



TEVETA, RTSA Launch Instructor Driving Curriculum

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FORWORD

We welcome you to the 2017 first Quarter TEVET newsletter. 2017 started with valuable landmarks among 2017 –2019 TEVETA strategic plan. The Strategic Plan is aligned to the Republican President's message during the opening of the First Session of the 12th National Assembly that *"my administration will create an atmosphere where sectors will work together simultaneously to resolve developmental challenges such as youth unemployment and high levels of poverty, by harnessing the youthful population into a productive one. This entails the youth embracing innovation and entrepreneurship, advanced technologies and actively participating in the economy."*



During the quarter, TEVETA and the Road, Transport and Safety Agency (RTSA) launched a driving curriculum for driving instructors. New components were added to old driving curriculum to avert road accidents that have characterised Zambian roads. New drivers would undergo rigorous training to ensure there was order on the roads and in essence, reduce road accidents. Components added to the old curriculum are defensive driving and skills award training curriculum for driving instructors. Defensive driving seeks to improve driving skills in terms of i) being able to control speed, ii) preparedness to react to other drivers, iii) night driving principles and iv) driving alertness. TEVETA also embarked on an initiative to introduce Work and Innovation Based Learning environments as a common feature to various training systems or learning pathways making up the Zambian Technical Education, Vocational and Entrepreneurship Training (TEVET) system. One of the measures under this initiative is to simulate the industrial and/or commercial work experience within school and tertiary education learning environments through the creation and operation of "School-to-Work Skills clubs and Cooperative Enterprises".

The BEAR project came to an end during the quarter. The project focused on the construction and tourism sectors which were seen as drivers of national development. BEAR sought to boost the contribution of TVET to sustainable national development and to improve the TVET system's capacity for providing equitable access to training to individuals while boosting the supply of relevant skills to industry. The project led to the commencement of the Secondary School Vocational Education and Training (VET) system with 36 pilot learning institutions. Of the 36, 32 were schools and 4 Trades Training Institutes.

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

TEVET NEWS

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TEVETA, RTSA Launch Instructor Driving Curriculum

By TEVETA Newswriter

TEVETA and the Road, Transport and Safety Agency (RTSA) have launched a driving curriculum for instructors and added new components to the old learner drivers' curriculum to avert road accidents that have characterised Zambian roads. Most of the road accidents are caused by human error such as excessive speed, misjudging clearance distance, failing to keep to the near side and cutting in/shortcuts.

New drivers would undergo rigorous training to ensure order on the roads and in essence reduce road traffic accidents. Components added to the learner drivers' curriculum are defensive driving, while skills award training curriculum was developed for driving instructors. Defensive driving is an important component in averting dangers on the road by utilising safe driving practices such as i) ability to control speed, ii) preparedness to react to other drivers' ways of driving, iii) applying night driving principles iv) driving alertness.

The skills award programme for driving instructors comes at the backdrop of them not having been trained using a standardised national curriculum. "There have been too many shortcuts in driving schools. Drivers passing through such a shortcut-laden system then get onto the roads with bad driving practices that cost lives," stated TEVETA Curriculum Development Manager Kennedy Bowa.

The curriculum for driving instructors comprises i) theory on handling adult learners; ii) methodology of teaching driving; iii) assessments of competences and skills acquired by learner drivers; and iv) documentation of the skills acquired in the process of learning.

Mr. Bowa explained that the curriculum was designed to equip trainees with knowledge, skills and appropriate attitudes to effectively and efficiently train learner drivers in driving skills, traffic laws, good driving practices



**TEVETA Curriculum Development
Manager Kennedy Bowa**

and road safety. After the training, driving instructors were expected to i) effectively train learner drivers on how to administer First Aid; and ii) to effectively develop defensive driving skills.

They are also expected to iii) effectively train learners how to interpret traffic laws and safety regulations; iv) interpret the Traffic Act and regulations in relation to driving school operations; v) instruct learner drivers to identify major motor vehicle components and systems; vi) instruct learner drivers on motor vehicle operation and handling techniques; vii) apply appropriate teaching methodologies; viii) adhere to business ethics and; ix) practice entrepreneurial skills to identify business opportunities around transport sector.

What defensive driving entails

It entails the manner that employs safe driving strategies to help motorists identify hazards predictably. The safe driving strategies go well beyond instruction on basic traffic laws and procedures. It integrates consistent improvement of the art of driving to reduce driving risks, anticipate situations and making safe and well-informed decisions. Such decisions are implemented based on road and environmental conditions present when completing a safe driving maneuver.

The goal of good defensive driving is to reduce the risk of these accidents by properly educating students to exercise caution and

good judgment while driving. It further focuses on how drivers could overcome negative psychological factors such as unneeded stress, fatigue, emotional distress and road rages that affect their driving. Crash prevention techniques integrated in defensive driving including recognising potential hazards before it is too late and avoiding them. It contains a lot of information on crash prevention techniques that include: i) scanning the roadway and adapting to surroundings, ii) each driver knowing their vehicle's stopping distance, iii) awareness of reaction distance and environment hazards, iv) vehicle emergencies, v) sharing the road principles such as passing and necessary clear distance/right of way, and vi) speed adjustments and railroad crossings, among others.

Curricula would largely improve the levels of competency amongst drivers in Zambia, and protect life, property and save money from costs related to road traffic accidents (since losses from traffic crashes have both social and personal impacts) as individuals driving motor vehicles would be equipped with skills and knowledge to drive safely, thereby reducing road traffic accidents.

Rationale for the new curriculum

Zambia is facing a challenge of high road traffic crashes that kill hundreds of people annually and injuring thousands. The RTSA 2015 Annual Report rated road crashes as the third main cause of deaths after HIV/AIDS and malaria. According to the Zambia Road Safety Trust report of 2015, there were 32,392 road crashes in 2014 with 1,858 fatalities. Most of these crashes were attributed to drivers' errors, which in many cases arise from bad attitude, lack of proper training, impatience, misjudgments and many other inappropriate actions.

Currently, there is lack of approved standardised training for driver instructors in Zambia. This has resulted in semi-skilled instructors lacking appropriate teaching techniques which have contributed to bad

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driving practices on the Zambian roads. Presently, isolated certificates are obtained in First Aid and defensive driving but under this new programme, everything would be integrated into one programme.

Therefore, the solution to the foregoing challenge is the improvement of driver training, hence the development of a

training programme for motor vehicle driver instructors. This program was aimed at equipping the driver instructors with necessary skills, knowledge and attitudes which enable them to train competent drivers. This would enhance road safety by having well trained drivers. The programme in motor vehicle driver instructor training

would improve and harmonise driving instructions in Zambia to Regional and Global standards. Furthermore, the anticipated reduction of road crashes by competent drivers would result in the increase of Gross Domestic Product and other benefits at family and individual levels.

2017 –2019 TEVETA Strategic Plan: TEVET for Internationally competitive and transversally skilled persons

By TEVET Newswriter

Strategic plans are valuable roadmaps that outline what to do, how and when to do it. They are management tools that help organisations do their job better by focusing the required energy, resources, and time towards the strategic goals. Accordingly, TEVETA has set a new strategic plan for 2017 –2019 after the expiration of the 2014 –2016 strategic plan.

