



**☀ Skills shortfall worries
Minister of Higher Education**

**☀ KRIVET donates learning
Manuals to Ministry of
Higher Education**

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TEVET NEWS

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Foreword



Welcome to the second quarter of the 2017 TEVET Newsletter. In the quarter, TEVETA and WorldSkills International (WSI) hosted an International Skills Excellence Forum in Livingstone from 2nd to 4th May 2017. The Forum was a collaborative platform with industry and skills development leaders from different countries. The WorldSkills of International was represented by members eight the United Kingdom, Netherlands, United Arab Emirates, Austria, Taiwan, Australia, Hong Kong and South Africa. The Forum was used as a leverage to tap into individual and collective wealth of knowledge and experiences, participants at the event will bring for the benefit of Zambia's development and attainment of skills excellence standard levels that go beyond qualification standards of typical national curricula in technical and vocational education and training.

In the quarter, the Korean Research Institute for Vocational Education and Training (KRIVET) donated 7, 200 Learning Manuals to the Ministry of Higher Education in Metal Fabrication, Hospitality, etc. as well as books on lifelong vocational training entitled “2030 reshaping future: the Fourth Industrial Revolution and Developing Lifelong Vocational Competency.” The donation was made during the Korean Meister School Model consultative workshop for Vocational Education Innovation in Zambia. Further, TEVETA secured a conviction of Simon Kabwino for operating unregistered training institution, namely Otsimas Operators Training School in Heavy Equipment Repair in Solwezi. He was fined K10, 000 (ten thousand Kwacha) or 9 months imprisonment or in default.

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

SKILLS SHORTFALL WORRIES MINISTER OF HIGHER EDUCATION

By Tvet Newswriter



Prof Luo skimming through one of the books on skills development from World Skills International President Simon Bartley as other Stakeholder observe.

Labour market indications that shortage of skilled workers was among the major economic problems Zambia faced unsettled the Minister of Higher Education Prof Nkandu Luo. Speaking during the International Skills Excellence Forum in Livingstone, the Minister said having only about 4.4% of persons with tertiary qualifications (certificate or degree) was disappointing and inhibited the achievement of socio-economic development goals in the country. “The situation is not acceptable and it should be reversed.”

According to the 2014 Labour Force Survey Report a) 4.4% of the estimated 5.9 million employed persons had attained tertiary education qualifications (certificate or degree level); b) 11.9% had never been in school; c) 18.6% employed persons had received formal skills training; d) while 81.4% had not received [formal] training. Similarly, from the total number of 304 registered training institutions under TEVETA in 2016; 23% were offering programmes leading to Diploma qualifications, 7% offered technologist qualifications while rest offered lower qualifications (trade test, craft and technician). This was another indicator underpinning the supply constraint for highly skilled persons.

“Skills development is the cornerstone of Zambia achievement of middle income country. Skills are ingredients in getting to the promises in becoming middle income. Achieving sustainable development goals requires critical ingredients one of them is the skilling of people appropriately or achieving them will remain a dream. In fact the Sustainable Development Goal (SDG) number one should be education and skills. Education and skills affects many facets of life. For example, health requires education and skilled persons to provide quality well-being of the people, provide appropriate food, create quality infrastructure, and likewise, contended Prof Luo.

The Minister argued that empowerment was not about money. “We need training systems to appropriately empower people with skills in different sectors. When we talk about increasing investment, we need skills to attract investment competitively and trigger cross cutting self-application of individuals.” She added that leadership, financial management, and partnership abilities should be part of technical and vocational education and training (TVET). “Until training institutions learn to partner with industry, it will be difficult to churn out graduates that have both technical and practical knowhow for them be effective in workplace. The need for collaboration

between training providers and industry is persuading us to put up a policy where no one gets a qualification (certificate/degree) without practical experience. A combination of theoretical and practical knowhow will make them more valuable to the economy,” argued Prof Luo.

She further said the Ministry of Higher Education was putting up a National Skills Strategy to promote different skills beyond welding, carpentry metal fabrication and others to help diversify skillsets as per national goals. “Investing in skills in agriculture in terms of how to stimulate productivity or how to produce other crops such as cashew nuts rather than traditional crops is essential in meeting our economic diversification goals.

Prof Luo urged training providers in TEVET refocus on their mandate and never to shift focus to business programmes that are already in high supply. “We need to train learners in critical thinking. We’re thus reviewing the TEVET policy to go beyond traditional TEVET. President Edgar Lungu called for industrialisation; but that doesn’t happen with Foreign Direct Investment. It happens through skills education. We’ve seen nations significantly developing by investing in skills. There are people who don’t need a degree to increase productivity;

“INVESTMENT IN SKILLED HUMAN RESOURCE KEY TO INDUSTRIALISATION” EU

By Tevet Newswriter



Stakeholders during the skills development forum at Southern Sun Hotel in Lusaka.

The European Union (EU) says no country industrialised without skilled individuals, hence the relevance of Zambia's skills development fund towards the development of skilled individuals required to achieve medium and long term goals such as middle income and industrialised country envisaged in Vision 2030 and 2064 respectively.

Speaking during a Skills Development Stakeholders Discussion around the question “what is the role of the private sector in skills development”, EU Ambassador Mariani Alessandro added that the EU was interested in continuing conversation on skills development in COMESA and Zambia as a long term strategy in terms of a) over-viewing what the private sector was doing b) what was available and c) what was required to do more to achieve the skills development goal.

And Ministry of Higher Education Prof Nkandu Lou said the Skills Development Levy will be used to establish the Fund and work with both private and public sector to make the resources available for improving training institutions workshops, equipment and making skills development accessible to Zambians to increase productivity in the country.

“We believe every human must have a skill. That's why we're investing in skills training and trade schools to provide such skills. We need to partner with the Ministry of General Education to give students at high school level access to skills away from academics”, added the minister.

Prof Luo felt that skills training should be introduced in secondary schools and afterwards there should be a two years vocational training to students before going to college or university. “Synergies should be

also created between tertiary learning institutions and industry as well as skills audits to monitor skills development initiatives and to know available skills, their concentration and where shortfalls are in order to redirect skills development approach”.

Many argued that if stakeholders were not involved, industries such as mining will suffer from lack of human capital. The Zambia Development (ZDA) Director of Enterprise Development Mukula Makasa said “at ZDA we focus on business management skills such as soft skills, job application processes and interviews because away from having the skill or qualification; some people do not know how to get a job or start a business.”

A participant from the Frankfurt felt that collaborative actions between training providers and industry/other stakeholders would create credible and appropriate skills.

they're good at using their hands. We need to develop such skilled individuals."

The Minister said there was need to step back and reflect on target groups in TEVET and identify niches to get around things in skills training. "We should celebrate our failure in TEVET and utilise it to beat our past record. We should reward TEVET graduates with strategies that enable them apply themselves effectively for the betterment of society. We should position TEVET graduates where they drive us towards meeting our goals such as SDGs and middle income country status."

She urged TEVET providers and stakeholders to go back and review the curriculum to ensure apt skills and competences. "Although the number of people untrained is increasing, we should do our part to change the way we structure our training systems so that we don't leave anyone behind. We need to be remembered as changers of TEVET. No principal in a training institution should do things as usual. Leave a legacy."

Prof Luo added that the other problem was that universities were opened anyhow. "That's why Ministry of Higher Education is focusing on skills on development. The Skills Training Fund introduced by Ministry of Finance in the 2017 budget will take on skills beyond what's within TEVET. But when the training fund comes to your institution; it's not for workshops. It's for skills development programmes in institutions. That money should first be invested in Zambia beyond going outside for competitions."

"We're also working on reforms on curriculum and type of programmes not business courses. TEVET should offer even difficult courses and seek help where we can't offer such training. World Skills International can help us with trainers in skills we don't have trainers. We will further restructure training in to embrace secondary schools that have two tier systems because it's cheaper to integrate vocational education and training (VET) in selected secondary schools than building trade schools from scratch. To that effect, a policy document is being worked on in collaboration with Ministry of General Education," hinted the Minister.

