-

mental targets through effective, efficient and sustainable skills development. The 7NDP prioritises developing people's capacities through education and skills training for them to have a reasonable standard of living and largely participate in the economy. It also prioritises the need to attain the desired human capital development by building inclusive and appropriate skills systems that respond to the demands of the labour market and entrepreneurs' requirements to manage enterprises efficiently.

It is envisaged that such capacity building activities would augment equipment acquisition, curriculum reviews, quality assurance and financing efforts meant to align TEVET to industry and national skills needs and ensure the country remains a competitive investment destination with quality and adequate skilled human resource, which is a vital component in attracting investment. Having skilled human resources is one of the essential factors in attracting investors. It guarantees investors getting a return on their investment effectively and within envisaged timelines.

The demand from industry is for the TEVET sector to scale-up its efficiency in developing relevant skilled persons to ensure the nation has the right quantity and quality of technical and vocational skills required to foster national development and meet industry productivity targets. The demand for appropriately skilled human capital includes skills covering manufacturing, agricultural and value addition to agricultural commodities, community, business related, hospitality, development and engineering. The demand is in line with national and personal aspirations to attain the middle-income status and improve living conditions among households.

Globally, technical and vocational education and training has been identified as one of the important sectors to support economic growth and poverty alleviation, improve the productivity and wealth and job creation using hands-on and entrepreneurial skills acquired from the sector. Technical and vocational educa-



Automotive & Heavy Equipment Engineering teaching modules development funded under Zambian Industrial Training Academy (ZAMITA) by different cooperating partners to improve quality of skills.

tion and training is also key in the development of green skills to help meet sustainable development goals and promote social inclusion.

Technical and vocational education and training system creates links between training and the world of work by continuously provide capacity building among trainers and assessors. The system is increasingly creating valuable lifelong learning pillars adaptable to the needs of different communities' social and economic situations. National aspirations such as those on employment creation and overall growth of the economy in all sectors should be mirrored in the technical and vocational education and training system by consistently aligning it to those ambitions. Capacity building activities are vital in aligning practical assessments and examinations in line with the evolution of occupations and jobs, and recognizing learning happening in the informal, and formal sectors.

Proceeds from the Skills Development Fund (SDF) are used for re-skilling trainers and examiners under capacity building financing pillar to ensure that the new equipment being procured and reviewed curriculum to align it to industry needs result into holistic improved quality TEVET. The long-term objective of the re-skilling programme is to ensure trainer's efficiency in delivering training using state-of-

the-art equipment, enhance the relevance of TEVET and quality of the skills being imparted in relation to industry needs.

Improved quality and relevance of TEVET broadens skilled persons' economic opportunities and ease their transition into the world of work. The reskilling programme is meant to ensure impart hands-on skills on trainers to efficiently use new equipment after it has been commissioned in skills centre, trades institutes and colleges. Other trainers in different programmes will be reskilled at identified training institutions. Others will be re-skilled by suppliers of the equipment as part of the commissioning of equipment in TEVET.

Government considers skills as critical assets for individuals, businesses and society's development. Matching skills and jobs have also become a high-priority policy concern, as mismatches result into underutilisation of existing human capital and lead to job vacancies not being filled in due to lack of appropriately skilled persons to fill them.

The country is repositioning itself against skills mismatches using enhanced training and industry collaboration through continuous professional development (CPD) of instructors in TEVET to ensure skilled persons' relevance to industry and national development goals.