The 2017 –2019 strategic plan is aligned to the Republican President's message during the opening of the First Session of the 12th National Assembly that "my administration will create an atmosphere where sectors will work together simultaneously to resolve developmental challenges such as youth unemployment and high levels of poverty, by harnessing the youthful population into a productive one. This entails the youth embracing innovation and entrepreneurship, advanced technologies and actively participating in the economy." The new TEVETA Strategic Plan is thus prepared to enable the Authority exercise its statutory function of regulating, coordinating, and monitoring Technical Education, Vocational and Entrepreneurship Training (TEVET) in consultation with stakeholders. This is in order to ensure that the TEVET system is developed and primed to:

a) provide quality and timely career information and/or learning-by-doing

experiences so as to motivate and attract Career Information seekers and Career Explorers of different age groups to the TEVET learning experience;

- b) instil mind-sets and abilities for world class standard skills excellence, productivity innovation and leadership in learners, trainers and industry skills experts, by sourcing and domesticating international skills standards pertaining to technology, entrepreneurship and/or leadership, into value chain specific district level economic activities, using the TEVET system;
- c) instil mind-sets and abilities in learners for "internationally competitive producer and supplier careers" to public and/or private sector procurement systems by using public and/or private sector "reserved procurement schemes" and Learn-Work-Earn – Play and Ethical (LWEPEP) learning systems to simulate authentic industrial and/or commercial workplace experiences within TEVET learning environments;
- d) instil entrepreneurial industrialist career mind-sets and abilities in learners and trainers using Science, Technology, Engineering, Mathematics and Learning (STEMEL) based learning systems for value chains associated with a district's high impact potential

comparative advantages relative to agricultural potential, natural resource endowments, regional trade and/or transport corridor positioning, and/or existing or potential SADC and East Africa region tourism circuit positioning;

- e) provide standards and/or guidelines based on international best practice, to enable smooth Labour market first time entry or re-entry for TEVET graduates transitioning as interns to pursue one or both of the following career pathways:
 - i) Salaried worker career pathway;
 - ii) Entrepreneur/Employer career pathway;
- f) develop the TEVET Research and Innovation system as a tool for promoting continuous improvement in service quality by all sector players including TEVETA, as well as fostering policy and technical level social-economic demand responsiveness of the TEVET system;
- g) explore through appropriate Research and Innovation efforts, alternative ways for sustainable financing of TEVET; the following will be among the ideas to be explored:
 - i) national and/or sector based skills development levies;
 - ii) Reserved public and/or private sector

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institution procurement schemes for TEVET Learner and/or Intern cooperative enterprises, premised on the principle of: "Learn, Work, Earn, Play and Ethical Practice (LWEPEP)";

- iii) Village or urban community based traditional based collaborative financing models such as "Ichilimba"; inclusion of matching grant facility using say TEVET Fund resources could be used to stimulate this method of TEVET financing;
- iv) Tool Box Loan schemes premised on the principle of: "Learn, Work, and Earn";
- v) Use of TEVET institution based Entrepreneurship and Investment skills clubs for anchoring periodically held commodity trading markets for goods produced by local community;
- vi) Equipping managers of TEVET institutions with Project finance proposal writing and negotiation skills to enable them access locally available resources for skills development from decentralized funds such as Constituency Development Funds, Youth Empowerment Funds, Citizen Economic Empowerment and Donor

project funds, which would in turn present assessment and certification candidates;

- h) explore innovative ways of developing a system for ensuring recruitment and retention of top Quartile professionals by TEVETA;
- i) introduce and promote Lean Management practices in TEVET institutions to strengthen institutional quality management systems and foster international competitiveness in the provision of TEVET services;

The Strategic Plan will be implemented in the context of the 2017 to 2021 Seventh National Development Plan and the Vision 2030 national development target. The following objectives had been formulated under the National Performance Framework by the Ministry of National Development Planning, to realise the Vision:

"To reach Vision 2030, Zambia will:

- a) diversify and make economic growth inclusive;
- b) enforce socially and environmentally sustainable development principles;

- c) improve competitiveness and innovation;
- d) strengthen governance mechanisms and institutional capacities;"

Overall 2017 – 2019 Strategic Plan Objective:

To regulate and administer the TEVET system so as to attract Career explorers of all age groups and produce and supply the labour market with graduates who have potential to transform into internationally competitive and transversally skilled persons. Such persons whilst pursuing the Salaried Worker Career pathway and/or Entrepreneur/ Employer Career pathway are expected to act as catalysts for i) improved performance of existing enterprises relative to relevant international best practices; and ii) creation of internationally competitive sustainable enterprises, with due reference to the Vision 2030 national development target and the 2064 industrialization agenda.

In the pursuit of world class or international competitiveness standards, TEVETA will through a variety of activities, benchmark the Zambian TEVET system and develop capabilities with reference to the respective TEVET systems of selected countries as comparators for international technical or technological skills standards.

BEAR project ends: A look at its milestones

By TEVET Newswriter

Technical and Vocational Education and Training (TVET) is one of the best ways of alleviating poverty and empowering individuals while giving enterprises the skills they need to drive economic growth. As part of its TVET Strategy, UNESCO with financing from South Korea supported five SADC countries (Botswana, DR Congo, Malawi, Namibia and Zambia) in the TVET sector through the Better Education for Africa's Rise (BEAR) project.

SADC countries in 2010 recognised that TVET was a key factor for enabling economic development and decided more work was

needed to improve TVET systems. Better Education for Africa's Rise aimed to do just that. With its comprehensive, structured approach, the project worked on updating curricula, improve teacher training, improve infrastructure and engage employers and enterprises in helping TVET to focus on specific sectors carefully chosen for their potential for creating jobs. It also aimed to increase people's access to quality TVET, with a special focus on young people.

The ultimate aim was to help promote better TVET systems and to give young people a better chance of finding jobs. The project

ran from 2011-2016; with an overall budget of US\$10 million.

In Zambia, the BEAR project focused on the construction and tourism sectors which were seen as drivers of national development. The construction sector has grown fast in the past ten years. It was seen as a major contributor to employment after the mining sector in terms of its ability to create permanent jobs. The overall aim was to boost the contribution of TVET to sustainable national development and to improve the TVET system's capacity

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for providing equitable access to training to individuals while boosting the supply of relevant skills to industry.

UNESCO in Zambia worked with Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) to achieve objectives of the BEAR project. The main implementation components and expected outcomes of the project included i) introducing demand-driven decentralised TVET including alternative modes of delivery such as open, and flexible distance learning or recognition of prior learning; ii) increasing equitable access to training in these sectors by developing a management information system; and iii) improving the TVET system's capacity to measure its performance.

BEAR Project Coordinator for Zambia Dr. Kaulule highlighted that the project enabled the commencement of the Secondary School Vocational Education and Training (VET) system as it started when the piloting of the two tier Secondary School was being rolled out. A total of 36 learning institutions were involved in the piloting of the model. Thirty-two of the institutions were schools and 4 Trades Training Institutes. TEVETA has conducted Trade Tests for the 2014 and 2015 commencement pupil cohorts at Grade 9. The number was just above 2,000.

However, beginning 2017, the number of Secondary Schools has jumped from 32 to 252 and Trades Training Institutes from 4 to 7; it is very likely that the number of candidates sitting Trade Test would approach 17,000 by December 2018. Whatever number that will be achieved, the BEAR project will be remembered for having provided the growth trigger and catalyst.