She summed her message by stating that "for us to benefit from our natural endowments, we should do first things first, let's have right skills to develop Zambia. I need the National Skills Strategy urgently."

TEVETA, WorldSkills Zambia (WSZ), and WorldSkills International (WSI) hosted an

International Skills Excellence Forum in Livingstone from 2nd to 4th May 2017. The Forum was a collaborative platform with industry and skills development leaders from different countries. The WorldSkills International was represented by members of eight countries. These were: the United Kingdom, Netherlands, United Arab Emirates, Austria, Taiwan, Australia, Hong Kong and South Africa. The Forum was used as a leverage to tap into individual and collective wealth of knowledge and experiences, participants at the event will bring for the benefit of Zambia's development and attainment of skills excellence standard levels that go beyond qualification standards of typical national curricula in technical and vocational education and training.

The Forum was a valuable platform for Zambian training providers, industry and the youth to learn and domesticate internationally comparable skills training standards for skilled careers and equipping learners with the tools and resources they need to efficiently improve productivity, trigger wealth and job creation (either as self-employed or salaried workers), increase quality of goods and services in the country and boost competitiveness. TEVETA is adopting different strategies to address quality and quantity of skills in training. The strategies are anchored around the vision of "world class TEVET system that drives skills empowerment for sustainable development." World class is in the context of collaborative regulation, coordination, and monitoring Technical Education, Vocational and Entrepreneurship Training (TEVET) to ensure sustained development and supply of competitive graduates [locally, regionally and internationally] whose mindsets and abilities underpin Zambia's business, investment and trade competitiveness. Against the backdrop of low skills levels among Zambians, TEVETA and stakeholders are working on arenas where the bulk of learning in the TEVET should take

place via a combination of work, innovation and skills competitions. This is being pursued through learning approaches that include i) use of critical thinking, ii) inquiry, iii) projects, iv) team reflexivity and vi) cooperative based learning. The Skills Competition approach focuses on create enthusiasm and a realisation among the youth, parents, teachers and prospective employers that the future is dependent on an effective technical and vocational education and training system.

Skills Excellence is part of National Vision 2030, Youth Empowerment, Industrialisation and Job Creation Strategy meant to boost Zambia's competitiveness in producing goods and services and as an investment destination that supplies human capital with appropriate skills, attributes and values that drive a return on investors' investments. TEVETA and its cooperating partners hence view the Forum is part of re-engineering technical and vocational education and training and building industry partnerships towards improved quality of training and integrating industry requirements into learning systems articulated into curricula, learning systems, assessments and projects for learners.

The Forum consisted of a) the board meeting of WorldSkills International, which was the first to be held in Africa since the organisation was established in 1950, b) leaders' conference on skills development, c) a mini Skills Competition and Industry Expo that led to the select Secondary School Vocational Education and Training (VET) pupils who will take part in the final selection of TEVET Learners to represent Zambia at the 44th world skills championships to be held in Abu Dhabi, United Arab Emirates from 14th to 19th October 2017, and d) "Try-a-Skill" Career Exploration activities.



Students displaying their landscaping skills during the Skills Excellence Forum.

KRIVET donates Learning Manuals to Ministry of Higher Education

By Tevet Newswriter

The Korean Research Institute for Vocational Education and Training (KRIVET) donated 7, 200 Learning Manuals to the Ministry of Higher Education in Carpentry, Plumbing, Welding and Metal Fabrication, Bricklaying and Plastering, Electrical Construction and General Hospitality etc as well as copies of books on lifelong vocational training entitled “2030 reshaping future: the Fourth Industrial Revolution and Developing Lifelong Vocational Competency.” The donation was made during the Korean Meister School Model consultative workshop for Vocational Education Innovation in Zambia.

Donating the Learning Manuals and books, KRIVET President Prof. Lee Yong Soon said participating in a Meister School Model replicating process in Zambia was pleasing and a landmark in planting a seed in skills development using different strategies like the Meister School Model.

Prof Soon added that achieving economic development required human resource that was well-trained. “South Korea developed without natural resources but by investing in skilled human resource. Zambia can combine this approach with its natural resource endowment. Vocational education is the most important factor in job and wealth creation as it provides human capital with appropriate hands-on skills for value addition, manufacturing goods and other practical steps in converting natural resources into products that bring substantial income into the economy.”

He contended that Meister School Model when properly integrated in the HRD (Human Resource Development) strategy could provide excellent skills and industry cooperation in the HRD process. “Quality technical and vocational education and training (TVET) requires collaborative commitment and mindset change towards the sector to augment efforts of different stakeholders to achieve industry-desirable TVET skillsets.”

And Ministry of Higher Education Permanent Secretary (PS) Owen Mgemezulu who received the donations said the partnership between TEVETA and KRIVET under the BEAR (Better Education for Africa's Rise) Project helped Zambia create the Vocational Education and Training (VET) secondary school system and the creation of School-to-Work Models to simulate the world of work in training environments.



KRIVET President Dr. Yong-Soon hands-over a book on 2030 lifelong vocational competencies that will reshape the future to PS Mr. Mgemezulu

The PS added that the other initiative on Work-Based Learning at Mazabuka School of Continuing Education “has given us tools to innovate on TVET in the country. The stakeholder workshop on Meister School System is another milestone under Vocational Education Competence Development (V-CODE) strategy.”

Mr Mgemezulu said the initiatives would complement a) the review of Zambia's learning systems being worked on by the International Labour Organisation and TEVETA and b) skills competition based learning to simulate industry in training institutions. He urged participants to utilise the opportunity to ensure TVET supplied quality skills that would drive the nation's vision 2030 and the SADC industrialisation roadmap.

The V-CODE project is implemented by KRIVET in participating countries where the BEAR project was implemented with the purpose of assuring sustainability of outcomes derived from the earlier project (BEAR) and expanding positive effect in a broader spectrum of TVET in each participating country. The V-CODE project aims to facilitate autonomous TVET development strategies for each participating country.

The project focuses on: a) competence development for labour market analysis, curriculum development and text book development; b) knowledge sharing and providing consultation for reforming the TVET system in Zambia; c) supporting local workshops for competence development; d) supporting pilot 'Meister' schools within the Zambian TVET system; and e) developing TVET curricula and textbooks for necessary industrial sectors.

Meister School Model

The Meister School model is a school tailored to the demands of the industrial sector. The “Meister”, which refers to Master Craftsman is a

concept mainly been associated with Germany's Dual Based Vocational Education and Training system underpinned by a very strong Public – Private Partnership element. The “Meister” model is in line with the vision of TEVETA for Zambia to have “A world class TEVET system that drives skills empowerment for sustainable development”.

Pursuance to this, TEVETA has with support of Government through the Ministry of Higher Education secured a technical cooperation facility from the Government of the Republic of Korea. The facility in question is the V-CODE project whose objective is to among other things, pilot the adaptation of a workplace and skills excellence oriented “Meister School” learning and training system. It will be piloted as part of the “Work, Innovation and Skills Competition based TEVET Learning system” for which TEVETA has commenced implementation so as to ensure development and supply of internationally competitive skilled persons for the Zambian economy.

TEVETA will undertake the piloting initiative in partnership with the Korea Research Institute for Vocational Education and Training (KRIVET). KRIVET is one of the policy advisory agencies under the Prime Minister's office of the Korean Government. This partnership is supported by a Technical Partnership Memorandum of Understanding which was signed by the two parties on the sidelines of implementing Result 1 of UNESCO's Better Education for Africa's Rise (BEAR) project which will be ending this year. The BEAR project was the vehicle by which TEVETA was able to commence implementation of the Secondary School Vocational Education and Training (VET) system, with the collaborative support of the Ministries of General Education and Higher Education as well as other stakeholders.