The exploratory nature of the BEAR project activities has also laid a foundation upon which to develop and build the TEVET Research and Innovation capability of TEVETA and the TEVET system at large. It gave TEVETA the motivation and direction to venture in changing the TEVET system so that learning mainly takes through a combination of Work, Innovation and Skills Competitions.

Among the key elements of the Work, Innovation and Skills Competition based TEVET Learning system will be the "School – to-Skills Clubs and Cooperative Enterprises". The BEAR project also enabled TEVETA develop Operational Guidelines to help with piloting of the Skills clubs to promote skills growth, career options and career pride.

Since the Ministry of Higher Education chaired the Steering Committee of the

BEAR Project, the contributions of the project were on i) improving learner support through capacity development for the design and development of Visual or Photo based Learning and Formative Assessment Manuals; ii) piloting the On-The-Job Training system for out-of-school youths, through the construction and equipping of a skills training workshop at the Mazabuka School for Continuing; iii) initiating the simulation of industry, commercial and/or public sector work place experiences within learning environments, in lieu of Industrial Attachments, using "School –to-Work Skills" Clubs and Cooperative Enterprises; and iv) pre-testing the idea of Skills Competition based Recognition of Prior Learning (RPL) Assessment system.

The project closure was in Mazabuka and was done with a handover of a workshop to the Mazabuka School of Continuing Education. The workshop was constructed as one of the ways to promote long term skills training for people in the area.

Focusing on one of the beneficiaries from the BEAR project

Innocent Makumba, aged 38, enrolled in the Mazabuka School for Continuing Education in October 2014 to learn skills needed for construction work. Innocent, along with 50 trainees, learned bricklaying, carpentry,

through practical exercises. We spent most of our time in the field, constructing a new building. We have learned how to lay the foundations for a building, learning the main skills for construction work, landscaping and leveling the ground to make it level.

We have learned how to make the best mixture of cement with crushed stones and river sand for the foundations of the building and how to make cement slabs. I feel better equipped now with skills and I know how to lay foundations for a buildings which is important for me because there is more demand for this now in Zambia and I now have skills to be able to do this. I've also met different people with different skills on the course and we shared ideas and this improves our knowledge.

Before I joined this course I was a freelance welder. I did some training but it was not formal. The UNESCO training has helped me because I've learned more technical skills. I want to study further and have a better future for me and my family. I am married with four children and it's a struggle to provide for them. I earn roughly 1500 Zambian currency and it's barely enough to survive on.

This course gave me better opportunities and I can apply for jobs with big construction companies and this meant that I will get paid a better salary. I would not have been able to



Innocent Makumba working on a construction project in Mazabuka (Courtesy of UNESCO)

electrics and plumbing, while building a new school as part of the course supported under the BEAR project.

"Training for months and learned skills in metalwork, bricklaying, electrics, plumbing and carpentry that I didn't have before. It's a very practical course and we learned

pay for a course like this myself so I am glad that I was able to join the training."

Innocent received a TEVETA certification in metalwork/fabrication and electrical when he completes the course in January 2015.

Northern Technical College

graduate wins innovation award

By TEVET Newswriter

Innovation shapes corporate and personal life and helps conceive previously unimagined strategic options. Organisations that see and act on the opportunities and possibilities for change through innovation successfully compete and flourish in the face of emerging adverse and changing business and economic conditions. Innovation is thus premium at corporate and individual levels.

Walking the innovation talk, a Northern Technical College (NORTEC) graduate Joseph Lungu invented a device designed to curb overloading on passenger vehicles. The device won Joseph the 2017 innovation award at the Zambia Youth Entrepreneurs and Innovation Forum.

Joseph's invention will help the Road Transport and Safety Agency (RTSA) to monitor overloading on public vehicles. The safety device when fitted on a passenger vehicle would automatically stop the engine when the vehicle is overloaded and send an alert message to RTSA with details of the motor vehicle the message was generated from.

Joseph said he developed the safety device due to increased overloading of public service vehicles and road traffic accidents that have characterised Zambian roads. Zambia police statistics show that road traffic accidents in the country rose by 39% in the last 8 years from 19,727 in 2008 to 32,350 in 2016. Thus innovative actions such as this, which work as strategic, systemic and enterprising lever for developing agile innovation culture are valuable in meeting corporate goals and global industry eco-systems.

The Forum held under the theme "unity and innovation for a smart Zambia" provided a platform for young people to showcase their talent and innovations to drive economic development of the country. The forum was held in commemoration of the 2017 Youth Day. The forum attracted over 1000 participants that included young people, senior government officials, youth organisations, civil society, United Nations (UN) agencies, private sector and members of the diplomatic community attended the event.

The forum was an opportunity for the government to seek youth support in the implementation, monitoring, and evaluation of the 2015 National Youth Policy and its Action Plan. It also provided an opportunity for the youth to engage the government on matters that affect their well-being and make recommendations

that are best suited to resolve the challenges that young women and men face.

The forum was organised by the Ministry of Youth and Sport and UNESCO in collaboration with the International Labour Organisation (ILO), United Nations Population Fund (UNFPA) and Action Aid. It was officially opened by the Vice President Inongwe Wina, who assured the youth of government support towards empowerment with professional, technical, vocational and entrepreneurial skills because they were valuable for sustainable social and economic development.

Speaking at the opening session of the forum, UNESCO Regional Director and Representative, Professor Hubert Gijzen highlighted that the youth play a critical role in shaping developmental action in their communities. He applauded the youth across the region for taking the initiative to improve their communities by engaging in many entrepreneurial initiatives that have the capacity to completely turn around the economy. Prof. Gijzen also appealed to

the government to continue investing in the youth as they are the region's greatest resource.

The UN Resident Coordinator Ms. Janet Rogan called upon the youth to complement government efforts by engaging in world affairs through the UN. She extended an invitation to the youth to join efforts being made by the UN Secretary General's office and play leading roles in the implementation of UN programmes and Sustainable Development Goals (SDGs).

UNESCO's work on youth in Zambia spans over a multitude of areas from social inclusion to education, developmental action, communication as well as the preservation of Zambia's rich culture and heritage. Ongoing projects include the Basic Education for Africa Rise (BEAR), World heritage and sustainable tourism, Empowering local radios with ICTs, and that on promoting quality education (<http://www.unesco.org>).

Curriculum review: A component of the SSTEP project

By TEVET Newswriter

The attainment of Zambia's development agenda articulated in the national vision 2030 that reflects aspirations and determination to be a middle-income country by 2030 requires human capital characteristic of a middle-income country. The human capital should possess appropriate mindsets, attributes, skills and attitudes that drive the 2030 national goals. Shortage of skilled human capital is currently a major constraint to Zambia's competitiveness, diversification and equitable growth. One of the focus areas of the Vision 2030 and Seventh National Development Plan thus has human development, mostly skills development for the youth.

The human capital and skills development strategies seek to align national and sectorial

and policies towards increasing access, efficiency, improving labour productivity, equity education at different levels and spread of skilled labour within and across sectors. The strategic interventions seek to provide the critical skills needed for the economy and reduce youth unemployment.

In support of this agenda, the African Development Bank (ADB) under the Support to Science and Technology Education (SSTEP) project provided US\$50 million to help improve the quality and relevance of skills development levels in Zambia for job and youth employability. It involves collaboration of learning institutions and industries to foster linkages between training and industry players. Curriculum review is part of the project to ensure training is done

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School-to-Work Skills Clubs and Co-operative Enterprises: A pillar to infrastructure lifespan longevity?