PROCEDURE TO CORRECT WRONG STUDENT PARTICULARS WITH TEVETA

By Tvet Newswriter

Issues of wrong student particulars such as misspelt name or wrong national registration (NRC) number have been raised by many students and their institutions. The process of changing any details on a student statement of results and information on the database requires legal documents and payment for the service. Therefore, returning the certificate or notifying TEVETA or the institution that your name has been misspelt or your NRC number was wrong is not enough. TEVETA cannot act on such requests without the affected student meeting certain requirements as elaborated below.

Firstly, student names TEVETA enters into the database come from your institutions. You are given enrolment forms where you enter your particulars for further enrolment onto the TEVET system. A register is produced and sent to institutions for your verification of your particulars and making corrections where necessary. Before examinations, registers for examinations and examination entry slips are produced and availed to you as well. At these stages, if you observe something wrong with your particulars, you can make corrections in pen and notifying your institution so that a list of you whose particulars have errors is submitted to TEVETA for corrections.

However, these provisions have not been

utilised in most cases. Students come for corrections after results have been released or after their certificates/diplomas have been printed out. At this stage, TEVETA does not do the corrections for free. For the correction to be done, the student have to meet the following requirements:

Provide an affidavit

The affected student should obtain an affidavit from the police or court. The affidavit is the legal document TEVETA will use to change particulars of the student in the database and reprint another certificate or statement of results. The affidavit should be accompanied by a) a copy of the NRC, b) a copy or original copy of the statement of results and c) the original certificate if already certified.

Payment

Making corrections to the particulars of the student at this stage comes with a cost. The student affected will pay a) K1, 000 (one thousand Kwacha) for the correction of details and reprinting their statement of results and b) K1, 800 (one thousand eight hundred) for the correction and reprinting of a certificate/diploma if the printing was already done at the point of seeking for the correction. The payment is a penalty for not making the corrections at the right time when opportunities [in the examination register and examination entry slips] have been availed to students.

Without meeting the above requirements, TEVETA will not take any action to requests students make through different communicative windows [email, WhatsApp, Facebook, Twitter or in person]. The printing of statements of results is done every Friday unless otherwise. A form for correction of particulars is obtainable from TEVETA and the Authority's website. The form can be provided on request via the TEVETA Whatsapp line: +260 954 590783 or Facebook: <https://www.facebook.com/TevetaZambia/>.

To avoid the inconvenience and cost that comes with correction and reprinting of statements of results and certificates; it is important to be observant to ensure that particulars on your enrollment forms and registers are correct. The process of correcting the mistakes after results are out and the certificates are printed out is tedious and costly. TEVETA is working on modalities to provide online enrollments to minimise some of the mistakes that students themselves can notice and correct via the online system.

There is also a tendency by some students to add new names to their enrollment forms, which are not on their NRC and other official documents. Be reminded that TEVETA will not remove those names for free. You will meet the cost involved.

“Ignorance is no defense” Solwezi court convicts illegal college owner

By Tvet Newswriter

The Solwezi Magistrate Court convicted and sentenced Simon Kabwino for operating unregistered training institution, namely Otsimas Operators Training School in Heavy Equipment Repair in Kiyawama Township in Solwezi. The Magistrate admonished Mr. Kabwino that “ignorance was no defense” after the latter contended that he did not know that he was required to register with TEVETA to run a training institution.

Mr. Kabwino was fined K10, 000 (ten thousand Kwacha) or 9 months imprisonment or in default. He was given a right to appeal to the High Court if he was not satisfied with the judgment. Although Mr. Kabwino wanted to use ignorance in his defense, he earlier indicated that inspectors from 'TEVETA' had advised him to go ahead with the training as he put things in order towards the registration of the institution. “I paid through Shoprite and inspectors advised me to go on with the training as I finalised the process of registration,” he stated.

Payments for any services are done into the TEVETA account rather than any other payment means. The account is hosted by the Zambia National Commercial Bank.

Otsimas Operators Training School offered institutional qualifications on pretext that they were offered by TEVETA and used TEVETA logo. Such qualifications are null and void. The institution does not have the legal mandate to award qualifications recognised on the Zambia Qualification Framework.

Regrettably, there is an increase in the number of training providers offering institutional qualifications, which are not recognized on the Zambia Qualifications Framework. The public has raised questions on the status of qualifications awarded by training providers.

Individuals with institutional qualifications in TEVET should know that those qualifications do not have a national recognition. The qualifications cannot be placed on the Zambian Qualification Framework or as entry for further studies. Although some employers accept them either due to lack of knowledge of their



Plastic toy machinery Otsimas Operators Training School used in the 'workshop'

status or otherwise, the papers do not have meet national recognition requirements as TEVET institutions do not have legal mandate to examine and certify learners.

Demand for training and learners' unawareness has created a fertile ground for offering institutional qualifications. Time and resources are unfortunately invested into qualifications that do not carry their prima facie value. Information, Education and Communication are some of the measures TEVETA is using to help learners not to invest into training qualifications that are not recognised. Engaging institutions offering such training has not been enough to avert the problem.

Kaputa Skills Training Institute strides to develop a pool of skilled individuals in the District

By Tevet Newswriter



Kaputa Skills Training Manager Agness Musonda spearheads skills development in the district

Rural districts face problems in having skilled individuals to drive their development process. Mostly, skilled people to carry out developmental activities such as construction of roads, houses/public institutions or provision of public services are done by individuals outside the districts. Kaputa district is one such district. It has a limited number of training providers offering technical or vocational skills. Kaputa Skills Training Institute is one of the two training providers offering academic and vocational education and training secondary school education.

In the institute's goal to increase access to technical education, vocational and entrepreneurship training (TEVET) and increase the quantum of skilled individuals in the area; it has been seeking TEVET Funding for skills training for the youth, Small and Medium Enterprises (SMEs) and other community members in different skills programmes. Justifying for funding requests, Kaputa Skills Training Institute methodically argue why such financing should be provided to improve the district's skills profile and in terms of skilling/reskilling young people in the area.

Food Production is one of the training programmes the Institute considers important in the area to promote quality food preparation, improve nutritional value in homes, restaurants or hospitality facilities. Arguably, Kaputa district is growing with about 60% of its population comprising out of school, unemployed, semi-skilled and unskilled youth living in abject poverty. Historically, fishing has

been one of the economic mainstays in Kaputa district. With the depletion of fish species, there was a shift to other income generating ventures including offering hospitality services.

However, with limited skills, residents in the district do not have the apt abilities to meet the needs of the hospitality industry. Kaputa Skills hence sees the need to uplift the skills levels in the area. Since most of the people in the area cannot afford to pay for their education, TEVET Fund became a viable financing the Institute has been utilising to train people in the area.

Metal Fabrication is another skill valuable in Kaputa district to support the construction sector in the area. Fabricated metal products such as window and door frames, roof trusses for shops, houses, office buildings, churches and schools has been done with poor artisanship to conform to quality standards of modern construction. The district thus loses out from Government construction programmes in the area due to lack of skilled local individuals. Contractors doing several construction works import skilled labour from places outside Kaputa district as the district cannot supply the required quality and quantity of skilled persons. The Institute contends that financing Metal Fabrication would change the situation and empower local people to carry out metal works with the speed and quality desirable by the construction sector.

Design, Cutting and Tailoring of different attires is the other key skill required in the area. Since the fashion industry is dynamic and its dynamism changes dramatically; upskilling and reskilling is paramount.

Kaputa Skills feels that to succeed amid the shifting tides, those in design, cutting and tailoring need to upskill and reskill to satisfy customers' needs in such a dynamic industry. The Institute is tapping into reskilling and upskilling residents in the district for them to benefit from the demand for quality apparel for different functions. Funding skills in design, cutting and tailoring would improve the quality of skills, promote self-sustainability for players in the fashion industry in the area, promote job creation to satisfy the market and promote innovation in industry to create a clientele to supply different apparel for long term income generation and reduce poverty. Kaputa Skills argues.

Carpentry and joinery is the other skill area Kaputa Skills Institute seeks to broaden. The craft of carpentry and joinery is varied and include setting out, production and assembly of joinery, which includes stairs, doors, windows, floors and built-in furniture. With the construction sector booming in Kaputa, artisanship in carpentry and joinery was important to build quality houses and other carpentry products people in the district require.

The institute largely seeks to develop skills that change the profile of the district, attitude of people towards life by utilising TEVET skills in identifying business opportunities, skillfully maximising them and creating wealth/jobs from natural endowments in the area. The institute contends that "skills training in different programmes in Kaputa will significantly improve quality of life of skilled individuals, their income generating abilities and building enterprising mindsets in creating jobs/wealth."

TEVET Financing: Mercy Sakala's business Break-through

By Tevet Newswriter



Track delivering chicken feed at Mrs. Sakala's shop in Petauke

Nowadays, everybody wants to acquire education because the knowledge economy demands certain certified competences and skills from entrants into the labour market. People are thus typically getting into education systems for certification or to acquire proven skills. Some acquire skills to find employment while others do it to get practical skills and knowhow to start their businesses. When it comes to Mercy Sakala, she got into a TEVET programme to acquire hands-on skills, attitudes, understanding and knowledge related to poultry management to start her own poultry business. She ventured into rearing chickens immediately after the training.

Mrs. Sakala stepped out and applied herself the moment she finished her TEVET funded training in Poultry Management at Ukwimi Training Institute. She argues that the training provided her leverage to face the business world with a basket of apt abilities, attributes and attitudes to run poultry business effectively. Putting skills into practice is a hurdle to many people, especially when required to utilise the skills for self-employment. In the world of work where supervision applies, many make it with admirable success. The situation is different when you have to self-employ yourself, plan your investment, execute and sustain it.

There are many factors contributing to failure to sustain businesses. When it comes to small and medium enterprises and informal sector businesses, it becomes more complex. Most of the people in this sector have limited business knowhow and access to finance chokes them out. Knowledge has however proven a very valuable asset to meeting other business management requirements. What is paramount in the 21st century business world is: a) knowing the skills that can drive your business, b) how to get them, c) applying them in running the business and d) what the payoff will be. The key, of course, is to know exactly what those skills are, how to get them, and what the payoff will be. It is argued that all businesses have access to an extensive pool of knowledge - whether this is their understanding of customers' needs and the business environment or the skills and

experience of staff. The way an enterprising individual gathers, shares, and exploits this knowledge can be central to his/her ability to successfully develop their business. This does not just apply to huge multinational companies. Knowledge management can benefit everyone from a local newsstand to a manufacturing firm, a fashion designer, a welder and in this case a poultry farmer like Mrs. Sakala.

Where did things start with Mrs Sakala?

Skills empowerment was the starting point for her. She had the desire for Poultry Management but had little knowledge and skills on how to go about it. When a training opportunity emerged under TEVET Fund under Ukwimi Trades Training Institute, Mrs. Sakala was sure that it will be the beginning of actualising her dream. She took the opportunity with determination to start the poultry business from the skillful and knowledgeable vantage point to enable her sustains it.

According to Ukwimi Trades Training Institute, Mrs. Sakala did not only learn, but got involved during training to know practicalities of handling chickens, portioning feed, chicken pen hygiene, costing and other requisites in managing the chicken business. She could jump into the chicken run and mix feed, change water and feed as other learners watched and reluctant to do the practical part. "While other students didn't want to touch 'dirt,' Mrs. Sakala cared less. She surprised us. Very few women have an attitude like hers."

Conversely, TEVETA seeks to skill, reskill and upskill learners with entrepreneurial, technical and vocational savvy to drive individual and national development. To Mrs. Sakala, this seems to have fitted well in her self-employment dream. "I dreamed of working for myself because working for someone limited me financially and in achieving my business goals. When the training for poultry management under the TEVET Fund came my way, I was confident it will make me realise my dream of venturing into poultry business."

Identifying business opportunities

"I identified a business opportunity in poultry as eggs in Petauke came from Lusaka. I knew that's where I had to get involved in business. Coincidentally, TEVET financing came at the same time. I grabbed the training opportunity and did my best to utilise it." Whereas others took the training as "doing it before finding something better to do," with me I did it with a clear mission to start by poultry business. Today some of those I did the programme with get surprised that I took the programme "serious." What I observed from those I did the programme with, most of them do not want to get dirt; for instance, entering the chicken run and caring for the chickens was problematic to

some of them.

TEVET should not be a by-the-way but a driver of economic growth argued Mrs. Sakala. "That's why I took the training dedicatedly and committedly. I utilised every lesson for the good of my business idea to keep chickens as a business rather than a time passing undertaking. Today I am an agent for Starke Aryres, Hybrid, Stock Feeds, Seedco, e-voucher [under government] and other veterinary products."

"Some of the friends I did the training with get surprised that I took the training seriously and started business related to the training. It's like some did the training for the sake of training. I knew what exactly I wanted to use it for. I didn't just go to Ukwimi to pass time. It was a life changing opportunity. I was working for someone before, once I finished the training, I ventured into my poultry as I had acquired valuable knowledge in managing poultry."

Starke Aryres [founded in 1945], one of the companies Mrs. Sakala is an agent described her as "stable and manages profits well." Company representative, shadreck Sakala added that Mrs. Sakala was credit worth and steady in her bank account's financial position, which makes her a qualify for credit facilities from different companies. He however said she needed guidance on business diversification plans to avoid overtrading and risking her businesses. "As our client, we are creating time to talk to her to watch over some risks as she expands."

Credit facilities agro-companies offer are based on credit worthiness and turnover. The credit increases as orders go up. The agents are brand ambassadors. Mrs. Sakala is an agent to different agro-service companies. mentioned above. She also does extension services to educate farmers and secure orders for agro-products. "It's a marketing strategy. I share with them information on crop production, poultry and agriculture in general. I then secure different orders for agro-products at my shops in Petauke and Katete."

"I train cooperatives in rural areas with my workers on poultry management and farming in general. I do it as extension services and get orders in the process since I am an agent for agro-product suppliers in the area. It's my marketing strategy." Mrs. Sakala believes that starting big does not always result into a successful business. It does not grant business sustainability. "If you're committed, visionary and disciplined; capital size or size of business matters less when it comes to business growth and lifespan. Your drive combined with financial discipline will get you going."

Innovativeness earns Senanga youth a scholarship to study Automotive Mechanics

By Tevet Newswriter



Wachila's electric car model that won him the heart of Cheshire Homes nun to sponsor him study Automotive Mechanics

Against a backdrop of uncertainty, financial inadequacies and unprecedented change; a new picture is emerging of the skills and traits for success (and perhaps even simply survival) in the modern era. At the heart of this essential skillset for the future lies creativity. But creativity amid seemingly insurmountable problems ceases to be put in action to many people. Many give up and lament about how unfair life could be to them. Whereas others give up on life, a Senanga youth was never discouraged when no one could sponsor him to study his dream programme –Automotive Mechanics. Wachila Matakala who could not find a sponsor after completing Grade 12 bought 'a toy monkey', which moved on its own. "I bought it to see the engineering behind and tried to remodel [applied principles of reverse engineering] it into a car and assessed if it could work," said Wachila.

"I tried twice and the car could not move. I then added a capacitor to control the current

and changed the power of the motors from 2.5V to 6V because the car operates on an electric model; it needed additional current to make it move.

"I asked myself...what makes the car move? I then bought a toy monkey from a shop. The toy had a motor capable to transfer power to wheels and move the car. Since I used to help my father with electrical works, I had an idea about current and kinetic energy that move things. I thought about the appropriate battery to use to get my dummy car moving. I settled for the motor bike battery. It is the one I am using in the car which persuaded one of the Catholic sisters at Cheshire Homes in Mongu to sponsor me to study Automotive Mechanics at Mongu Trades. I am doing Trade Test level 1."