By TEVET Newswriter

“Regular maintenance is essential to keep premises, equipment, machines and the work environment safe and reliable. It helps to eliminate workplace hazards. Lack of maintenance leads to dangerous situations, accidents and health problems. Maintenance involves keeping the workplace, its structures, equipment, machines, furniture and facilities in good repair and operating efficiently and safely. It includes many tasks including repairing, replacing, servicing, inspecting and testing. The term could also be used in relation to the importance of keeping your staff safe, fit and healthy. It makes economic sense as it reduces the need for major repair projects.”

The absence of what is crafted above displeased the Minister of Higher Education prof Nkandu Luo who directed vice-chancellors and principals of government-owned universities and colleges to put in place maintenance teams in their

respective institutions to prevent infrastructure from running down to unacceptable levels. The minister said “there is an unfortunate culture of having no preventive maintenance in all the public institutions. This practice must be reversed to avoid raising cost of repairing damaged infrastructure after it deteriorates to levels that you cannot manage to repair on their own but call for government bailout.”

The minister said it is not enough for the institutions to simply employ resident engineers without support staff such as plumbers and carpenters to maintain the institutions. She was disappointed that termites were eating up old buildings in most public institutions without action from management, when the problem could easily be addressed if those managing the institutions regularly bought chemicals to control the termites. “We just want to build new structures. But even the new buildings

that are coming up will go to ruins without anyone maintaining them” she added.

How School-to-Work Skills Clubs and Co-operative Enterprises relate to preventive maintenance?

To nurture the spirit of preventive maintenance in communities, TEVETA has embarked on an initiative to introduce Work and Innovation Based Learning environments as a common feature to various training systems or learning pathways making up the Zambian Technical Education, Vocational and Entrepreneurship Training (TEVET) system.

One of the measures under this initiative is to simulate the industrial and/or commercial work experience within school and tertiary education learning environments through the creation and operation of “School-to-Work Skills clubs and Cooperative Enterprises”. The Work and Innovation based Learning initiative is in response to the following policy measures by the Government of the Republic of Zambia, among others:

- introduction of the Secondary School Vocational Education and Training (VET) under the two (2) tier general education system;
- mainstreaming of Out-of-School youth On-The-Job Training systems into the national system for TEVET;
- promotion of increased access and participation to TEVET, while at the same time ensuring quality of learning environments and graduates;
- Zambia a Middle Income nation by 2030, and developed or industrialised high income nation by 2064;

The School-to-Work Skills Clubs and Cooperative Enterprises shall involve any or a combination of the following production oriented activities:

- School, community and/or public infrastructure construction or preventive maintenance;
- Agriculture, Forestry, Fisheries, Water, and Energy based commercial production units;
- Design and Manufacturing;
- Creative Arts and Design;
- Tourism and travel services;
- Leisure, Sport and Entertainment;
- Information and Communication Technology (ICT) services

The School-to-Work Skills Clubs and Cooperative Enterprises will also operate as part of the

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Curriculum review: A component of the SSTEP project



Stakeholders during the TEVET curriculum review sponsored by the African Development Bank in Lusaka

using apt learning and assessment tools.

SSTEP Coordinator Alex Simumba said curriculum review was the second component of the project; covering 25 TEVET curricula that is industry driven. “Curriculum review will contribute to the Zambia we want. It can help change our country's collection of human capital and its quality. But reviewing curriculum is often given little attention. We are interested in sending children to school even when they learn outdated and irrelevant things and expect to be competitive,” contended Mr. Simumba.

And Minister of Higher Education

Permanent Secretary (PS) Owen Mgemzulu said government obtained a loan from ADB in its resolve to improve quality and relevance of skills developed at different levels for job creation and youth employability promotion administered through SSTEP. The PS added that reviewing TEVET curricula would improve the quality, relevance and narrowing skills mismatches between what was taught and required by the industry.

He urged participants in the curriculum review process to consider skills needs and demands embedded in the Seventh National Development Plan. “In addition, make due reference to the TEVET policy impact pillars with respect to modes of curriculum

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National Skills Competition system designed to among other things, source, domesticate and infuse international skills standards pertaining to technology, entrepreneurship and leadership, into district economic activities.

The primary aim is to develop and maintain an incubation system or nursery for the future entrepreneurs and innovators, whose mind sets and abilities will be focused on sustained creation of new industrial and/or commercial enterprises as well as jobs, through provision of practical value for money solutions to communities near them and/or far from them. This system should also be the incubator or nursery for development of *future tax payers* (i.e. in line with the constitutional responsibilities of every citizen) as well as *internationally competitive suppliers of goods and services* to the procurement systems of Government and private sector institutions.

With the support of UNESCO Better Education for Africa's Rise (BEAR) Project, TEVETA developed regulations and guidelines for implementing "School-to-Work Skills clubs and Cooperative Enterprises" which will among other things, involve mentorship partnerships with skilled experts from local industries and/or public service provider institutions such as health service clinics, power and water utility companies.

Luangwa Secondary School, in Lusaka Province,

and Mazabuka School for Continuing Education in Southern Province were identified as *TEVET Research and Innovation study sites* inception activities of the "School-to-Work Skills club and Cooperative Enterprise" idea. Post-secondary TEVET inception of the idea would among institutions involve the Trades Training Institutes piloting the two (2) tier Secondary School model, as well as those which contributed learners to the inaugural national skills team which represented Zambia at the 43rd world skills championship, which was held in Sao Paulo, Brazil. The Institutes were: Chipata Trades Training Institute, Choma Trades Training Institute, Lukashya Trades Training Institute, Mansa Trades Training Institute, and Nkumbi International College.

Escalation of the initiative will be informed by lessons and experiences arising from annual Monitoring and Evaluation of the implementation process. TEVETA will make full use of institutional level benchmarking, peer education and mentoring to accelerate deployment of this idea in the spirit of promoting equity and inclusive access to TEVET.

Understanding the Preventive Maintenance System (PMS)

The system shall depend on the cooperation between the management of the institution, teachers, learners, parents and the community. The community in this case shall act as a resource

for technical expertise which shall act as mentors in each respective technical field with the support of teacher of design and technology.

What is preventive maintenance system?

It is a system intended to prolong useable life of infrastructure and provides for a conducive teaching and learning environment ranging from cleaning of the surrounding to minor repair works in building, painting, electrical, carpentry, plumbing and metal fabrication infrastructure.

What is Mentoring?

It is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. This case members of the community who are experts in each skill area, shall with the support of teachers of design and technology act as mentors to the club members. Whereas a mentor is skilled resource personnel in their area of expertise

What is Community Collaboration?

The community working in-conjunction with the school by providing the relevant technical expertise in skills acquisition, material donations, necessary tools and equipment and awareness for responsiveness and a sense of responsibility to school infrastructure.

Kaputa Skills Training Centre:

Pioneering Skills Development in the most Northerly Zambia

By TEVET Newswriter

Many people mistakenly believe that pioneering something have no place in the public sector. This is because of how things like profit and shareholder value work to provide the motivation and imperative for change. However, personal qualities of strength, courage and resilience are making institutions like Kaputa Skills Training Centre relentlessly pursue the provision of technical, vocational and education and training (TVET) skills development in the area.