Wachila earlier enrolled for Trade Test in Power Electrical under the TEVET Fund at Mongu Trades. "I want to combine Power Electrical and Automotive Mechanics to achieve my dream."

"I would appreciate being attached to a garage with a variety of vehicles to sharpen my skills and get more insight into modern motor vehicle mechanics and other knowledge/practical skills I need to modify my dummy car." Wachila said he has been using scanty ideas to get where he had reached with the dummy car. "Being exposed to the motor vehicle industry such as garages or car assembly plants will help me improve on mine and apply similar principles as I open my own garage."

The sister [name withheld for personal reasons] at Cheshire Homes said she was moved by Wachila's intriguing mind and enthusiasm to know more about vehicles and demonstrative actions of his thoughts about motor vehicles. "I thought I should give him chance to achieve his dream." Wachila's wish is to modify his car to enable it move from Mongu to Senanga using electrical mechanisms.

How gender stereotypes are still undermining the capacity of female entrepreneurs

By Tevet Newswriter

In theory, the world of entrepreneurship should be gender-blind. In reality, start-up businesses are judged on whether they survive or fold-up and the same stark definition applies to entrepreneurs themselves. But the discussion around how business people operate in this bruising arena has struggled to detach itself from broader stereotyping around sex.

In popular thinking around entrepreneurship, in the press and in research, certain attributes are presented as “male-only”. These traits associated with building a business include self-esteem, risk taking, autonomous decision making, over confidence, the need for control, resilience, and ego. Put all that together and you have a familiar archetype ...of “a male entrepreneur” contended Lianne Taylor, a Senior Lecturer in Entrepreneurship and International Business, Anglia Ruskin University during the 2017 the Economic Forum.

The trouble is that female entrepreneurship is most commonly described in opposition to these traits. And so a woman who starts a business is expected to show an affinity for collaborative decision making, a focus on service and an aversion to risk. The reliance on this stereotyping does not reflect the reality, and reinforces false ideas about what it takes to start and grow a business.

The truth is that female entrepreneurs strongly identify with so-called “male only” attributes. They use these traits to maximise business opportunities in the same way men do. To properly reflect that, it is down to anyone involved with the entrepreneurial world to proactively change the labels and recalibrate the discussion.

It will not be easy. Female entrepreneurs are even told by their own mentors, by female-only development programmes, and by others not to become like men in order to be successful; not to share the traits associated with male entrepreneurs. This is incorrect and not good for entrepreneurship growth. There are no behaviours that could be regarded as strictly for males that ambitious female entrepreneurs and professionals, either do

not have, or will not pick up en-route to success in a competitive environment.

There is a caveat to this. Women tend to “do better” on programmes that are tailored towards females only, but this may well be because they do not have to worry how to handle stereotypical expected behaviours. The uptake of female entrants into entrepreneurship can be considerably increased if we avoid alienating them with language, expectations and archetypes that make them feel like they are “acting like men” by displaying certain attributes.

Entrepreneurial learning theory – which studies what and how entrepreneurs learn while they explore opportunities – suggests that entrepreneurs with no business experience adopt behaviours that will allow them to be seen as credible and successful. We face the reality that gender differences still permeate research and public perception, and so female entrepreneurs feel the pressure to adapt in order to meet public expectations when dealing with investors and other stakeholders because the stakes are high.

What about when it comes down to emotions? Well, the idea of entrepreneurial emotions such as passion, pride and fear can be misleading. These emotions influence both genders and can be enduring or transient.

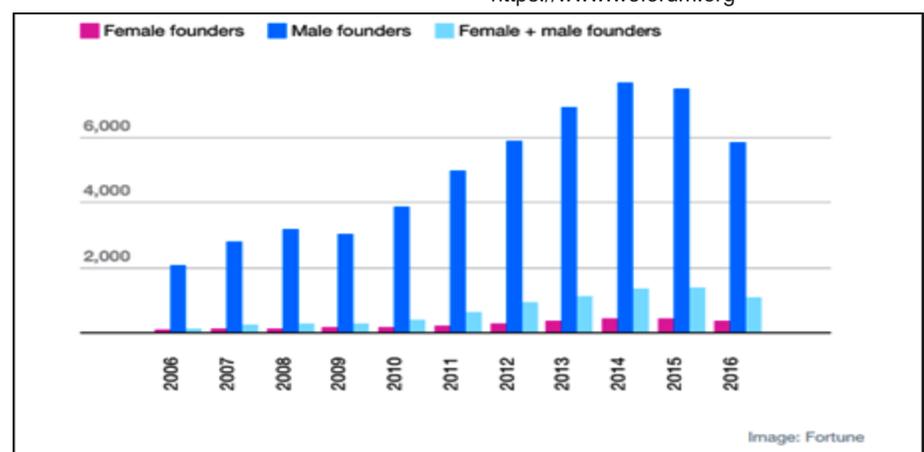
Gender differences in emotions still persist and have a strong influence on the entrepreneurial creation of new businesses (a male entrepreneur's love for his businesses has been shown to be the same as a parent's love for their child). A male's sense of pride might appear greater than a

female's, but neuroscientist Antonio Damasio argues that everyone's decisions are equally influenced by emotions. The context in which entrepreneurs find themselves is critical in this debate.

For example, when family and businesses collide, this might create more vivid anxiety or guilt for women; while male entrepreneurs might display more clearly the same emotions in the failure of a business idea, because the interplay between work and home is less intense.

Attitudes towards risk are also still separated by sex in most discussions. The acceptance of risk is higher in males than females when starting a business. But women who have taken the same financial and business risks as men are largely overlooked among researchers and professionals because they are a smaller group and do not contribute significantly to statistics. It is time to recognise these women, so that we can address the stereotypes here. And at the same time, we can listen to Facebook Chief Operating Officer Sheryl Sandberg on how women can frame and embrace risk.

We cannot flip societal judgements overnight, but we should recognise that entrepreneurial attributes such as ego and high self-esteem, which drive the need to be successful, are not gender specific. Many are guilty of judging a female entrepreneur who puts her business before her family by different standards to those of a male equivalent. A woman who takes a financial risk by putting up the family home as collateral can be deemed to be going against “female-only” entrepreneurial traits, rather than conforming to attributes shared by all fellow entrepreneurs. Courtesy: <https://www.weforum.org>



THE DOUBLE CHALLENGE: ENVIRONMENT PROBLEMS AND JOB CREATION. HOW MUSONDA IS MEETING BOTH CHALLENGES

By Clive Mutame Siachiyako



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Corporate Affairs & Communications (BMC, MSC)

The story of Harrison Musonda is a relative rags-to-riches story with a difference: it is the rags and other household waste that are now bringing Musonda prosperity, and helping the community at the same time. Musonda earns a living by selling litter and recyclable waste as part of the highly successful Manja Pamodzi project, a community-based initiative that has seen parts of Lusaka where the project has been launched cleared of refuse, and recycled material for cash.

Dealing in other people's household waste has always earned the 30-year-old Musonda enough to survive, but since becoming an aggregator for the Zambia Breweries-supported Manja Pamodzi initiative, he has enjoyed a noticeable improvement in his standard of living. His role involves buying litter in bulk from collectors so that he can then process the discarded material into bundles to be sold on to Manja Pamodzi. Thereafter; companies specialising in processing of recyclable materials buy the solid waste and turn into useable material such as tissues and egg trays. It is difficult to believe that Musonda at one time had to survive on picking waste from the dump site; now these days are long gone.

"Before engaging with the Manja Pamodzi project, I met up with some business people who would buy plastic litter in bulk. They would give us K50 a time. Later, I realised that there is value in this waste-picking business. I started selling a kilo for 30 ngwee. I would make between K300 and K500 weekly and I started saving," he says. As fate may have it, in March 2014 he met with some consultants who were conducting feasibility studies on recyclable material. This was a turning point in his life as it meant he could finally move on from his Chunga dumping ground litter-picking business. In 2015, the team came back for the Manja Pamodzi project with Zambia Breweries.

That was the moment when it dawned on him that becoming an aggregator was a way out of the poverty trap which he was in danger of falling into. "I realised that I could engage others and now have about 60 collectors that pick recyclable litter in Chawama, Ngombe and other places in Lusaka."

Manja Pamodzi initiative is supported by Zambia Breweries with the aim of the environmental clean-up and recycling project is to minimise litter that can block drainage system and give rise to disease such as cholera and typhoid, especially during the rainy season. The project is generating enterprise development opportunities and thus alleviating poverty. It is also giving chance to community members to create their own businesses.

The collectors are identified through environmental education campaigns with the emphasis on recycling. The collectors gather polyethylene terephthalate (PET) bottles, cardboard and other recyclable materials from target areas in their communities. "I have grown up in a hard situation. I was a bin scavenger. I was getting food to survive by God's Grace. Then I started visiting the Chunga dumping site, but I was also determined to work hard and make it in life. When I look at litter, I see business: I see money. I started with what I was familiar with...garbage." Musonda hopes he can inspire schoolchildren to keep their environment clean and provide leadership in creating green jobs.

Why green jobs?

Green jobs hold the promise that humankind will be able to respond effectively and fairly to the following two defining challenges of the 21st century. First is averting dangerous and potentially unmanageable climate change and protecting the natural environment which supports life on earth. Environmental degradation, including the pollution of water, land and air, the irreversible loss of biodiversity, the deterioration and exhaustion of natural resources such as water, fertile agricultural land, and fish, is one of the most serious threats facing economic and broader sustainable development. The environmental and health costs already often outweigh the gains from the economic activity causing the damage. Such degradation will be exacerbated by the impacts of climate change, which are already felt globally.

In the medium- to long-term, projected climate change will lead to the serious disruption of economic and social activity in many sectors worldwide. Scientific scenarios for avoiding dangerous and possibly

unmanageable climate change require global emissions of greenhouse gases to peak over the next 10-15 years and then to decline by half until the middle of the century. Stabilising the climate will require a rapid shift to a low carbon world economy.

The second challenge is providing decent work and thus the prospect of wellbeing and dignity for all. Decent work is defined as opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Decent work sums up the aspirations of people in their working lives: opportunity and income; rights, voice and recognition; family stability and personal development; for fairness and gender equality. Ultimately these various dimensions of decent work underpin peace in communities and society. Decent work is central to efforts to reduce poverty, and is a means for achieving equitable, inclusive and sustainable development.

The social challenge of the working poor largely looms, with an estimated 1.3 billion people [over 40 % of the global workforce, and their dependants] live in poverty and insecurity because their earnings are too low and they are relegated to the informal economy. There are 190 million unemployed and tens of millions of young job-seekers cannot find a place in society. The above challenges are closely linked and need to be addressed together. Green jobs are crucial to meeting both simultaneously. Making economic growth and development compatible with stabilising the climate and with a sustainable environmental footprint will require a drastic shift towards clean development and green, low-carbon economies worldwide.

The green jobs and the decent work agendas are mutually supportive and include several interdependent elements, such as rights at work, more and better jobs for women and men, social protection measures, labour protection – in terms of occupational safety and health, migration, laws on wages and working time – and social dialogue, including freedom of association and collective bargaining.

What kind of jobs are green jobs?

Green jobs reduce the environmental impact of enterprises and economic sectors, ultimately to sustainable levels. Green jobs are found in many sectors of the economy from energy supply to recycling [e.g. the case of Musonda above] and from agriculture and construction to transportation. They help to cut energy, raw materials and water

consumption through high-efficiency strategies, to decarbonise the economy and reduce greenhouse-gas emissions, to minimise or avoid altogether all forms of waste and pollution, to protect and restore ecosystems and biodiversity.

How good are they?

Green jobs do not automatically constitute decent work. Many current recycling jobs, for instance, recover raw material and thus help to alleviate pressure on natural resources, but apply a process which is often dirty, dangerous and difficult, causing significant damage to the environment and to human health. Employment in this industry in developing countries tends to be precarious and incomes are low. If green jobs are to be a bridge to a truly sustainable future, then they also must be decent jobs. Decent, green jobs effectively link Sustainable Development Goals that focus on poverty reduction, protecting the environment, and make them mutually supportive rather than conflicting.

Who takes green jobs?

Skills shortages have emerged as a constraint on the greening of economies in industrial and developing countries alike. This is why developing the right skills to ease just transitions is a crucial element in the process. In response to the urgency for greener economies, young persons and workers with the right skills and the ability to learn new ones will be prepared to shift out of declining and into emerging industries.

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.

Just transition to green jobs

Available studies of labour-market dynamics both for sectors and entire economies, suggest that there will be more jobs in green economies. Not everybody will gain from such a change, however. The typically positive job balance from greening an economy is the result of major shifts often within sectors. While some groups and regions are gaining significantly, others incur substantial losses. Therefore, just transitions are needed both for those affected by the transformation to a green economy and also for those having to adapt to climate change.

The industries hardest hit by climate change and those most in need of adaptation are those in developing countries that have historically contributed least to the emissions causing global warming.

The overall balance of available jobs will depend on those created and lost in the sector concerned, such as energy, transport or buildings. Government assistance to both workers and enterprises, including social protection and active labour-market policies, will be a necessary complement in many cases. Meaningful social dialogue will be essential to ease tensions and to arrive at effective cost-sharing and resource allocation.

Vicious to virtuous circle

Inadequate skills development can be the cause of a vicious downward circle of low skills, low productivity and low income. If

quality education and training is unavailable, the working poor will remain trapped in low-skilled, low-productive and, as a result, low-wage jobs. Many of these jobs can be found in informal economies in developing countries. In developed economies, disadvantaged groups such as migrant workers, people with disabilities or older workers can suffer similar constraints. Lacking access to skills development excludes workers from participating in economic growth and social development.

However, more and better skills can turn this vicious circle into a virtuous circle, leading to better and more productive jobs. Improved and more widely available skills enable individuals, enterprises and society to innovate, adopt new technologies, and diversify the economy. Skills to develop, adopt, implement or adapt new technologies, such as improved home insulation or decentralised renewable energy supply systems, are essential to address the opportunities and challenges of low-carbon economies. Skills fuel technological change, investment, diversification of the economy and contribute to the competitiveness of enterprises and industries. Skills development, therefore, is a leverage to boost job quantity in growing sectors and job quality through more productive and sustainable enterprises and through improved working conditions and worker employability.

Towards more and better green jobs

Low-carbon economies require skills development policies addressing all three objectives. Yet, the third objective is particularly relevant for economies striving to prepare for the future by reducing their ecological footprint. The responsible reaction to climate change is to shift to low-carbon, less resource and energy-intensive, and more sustainable, ways of production and consumption.

First, effective response strategies by enterprises to update skills and to link them to longer-term business strategies help prepare businesses to take advantage of upcoming opportunities, for instance through improved recycling, which mitigates greenhouse gas emission and reduces resource scarcity.

Second, forward-looking national development policies and strategies can include the greening of jobs and economies. Sustaining a dynamic development process implies anticipating where economies will be competitive and developing the skills needed to encourage new investments and adoption of new green technologies. The key to curbing skills shortages is a forward-looking approach, having a vision of the opportunities and challenges ahead and anticipating the skills needs of the economy to reap potential benefits (in terms of quality jobs and environmental sustainability) and address the challenges (of increased international competition or climate change) wisely.