Kaputa Skills Training Centre is on the uppermost north of Zambia. It is about 1, 2 00km from Lusaka, 400km from Kasama and about 350km from Mansa. Most development support facilities such as general and higher education are limited. For example, the only skills training institution in the area is Kaputa Skills Training Centre. Its catchment area is Nsama, Mporokoso and Kaputa districts. The training Centre offers Vocational Education and Training (VET School) under the two-tier system.

Training Programmes at Kaputa Skills and opportunities in the area

Despite its isolation, the training Centre has a very dedicated and committed team towards work. Principal Agness Musonda salutes the trainers at the Centre for their dedication to duty regardless of the area's ups and downs. Kaputa Skills Training Centre is the only school offering Design and Technology under VET school. Design and Technology consists of Industrial Arts, Electrical and Carpentry and Joinery.

"The development of the area requires skilled people. But it has been disadvantaged for a number of years since it only has one training institution that imparts different skills on people to build modern houses and other infrastructure, design industrial artistic works, carryout electrical and carpentry works. Kaputa people should drive their own development agenda utilising their skills. Skills training thus is a pillar to that effect. Without skills they will remain dependent on skilled people from other areas to do things for them such as construction, agriculture,

and others," argued Mrs. Musonda.

The area has many opportunities that trained and enterprising individuals can utilise to improve the economic status of the place and create wealth and jobs. Firstly, the area is favourable for growing potatoes and rice (Kaputa rice). Teaching people on agriculture and nurturing mind-sets towards it can elevate its economic profile. Secondly, abundant water from rivers and streams in the area provides opportunities for fish farming and horticulture. The Kaputa Skills Principal argued that although the area was humid, it had many opportunities that people could take advantage especially that the area was close to the Congo DR where most agro-products were in short supply.

"The soil here is favourable for growing potatoes. There are very tasty brown potatoes grown and supplied by a small number of people. If more people learned agriculture and entrepreneurship, they can utilise border business opportunities to earn sustainable income. The population in Congo DR is higher than the Zambian one

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and the focus on most people in that country is not on agriculture; a situation we can use to constantly supply agro-products and earn reasonable income throughout the year," she noted.

Fishing is another economic activity in the Kaputa. Most people have grown up fishing. However, the fish population has been dwindling due to overfishing and bad fishing methods people use. As a result, the area has been adversely affected in terms of nutritional and sources of income. Training people in fish farming would improve their livelihoods and income levels from fish sales, processing and household consumption.

Mrs. Musonda contended that fish farming skills in such a fishing community would resonate with their historical livelihood. "Skills in economic activities people have grown up doing will not be as problematic as it is to training them in agriculture or food production. Their interest in rice and fishing due to availability of water in the area; and they pull out children from school to go catch fish and rice planting. As a result, there's too much absenteeism," the Principal contended. She added that "food production financed under TEVET was a challenge. People didn't understand what food production was about. They didn't want to do it because they felt they knew how to prepare food already. Their understanding of food production was limited; they didn't see it as something one can sit in class to learn. But the situation was different with bricklaying and carpentry and joinery. They were enthusiastic about them. They wanted to take advantage of construction opportunities in the area. Where they didn't make a connection to economic activities in the area, they shunned it."

Attitude towards school

Mrs Musonda highlighted that school was not a priority to many children. The situation was worse among girls and absenteeism was rife. School age children either opted to participate in economic activities that earn their families a livelihood or marriage. They did not aim higher with their education. Thus, the area lacks valuable skills to drive its economic frontier in construction, agriculture, wildlife, and hospitality management.

She said when the Centre punishes the learners for absconding school; some argued "I am aging what will I be eating if I remain in school?" The District Education Board Secretary's (DEBs) office has come on board to educate people about the importance of education and skills training for the area and individuals' development. The DEBS "uses me as a role model to encourage girls to focus on school and set their priorities right," indicated Mrs Musonda.

TEVET Financing impact in Kaputa

The Principal said TEVET financing was



"The DEBS use me as a role model to encourage girls aim high in school" Kaputa Skills Training Manager Mrs. Musonda

the first in the area. It excited people. They did not know what TEVET was and did not believe it was true. During practical examinations, people came to watch how it was done. It was a dream come true to most learners and the community.

"We accessed the funds for the first time in September 2016. People were very excited. During examinations, assessors were surrounded by local people who came to

watch the practical. The funding have an immediately impact on the people" added Mrs Musonda.

"Newspapers reach Kaputa days after the news has become sterile. Sometimes they don't even reach. So newspapers with advertisements about the TEVET Fund don't reach us or reach us after the deadline. We were lucky in 2016 because TEVETA emailed us the copy of the advertisement. It paid off well because we have made a legacy for Kaputa Skills and its management. We look forward for more such financing."

"The financing will increase the number of skilled youth and SME business owners in the area. It will also help impart enterprising mindsets in learners as the syllabus includes entrepreneurship components. People will be able to look at food production with a business/money making perspective, agriculture as business rather than way of life for rural/agrarian communities, fishing as an economic activity to earn income and others. People can earn apt acumen to take comparative advantage of their location near border areas and utilise cross business opportunities" she argued.

Re-engineering TEVET: Work, Innovation and Skills Competition Based Learning System

By TEVET Newswriter

TEVETA has embarked on an initiative to introduce Work and Innovation Based Learning environments as a common feature to various training systems or learning pathways making up the Zambian Technical Education, Vocational and Entrepreneurship Training (TEVET) system.

One of the measures under this initiative is to simulate the industrial and/or commercial work experience within school and tertiary education learning environments through the creation and operation of "School-to-Work Skills clubs and Cooperative Enterprises". The Work and Innovation based Learning initiative is in response to the following policy measures by the Government of the Republic of Zambia, among others:


- introduction of the Secondary School Vocational Education and Training (VET) under the two (2) tier general education system;
- mainstreaming of Out-of-School youth On-The-Job Training systems into the

national system for TEVET;

- promotion of increased access and participation to TEVET, while at the same time ensuring quality of learning environments and graduates;
- Zambia a Middle Income nation by 2030, and developed or industrialised high income nation by 2064;

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is established under Section 4 of TEVET Act No. 13 of 1998 to regulate, coordinate and monitor training in consultation with industry, employers, employees and other stakeholders. TEVETA's Vision for Zambia is: "A world class Technical Education, Vocational and Entrepreneurship Training (TEVET) system that drives skills empowerment for sustainable development."

This Vision was crafted and adopted by the TEVETA Board in order to ensure that the TEVET system was regulated, coordinated and monitored in such a way that there sustained development and supply of skilled



persons for the realization of Government's Industrialization and Job creation strategy aimed at creating at least 1,000,000 jobs, within the context of Vision 2030; while at the same time laying a foundation for developed or industrialised nation status by 2064 in line with the 2015 to 2063 SADC Industrialization Strategy and Road map to which Zambia is a signatory.

As a member state of the United Nations Zambia is also committed to developing skills for actualization of the Sustainable Development Goals. Achieving national, regional and United Nations crafted developmental goals require strategic approaches. TEVETA in implementing its 2017 to 2019, Strategic plan, has adopted the Work, Innovation and Skills Competitions Based TEVET Learning System as one of the ways to ensure attainment of these goals.

What is a "Work, Innovation and Skills Competition" based TEVET Learning system?

It is a collection of complementary activities and experiences designed to enable individuals acquire the Knowledge, Skills, Attitudes and Values (Competences) which with time, professional practice, mentorship and/or incubation support should help them transform into internationally competitive skilled persons exhibiting the following attributes among others:

- International skills excellence standard performer
- Critical thinker
- Entrepreneurial and Innovative problem solver
- Effective and ethical leader
- Productive and responsible Citizen
- Science, Technology, Engineering Mathematics (STEM) literate
- Climate change resilience and adaptation agent

This is irrespective of whether these individuals pursue the salaried worker, and/or Entrepreneur/Employer career pathways.

Why introduce and integrate a "Work, Innovation and Skills Competition based Learning system" as part of the Zambian TEVET system?

Zambia's national development aspirations have been expressed through Vision 2030 whereby the quality of life should by 2030 be that of a Middle Income nation, and developed or industrialised nation by 2064; that is at the time of the centenary celebrations of her political independence. Least Developed Nation status was the baseline at the time of setting the Vision 2030 back in 2006. Development and deployment of a TEVET system with the combining of Work, Innovation and Skills Competition as the key feature for learning experiences, has identified as one key strategy or regulatory

measure. The primary goal is to develop and supply internationally competitive skilled persons to the Zambian economy.

The system has been designed to provide a mechanism which can progressively escalate the performance of learners from basic competence level standards associated with learning outcomes in national curricula, to the international skills excellence standards such as those associated with the test projects used by WorldSkills International in its international skills competitions.

Acquisition of these international skills excellence standards is what will enable a TEVET learner or graduate to perform to the required standards of a job if pursuing the salaried worker career pathway, or to competitively and consistently secure customer Orders for products and/or services, if pursuing the entrepreneur/employer career pathway. It is envisaged that the Work, Innovation and Skills Competition based Learning system will involve simulation of industrial, commercial, and/or public sector management work place experiences within TEVET learning and/or skills competition environments.

How will the "Work, Innovation and Skills Competition" based Learning system be structured?

The main elements making up the Work, Innovation and Skills Competition based Learning system will be as follows:

- Various Learning pathway environments linked to district and/or sector economic activities (NB. incorporating "School-to-Work" Skills Clubs and related Cooperative Enterprises);
- TEVET curriculum linked National Skills Competition league made up of "School-to-Work" Skills clubs - regulated by TEVETA in partnership with multi-stakeholder Skills Advisory Groups (SAGs);
- International Skills competition events (such as competitions organised by WorldSkills International every two years);
- Post-International skills competition Learning and Innovation activities; (NB. Inclusive of Curricula review or development);
- District and/or Sector economic activity environments - receiving skills excellence talent inflows from the National skills competition League and/or post-international skills competition event Learning and Innovation system.

How will the Work, Innovation and Skills Competition based Learning system operate?

TEVETA will use existing regulatory and training service provision systems as the foundation upon which to build the Work,

Innovation and Skills Competition based Learning system. Initiation or inception of this new system will commence with the piloting of "School - to - Work" Skills Clubs and Cooperative Enterprises in twelve (12) learning institutions for the period 2017 to 2019, complemented by preparation for and Zambia's eventual participation in the 44th world skills championships scheduled for Abu Dhabi between 14th and 19th October 2017.

This will be followed by inception of the National Skills competition League (Technical and Entrepreneurship skills) from August 2017 for the Technical/Technology biased skills completion League. The Technical/Technology biased skills competition League will pivot on the World Youth Skills day (on 15th July every year), while the Entrepreneurship biased skills competition League will pivot around the annual Global Entrepreneurship Week which falls in the second week of November every year.

Learning institutions not in the initial pilot will be added progressively every year guided by pilot project Monitoring and Evaluation outcomes and recommendations. It is envisaged that conferences and pilot project stakeholder consultative workshops organized as part of the commemoration programmes for either World Youth Skills Day or Global Entrepreneurship Week, will be part of the Monitoring and Evaluation system.

Who will be the key actors?

- Career Information seekers and Career Explorers;
- Learners/Competitors;
- Trainers and industry skills experts;
- Managers of post -Secondary Education TEVET institutions, as well as Managers of Secondary Schools offering VET;
- Skill and/or programme sponsors and/or general support institutions from public and private sector institutions;
- Employers, Professional bodies and/or Industry associations or chambers;
- WorldSkills Zambia (NB. Secretariat anchored in TEVETA)
- Central and Local Government Authorities;
- WorldSkills International and its global industry partners seeking market and/or investment opportunities in Zambia and the Africa region at large;
- Donors and Development partners of the Zambian Government

Milk chilling with biogas:

Green TVET skills improving livelihoods

By Clive Mutame Siachiyako –IEC Specialist [BMC, MSC]

Milk production is a key resource for smallholder farmers in farming areas of Zambia. However, milk spoils quickly in warm condition. Since the cold chain for milk is not reaching remote dairy farmers, it results in limited supply of high-quality milk to dairy processors from a large portion of smallholders farmers in the country.

Stakeholders are stepping in to avert such problems and impart skills that enable farmers store their milk longer without getting spoiled. A Dutch NGO, SNV working with SimGas, Mueller and BoP Innovation Centre are training and supporting the development and market introduction of the first biogas-powered milk chiller for smallholder dairy farmers in Zambia, Tanzania and Kenya. The training and supported target the farming groups that face limited access to market since most of the farmers live too far from the milk collection centres and are off the national power supply grids.

When delivering milk for the previous evening the following morning, farmers face the risk of milk rejection due to spoilage, which negatively impacts their income. SNV and its partners have thus designed a milk chilling system that uses biogas energy through absorption cooling, supporting farmers to make their milk production more sustainable, and to increase their sales.

The biogas-powered milk chiller provides a solution to this problem by cooling 10 litres of milk from 35°C to 4°C within 3.5 hours. The cooling level is within the standard milk cooling standard. The milk chiller capacity is tailored to the availability of surplus evening milk at smallholder dairy farms with 2-10 cows. A 10 litre capacity chiller is sufficient to serve more than 80% of the target group. The milk chiller

runs on biogas, produced from any type of domestic biogas system.

In Zambia, SNV has since trained 42 masons (men and women) in bio-digester construction, maintenance and marketing. In addition, 8 bio-digesters have been constructed in Copperbelt, Lusaka, Western, Central and Southern provinces for demonstration. These achievements have laid the groundwork for SNV to commence developing a market for biogas in the country and to mark this decision. The NGO held field day at Lusunga farm in Chilanga district to demonstrate the possibilities of bio-digesters and biogas to government officials, cooperating partners, representatives from financial institutions and farmers in the area.

Bio-digester plants convert animal manure into combustible methane gas known as biogas. SNV is a leader in Biogas programming and has installed over 500,000 digesters across the world – primarily in Africa and Asia. Since January 2013, SNV Zambia has been working as part of a multi-country, public-private partnership to further the use of Biogas for Milk Chilling together with world leaders in the development of chillers. Prototype milk chillers developed by the NGO and its partners (SimGas and Mueller BV) has been since launched in Zambia.

The technology supports off-grid, smallholder dairy farmers who need to chill their milk overnight before delivering to the milk collection centres, and provides additional benefits in bio-slurry – an organic fertilizer that improves crop and fodder production, and also energy for lighting and cooking on-farm.

SNV has also i) started working with financial institutions to support the possibility of

developing financial products that can support farmers to procure bio-digesters and, ultimately, milk chillers; ii) partnered with the Dairy Association of Zambia and other players in the industry to promote the technology and ensure it is of the highest standards; iii) called upon cooperating partners to consider supporting the development of the biogas sector which will provide poor rural farmers with much needed energy that will enhance their productivity levels.