Implications for greening economies

The first objective is to meet new skill needs as part of mitigation and adaptation efforts. New skill needs will arise due to policy changes or due to environmental changes themselves, as well as to policy responses to ease adjustment to them. The current skills sets available in labour markets might no longer match demand regarding pollution control or emission trading. Upskilling of workers, opportunities for lifelong learning, and updated education and training need to be provided. The greening of current occupations is expected largely to outnumber the need for new occupations. Core skills portable from one work place to another become increasingly important when economies are in transition. While much of the attention focuses on technology, experience demonstrates that the weakest link in the production chain will determine the performance that can be attained. Without qualified entrepreneurs and skilled workers, the available technology and resources for investments cannot be used or cannot deliver the expected environmental benefits and economic returns.

It is also important to support a fair transition to more sustainable production. Shifting economies towards greener ways of production entails that jobs in declining sectors, such as coalmining, are lost. Supporting a fair transition of displaced workers to more sustainable production requires retraining and effective employment services. Active labour-market policies can help bridge the employment gap and aid transition from one job to another. It is also necessary to create dynamic and sustainable development. New technologies and production processes for low-carbon production, reduced pollution and improved energy and resource efficiency require anticipation of skills needs. Therefore, governments need instruments to forecast skills needs. Also they need institutions and feedback mechanisms to ensure that the information is translated into training systems, so that training offers can be adjusted accordingly.

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<http://eepurl.com/cuQM5P>

APPROVED CURRICULA

No.	PROGRAMME
A	Diploma/Technologist Programmes
1.	Diploma in Aeronautical Electronics Engineering
2.	Diploma in Agri-business Management
3.	Diploma in Agricultural Journalism
4.	Diploma in Air Traffic Management
5.	Diploma in Aircraft Maintenance Engineering
6.	Diploma in Animal Health
7.	Diploma in Architecture
8.	Diploma in Auditing - Local Government
9.	Diploma in Automotive Technology
10.	Diploma in Biomedical Engineering Technology
11.	Diploma in Building Construction Works Monitoring & Mgt;
12.	Diploma in Business Administration
13.	Diploma in Community Based Work with Children and Youth
14.	Diploma in Community Development Studies
15.	Diploma in Computer Studies
16.	Diploma in Computer Systems Engineering
17.	Diploma in Creative Digital Media
18.	Diploma in Dairy production
19.	Diploma in Electrical Technology
20.	Diploma in Fire Rescue Services
21.	Diploma in Forestry
22.	Diploma in Geoinformatics
23.	Diploma in Heavy Equipment Engineering
24.	Diploma in Hospitality Management
25.	Diploma in Human Resource
26.	Diploma in Instrumentation
27.	Diploma in Journalism
28.	Diploma in Legal and Industrial Metrology
29.	Diploma in Library Studies and Information Sciences
30.	Diploma in Local Government Administration
31.	Diploma in Local Government Finance
32.	Diploma in Mechanical Technology
33.	Diploma in Meteorology
34.	Diploma in Natural Resource Management
35.	Diploma in Paralegal Work
36.	Diploma in Pharmacy
37.	Diploma in Physiotherapy
38.	Diploma in Production management
39.	Diploma in Radiography
40.	Diploma in Radiotherapy
41.	Diploma in Records Management
42.	Diploma in Rural and Urban Management
43.	Diploma in Science Lab Technology
44.	Diploma in Secretarial and Office Mgt
45.	Diploma in Social Work

A	Diploma/Technologist Programmes
46.	Diploma in Technical and Vocational Training
47.	Diploma in Travel and Tourism
48.	Diploma in Ultra Sound Technology
49.	Diploma in Urban and Regional Planning
50.	Teacher's Diploma in Art and English
51.	Teacher's Diploma in Music and English
52.	Teacher's Diploma in Psychosocial Care and Protection
53.	Vocational Secondary Teacher's Diploma (Design and Technology)
B	Advanced Certificate/Technician Programmes
1.	Advanced Certificate in Assaying
2.	Advanced Certificate in Automotive Engineering
3.	Advanced Certificate in Building Construction
4.	Advanced Certificate in Computer Studies
5.	Advanced Certificate in Electrical Engineering
6.	Advanced Certificate in Food Production
7.	Advanced Certificate in Heavy Equipment Repair
8.	Advanced Certificate in Hospitality Management
9.	Advanced Certificate in House Keeping Studies
10.	Advanced Certificate in Instrumentation
11.	Advanced Certificate in Land Surveying
12.	Advanced Certificate in Mechanical Draughting
13.	Advanced Certificate in Mechanical engineering
14.	Advanced Certificate in Mechanical Engineering for Production
15.	Advanced Certificate in Metal fabrication
16.	Advanced Certificate in Mining
17.	Advanced Certificate in Printing
18.	Advanced Certificate in Refrigeration and Air Conditioning
19.	Advanced Certificate in Science Laboratory Technology
20.	Advanced Certificate in Secretarial and Office Mgt
21.	Advanced Certificate in Secretarial and office Management Legal
22.	Automotive Technician to HER Technician (Bridging Course)
C	Craft Certificate /Certificate Programmes
1.	Certificate in Agricultural Journalism
2.	Certificate in Child and Youth Care
3.	Certificate in Community Based Natural Resource Mgt.
4.	Certificate in Community Based Work with Children and Youth
5.	Certificate in Community Development Studies
6.	Certificate in Computer Studies
7.	Certificate in Computer Systems Engineering
8.	Certificate in Co-operative and Agri-business Management
9.	Certificate in Dairy production

APPROVED CURRICULA

C Craft Certificate /Certificate Programmes	
10.	Certificate in Food and Beverage Service
11.	Certificate in Food Production
12.	Certificate in Front office Operations
13.	Certificate in General Agriculture
14.	Certificate in House Keeping and Laundry Studies
15.	Certificate in Human Resource Management
16.	Certificate in ICT for Visually impaired
17.	Certificate in Internal Auditing
18.	Certificate in Library Studies and Information Sciences
19.	Certificate in Livestock Production
20.	Certificate in Local Government Administration
21.	Certificate in Local Government Finance
22.	Certificate in Mechanical Transport Administration
23.	Certificate in Photo Journalism
24.	Certificate in Print Media Journalism
25.	Certificate in Retail Management
26.	Certificate in Science Laboratory Technology
27.	Certificate in Secretarial and Office Management
28.	Certificate in Social Work
29.	Certificate in Specialised News Writing
30.	Certificate in Television Journalism
31.	Certificate in Wildlife Safari Canoe Guide
32.	Certificate in Wildlife Safari Canoe Guide
33.	Certificate in Wildlife Safari Walking Guide
34.	Certificate in Wildlife Safari Walking Guide
35.	Craft Certificate in Assaying
36.	Craft Certificate in Auto Electrical and Electronics
37.	Craft Certificate in Automotive Mechanics
38.	Craft Certificate in Bricklaying and Plastering
39.	Craft Certificate in Carpentry and Joinery
40.	Craft Certificate in Design Cutting and Tailoring
41.	Craft Certificate in Electrical Engineering
42.	Craft Certificate in Electronic Equipment Maintenance and Repair
43.	Craft Certificate in Electronics and Telecommunications
44.	Craft Certificate in Fitting
45.	Craft Certificate in Gemstone Cutting and Polishing
46.	Craft Certificate in Heavy Equipment Repair
47.	Craft Certificate in Instrumentation
48.	Craft Certificate in Jewellery Manufacturing
49.	Craft Certificate in Machining (Mechanical Craft)
50.	Craft Certificate in Metal fabrication
51.	Craft Certificate in Mineral Processing
52.	Craft Certificate in Painting, Decorating & Graphics
53.	Craft Certificate in Plumbing
54.	Craft Certificate in Refrigeration and Air Conditioning
55.	Craft Certificate in Rigging
56.	Craft Certificate in Water Supply Operations
57.	Craft Certificate in Welding
D Trade Test Certificate Programmes	
1.	Trade Certificate in Baking Level I
2.	Trade Certificate in Band Leadership Level I
3.	Trade Certificate in Band Leadership Level II
4.	Trade Certificate in Band Leadership Level III
5.	Trade Certificate in Basic Coaching Level I
6.	Trade Certificate in Basic Coaching Level II
7.	Trade Certificate in Basic Coaching Level III
8.	Trade Certificate in Beekeeping Level III
9.	Trade Certificate in Bricklaying and plastering Level I
10.	Trade Certificate in Bricklaying and plastering Level II
11.	Trade Certificate in Bricklaying and plastering Level III
12.	Trade Certificate in Cable Handling Works Level III
13.	Trade Certificate in Carpentry and Joinery Level I
14.	Trade Certificate in Carpentry and Joinery Level II
15.	Trade Certificate in Carpentry and Joinery Level III
16.	Trade Certificate in Community Based Natural Resource Scouting Level I
17.	Trade Certificate in Computer Studies
18.	Trade Certificate in Computer Studies Level III
19.	Trade Certificate in Copper Solvent Extraction Operations Level I
20.	Trade Certificate in Counter Current Decantation Level I
21.	Trade Certificate in Crushing Operations Level I
22.	Trade Certificate in Design Cutting and Tailoring Level I
23.	Trade Certificate in Design Cutting and Tailoring Level II

D Trade Test Certificate Programmes	
24.	Level III
25.	Trade Certificate in Dewatering Operations Level III
26.	Trade Certificate in Drilling and Blasting Operations Level I
27.	Trade Certificate in Earth Moving Operations Level I
28.	Trade Certificate in Electrical Engineering Level I
29.	Trade Certificate in Electrical Engineering Level II
30.	Trade Certificate in Electrical Engineering Level III
31.	Trade Certificate in Electronic Maintenance and Repair Level I
32.	Trade Certificate in Electro-winning Level I
33.	Trade Certificate in Fabric Printing Level I
34.	Trade Certificate in Fabric Printing Level II
35.	Trade Certificate in Fabric Printing Level III
36.	Trade Certificate in Filtration Level I
37.	Trade Certificate in Fitness Training Level I
38.	Trade Certificate in Fitness Training Level II
39.	Trade Certificate in Fitness Training Level III
40.	Trade Certificate in Flotation Level I
41.	Trade Certificate in Food and beverage services Level I
42.	Trade Certificate in Food and beverage services Level II
43.	Trade Certificate in Food and beverage services Level III
44.	Trade Certificate in Food Production Level I
45.	Trade Certificate in Food Production Level II
46.	Trade Certificate in Food Production Level III
47.	Trade Certificate in General Agriculture Level III
48.	Trade Certificate in General Hospitality Level I
49.	Trade Certificate in Grinding Operations Level I
50.	Trade Certificate in Heavy Mobile Equipment Operation Level I
51.	Trade Certificate in Heavy Mobile Equipment Operation Level II
52.	Trade Certificate in Home Management Level I
53.	Trade Certificate in Home Management Level II
54.	Trade Certificate in Home Management Level III
55.	Trade Certificate in Housekeeping Level I
56.	Trade Certificate in Housekeeping Level II
57.	Trade Certificate in Housekeeping Level III
58.	Trade Certificate in Knitting Level III
59.	Trade Certificate in Leaching Level I
60.	Trade Certificate in Library and Information Science Level I
61.	Trade Certificate in Metal Fabrication and Welding Level I
62.	Trade Certificate in Metal Fabrication and Welding Level II
63.	Trade Certificate in Metal Fabrication and Welding Level III
64.	Trade Certificate in Para- ecology Level I
65.	Trade Certificate in Piano/Keyboard Playing Level I
66.	Trade Certificate in Piano/Keyboard Playing Level II
67.	Trade Certificate in Piano/Keyboard Playing Level III
68.	Trade Certificate in Plumbing Level I
69.	Trade Certificate in Plumbing Level II
70.	Trade Certificate in Plumbing Level III
71.	Trade Certificate in Professional (Class BE) Driving Level I
72.	Trade Certificate in Professional (Class CE) Driving Level I
73.	Trade Certificate in Professional (Class CIE) Driving Level I
74.	Trade Certificate in Sign Writing Level I
75.	Trade Certificate in Sign Writing Level II
D Trade Test Certificate Programmes	
76.	Trade Certificate in Sign Writing Level III
77.	Trade Certificate in Sports and Events Management Level I
78.	Trade Certificate in Sports and Events Management Level II
79.	Trade Certificate in Sports and Events Management Level III
80.	Trade Certificate in Surface Mining Drill and Blast Operations Level I
81.	Trade Certificate in Tailings Disposal Level I
82.	Trade Certificate in Tour Guiding Level I
83.	Trade Certificate in Water Supply Operations Level I
84.	Trade Certificate in Water Supply Operations Level II
85.	Trade Certificate in Water Supply Operations Level III
86.	Trade Certificate in Wildlife Safari Angling Guide Level III
87.	Trade Certificate in Wildlife Safari Boating Guide Level III



TEVETA
Technical Education, Vocational and Entrepreneurship Training Authority

Technical, Education, Vocational and Entrepreneurship Training Authority (TEVETA)
Birdcage Walk, Longacres,
P/B RW 16X, Lusaka, Zambia
Telephone: +260 211 253331-4, 253211
Fax: +260 211 251060
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D Trade Test Certificate Programmes	
88.	Trade Certificate in Wildlife Safari Driving Guide Level I
89.	Trade Certificate in Wildlife Safari Transfer Guide Level III

E Skills Awards	
1.	Skills Award in Artificial Insemination
2.	Skills Award in Beef Production
3.	Skills Award in Beekeeping
4.	Skills Award in Building Works Supervision (New short course)
5.	Skills Award in Case Management
6.	Skills Award in Civil Engineering Construction Processes (New short course)
7.	Skills Award in Community Based Natural Resource Management (CBNRM)
8.	Skills Award in Community Based Research
9.	Skills Award in Community Based Work with Children and Youth
10.	Skills Award in Community Health Management
11.	Skills Award in Construction and Land Surveying (New short course)
12.	Skills Award in Construction Materials Testing (New short course)

E Skills Awards	
13.	Skills Award in Construction Procurement Specialist
14.	Skills Award in Contracts Supervision (New short course)
15.	Skills Award in Culvert Construction
16.	Skills Award in Dairy Production
17.	Skills Award in Dancing
18.	Skills Award in Entrepreneurship Education and Trainer of Trainers
19.	Skills Award in Feeds and Feed Formulation
20.	Skills Award in Fish Farming
21.	Skills Award in Horticulture
22.	Skills Award in ICT for the Construction Industry - CAD (New short course)
23.	Skills Award in Inclusive Training
24.	Skills Award in Meat Processing
25.	Skills Award in MS Project Management
26.	Skills Award in Non-Governmental Organization (NGO) Management
27.	Skills Award in Occupational Safety, Health and Environment
28.	Skills Award in Paralegal
29.	Skills Award in Peer Education
30.	Skills Award in Pig Production
31.	Skills Award in Poultry Management
32.	Skills Award in Preparation of Civil Engineering Contracts
33.	Skills Award in Professional Driving Classes A/A1/B/BE/PrDp
34.	Skills Award in Professional Driving Classes C1/C1E/C/CE/PrDp
35.	Skills Award in Psychosocial Counselling
36.	Skills Award in Public Service Financial Management
37.	Skills Award in Road Condition Survey
38.	Skills Award in Road Construction and Maintenance (New short course)
39.	Skills Award in Social Work
40.	Skills Award in Trauma management
41.	Skills Award in Wildlife Safari Camp Building

TEVETA Mission and Mandate

VISION

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

MISSION

To ensure supply of internationally competitive skilled persons through:

- i) Regulation
- ii) Coordination
- iii) Monitoring and
- iv) Evaluation of Technical Education, Vocational and Entrepreneurship Training (TEVET) service delivery.

Mandate of TEVETA

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

For further information contact:

The Director General

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