The possibilities of biogas are endless. Biogas cannot only provide energy for milk chilling, but for piglet warming, production of heat for improved rearing of chicks, energy for hot water to improve milk collection and safety by sterilising milk collection and storing equipment, as well as the bio slurry that enhances agricultural production without further damaging and degrading the environment. About 40 dairy farmers are expected to sign contracts with masons to construct digesters and more are expected to visit the demo sites to witness the technology in action. The foundation for the biogas market has been set and can only grow with a dedicated and supportive multi-actor approach.

How will it improve the livelihoods of small-scale farmers by reducing food waste and spoilage?

This is the question many can put forward. Drivers of open innovation platforms that encourage solving community are challenges for social good contend that there abundant ideas to the question. One of the responses resulted into designing of the Biogas-Powered Milk Chiller being used in Zambia, Kenya and Tanzania.

The Biogas Milk Chiller provides off-grid biogas-powered milk cooling on-farm, allowing smallholder dairy farmers without access to electricity to store and sell the highest possible quality of raw milk and increase their income. This bottom-up approach is new to the dairy industry; instead of focusing on processors who are on the top of the cold chain, the biogas-milk-chiller approach focuses on filling the gap at the bottom (on dairy farms) where the problem originates.

Biogas plants (biodigesters) convert animal manure, human excrement and other organic materials into combustible methane gas, known as biogas. A household family with just three heads of cattle or seven pigs can generate sufficient gas to meet their basic domestic and/or productive energy needs. This is clean cooking, powering and/or basic lighting energy that is resonate with green economy values.

In addition, the residue of the process (bio-

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Biodigesters come in different forms and made from different materials. Above is the plan for a concrete biodigester.
<http://www.homepower.com/>

slurry) can be used as a potent organic fertilizer to enhance agricultural productivity and sustain soil fertility. The market potential for household digesters fed by animal manure is estimated at 155 million. Bio-digesters can also be used by institutions, businesses and communities.

Today one of the most important goals is to transform existing economies to green economies that seek the achievement of sustainable development goals (SDGs). A green economy refers to an economy that result in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities. In its simplest expression, a green economy can be thought of as one which is low carbon, resource efficient and socially inclusive. Another important feature of green economy is the emphasis on the "regeneration-of individuals, communities and ecosystems". Green economy embraces green design, green buildings, materials and construction products, waste management, waste-to-energy are part of almost any sector directly or indirectly including woodworking and furniture industry.

It is evident that the green economy can only be achieved in a society where education and innovation are accepted as the "prime movers of sustainable growth, where innovation, green skills and the capacity to cope with change are significant drivers of each economic sector". Transition to green economies then requires re-configuration/re-structuring the formal and non-formal education in which not only themes related with sustainability but also critical thinking should be taught.

In this context well-trained professionals who can cope with this paradigmatic change in the economy and society will be the backbones in this transformation. Technical and vocational education and training (TVET) should also be revised not only to provide skills needed for an occupation to be green: green skills but also skills necessary to adapt professionals to changes and new technologies in order to sustain themselves. Greening TVET is described as "prepares learners for fields of work and business such as construction, waste management and agriculture, many of which consume enormous amounts of energy, raw materials and water. Green TVET helps develop skilled workers who have knowledge of (and commitment to) sustainable development, as well as the requisite technical knowledge. Greening TVET is crucial for making a transition from energy and emissions-intensive economies to cleaner and greener production and service patterns".

TVET goes beyond promoting skills development for employability. It empowers young people and adults to develop skills for work and life. Green TVET therefore means more than developing technical skills for green employment (such as eco-tourism, renewable energy and recycling). It also means developing 'soft' green skills such as enhancing problem-solving skills in everyday situations (life skills education), education for sustainable consumption and lifestyles, and

entrepreneurial learning. Green TVET ensures that all workers are able to play appropriate roles, both in the workplace and the broader community, by contributing to environmental, economic and social sustainability.

The roadmap for greening TVET necessitates the inclusion of subjects related with sustainability and thus revision of the existing curricula promoting the use of cleaner energies, waste management, green technologies, developing skills to cope with new technologies, promoting entrepreneurship and innovative way of thinking, matching theory and practice through work based learning/apprenticeship, emphasizing the needs of the sector.

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Building or ruining your career or job opportunities through



By Clive Mutame Siachiyako –IEC Specialist [BMC, MSC]

Social media took over society in the past decade. People are making these social networks part of their daily routine. Some feel the need to update the cyber world on every little thing they do. Facebook, Instagram, Twitter, and LinkedIn allow users to update their friends through the use of pictures, statuses, and accomplishments. Without these social networks, society would be changed completely. Employers would not be able to see what potential applicants do "after hours" and be able to determine if they are the right candidates for their company.

Social media sites help filter-out unprofessional candidates, as hiring new employees has become more and more expensive. Employers mostly look for top traits in prospective employees which include: conscientiousness, agreeableness and emotional stability. An employer can make a judgment just by looking at an applicant's profile. That is why it is crucial that applicants create their personal brand in a positive way on the social media.

On the contrary, social media websites have become more of a negative and controversial issue. Some believe it is unjust to obtain information about someone without their consent. However, when one displays personal information on the Internet, they are then making it public information. Others think social media websites are a waste of time and do not think they help finding a job. Nevertheless, if an employer goes to look for a potential employee's social profile and cannot locate one, they may think the applicant is

irrelevant or trying to hide something.

One major social media 'fraud' is said to be spelling and grammar mistakes. According to hiring managers, poor grammar and spelling mistakes are worse (54%) social networking 'sins' than posting about a binge-drinking adventure.

According to a study called The Impact of the Big Five Personality Traits on the Acceptance of Social Networking Website, employers are searching for potential employees in all the right places because of the outstanding number of people interacting with social media websites every day. The study showed that the main personality traits used by employers to gauge the potential candidate for the job are: agreeableness, openness, extraversion, neuroticism and conscientiousness.

Agreeableness is associated with traits of courtesy, flexibility, trustworthiness, forgiving, and likewise. The study also showed that individuals that are agreeable were more likely to contemplate social networking technology as valuable, as it would help them foster their personal relationships with others and use it to build their persona and the brand of their employers. Openness to experience is associated with traits of curiousness, originality, or intelligence. Since these types of people are more curious than others, communicating with friends and co-workers should be appealing to them.

Extroversion is associated with traits of sociability, talkativeness or activeness. Since

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these individuals are assertive and social, social networking would be another way to assert themselves and be useful. Conscientious is associated with traits of responsible, being organized and good at planning. Conscientiousness is about being persistent and capability to follow directions. Such people would find that social networking is easier to use than others. Neuroticism is associated with traits of anxiety, worry or insecurity. People who are neurotic have trouble trying new experiences and are more likely to have problems with social networking or simply want to avoid this technology completely.

The study states that some employers said "we no longer have the excuse of relying on self-reports of graduates. We can now reach out to other groups and see the actual electronic traces of their behaviour." Other findings in the study were that when screening job candidate, one in ten employers use or has used social networking sites. Employers browse potential employee's personal social media pages to discover any related information that was not exposed in the interview. Some employers use social networking sites to check on a potential candidate's personality on the social media, which is basically a pre-interview process.

According to Careerbuilder.com's survey, 63% of managers who used social networking websites did not hire the person based on the negative things they found on their profile. "They are using these networks to fish where the fish are. If you do not like a person there (on Facebook), you probably will not like working with them."

Employers are using these networks to find potential employees because that is where they spend the majority of their time. With the outstanding number of people interacting with social media websites every day, employers are searching for potential employees in all the right places. Social media is now being used as an effective source to assess potential employee's professionalism, personality, level of intelligence or in many cases, lack of it.

Sites like Facebook, Twitter, LinkedIn, and Google+ allow employers to get a glimpse of who you are outside the confines of a curriculum vitae, cover letter, or interview. This is besides these sites offering job seekers the opportunity to learn about companies they are interested in; connect with current and former employees; and hear about job openings instantaneously, among other things. That is probably why half of all job seekers are active on social networking sites on a daily basis, and more than a third of all employers utilise these sites in their hiring process.

To help job seekers better understand the role of social media in their job search, CareerBuilder.com conducted a survey in 2012 that asked 2,303 hiring managers and human resource professionals if, how, and why they incorporate social media into their hiring process. First

they found that 37% of employers use social networks to screen potential job candidates. That means about two in five employers browse candidates' social media profiles to evaluate their character and personality and some even base their hiring decision on what they find.

"Social media is a primary vehicle of communication today and because much of that communication is public, it is no surprise some recruiters and hiring managers are tuning in," states CareerBuilder.

CareerBuilder also asked employers WHY they use social networks to research candidates. About 65% said they do it to see if the job seeker presents themselves professionally. About half (51%) want to know if the candidate is an appropriate candidate for the company culture, and another 45% want to learn more about their qualifications. A third (34%) of employers who scan social media profiles said they have found content that has caused them not to hire the candidate. About half of those employers said they did not offer a job candidate the position because of provocative or inappropriate photographs and information posted on their profile; while 45% said they chose not to hire someone because of evidence of drinking and/or drug use on their social profiles.

Other reasons they decided not to offer the job: the candidate's profile displayed poor communication skills, they bad mouthed previous employers, made discriminatory comments related to race, gender, or religion, or they lied about qualifications.

Tips of how to conduct self on social networks

The study findings showed that no matter what information was found on a candidate and regardless of where it was found, the process had to abide by fair and equal hiring practices. Therefore, if you choose to share content publicly on social media, make sure it is working to your advantage. Take down or secure anything that could potentially be viewed by an employer as unprofessional and share content that highlights your accomplishments and qualifications in a positive way.

Make sure any profiles you write are free of typos, the information is coherent and applicable to your industry or job you are trying to get and your photographs present you in a favourable light. You can verify the applicability of the information by checking profiles of others in the same field.

The information you provide online about your job background and accomplishments should also be consistent. Do not assume an employer will only be checking you out on LinkedIn. They may also check Facebook, or even Twitter and Google+. The story you tell on each site should be pretty much the same, although it is fine to adapt the material for the site.

The good news is that hiring managers are not just screening your social media profiles to dig up 'dirt;' they are also looking for information that could possibly give you an advantage. The CareerBuilder survey revealed that 29% of surveyed hiring managers found something positive on a profile that drove them to offer the candidate a job.

In some cases it was that the employer got a good feel for the candidate's personality. Others chose to hire because the profile conveyed a professional image. In some instances it was because background information supported professional qualifications, other people posted great references about the candidate or because the profile showed that the job seeker is creative, well-rounded or has great communication skills.

This means the job seekers should not just focus on hiding or removing inappropriate content; they should work on building strong social networks and creating online profiles that do a really good job of representing their skills and experience in the workplace. In this www era, job seekers who are silent or invisible online may be at a disadvantage. They need to engage on social networking sites to increase their visibility and searchability with prospective employers. Can someone Google you and find you?

It is not enough to only post a profile and check your news feed. There are a lot of lurkers – people who have an online profile but do not do anything or engage in any meaningful way. You need to give to the social networking communities, participate in group discussions, share expertise or point someone to an article. You have to work it. While it can feel uncomfortable putting yourself out there, if you are looking for a job, it is not the time to be timid.

Takeaways

Whether you like it or not, employers are using social networks to screen job applicants. This means it is important to carefully manage your image on these types of sites. Create a personal brand which will sell you and make you an admirable person to recruit.

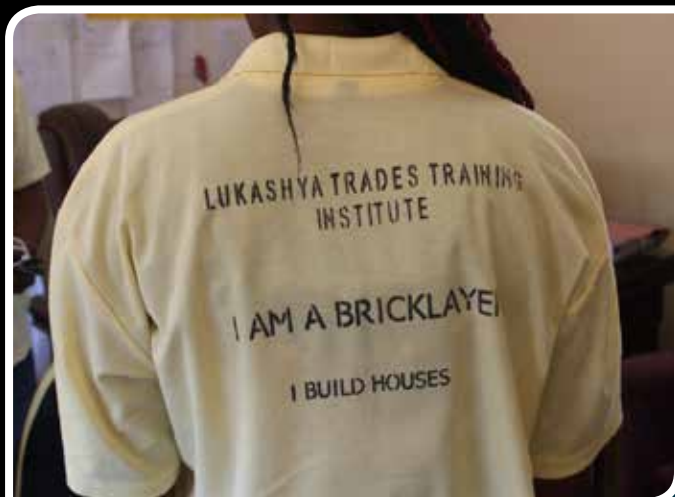
Facebook and Twitter are being used a lot to screen job applicants. Using Facebook and Twitter, hirers are trying to get a more personal view of a candidate, rather than the resume-like view they will see on LinkedIn.

Hirers are looking at the social networking profiles of candidates very early in the process. This means that job seekers need to have their online act in order before they begin looking for a job. The bottom line is that it is important for users, whether they are looking for a job or building up their professional reputation, to manage their online image across the different social networks they use. Source: Society for Human Resource Management.

PHOTO FOCUS



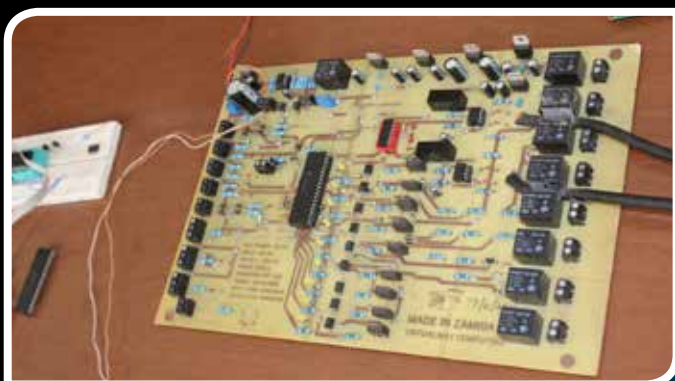
Stakeholders during the review process of 25 TEVET curricula. The review is financed by the African Development Bank under the Support to Science and Technology Education (SSTEP) project.



Career pride promotion message by Lukashya Trades Students. Career pride drives Individuals to outdo others in doing their work



Quality TEVET drives productivity and enhanced product value for competitiveness; principles TEVET promotes.



Some innovative Zambian youth designed and made Circuit board to monitor and regulate solar energy Generation and usage



Some of the TEVET funded small scale business owners at Ngungu Youth Resource Centre. The funding was meant to upskills and reskill them for increased productivity

TEVETA MISSION AND MANADATE

VISION:

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

MISSION:

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

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

In order to contribute to the development of Zambia

Mandate of TEVETA

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

For further Information contact,
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