

A Publication of the Technical Education, Vocational and Entrepreneurship Training Authority



HIGHER QUALIFICATION AUTHORITY TO BRING SANITY TO TRAINING-PRESIDENT SATA

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TEVET NEWS

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The editor welcomes
contributions on the TEVET
sector from the public and
affiliate institutions.



Welcome to our third edition of the TEVET Newsletter for 2012. The third quarter was exciting in a number of fronts. We had the 17th International Vocational Education and Training Association (IVETA) conference in Malawi under the theme: "Human Resource Development for poverty reduction."

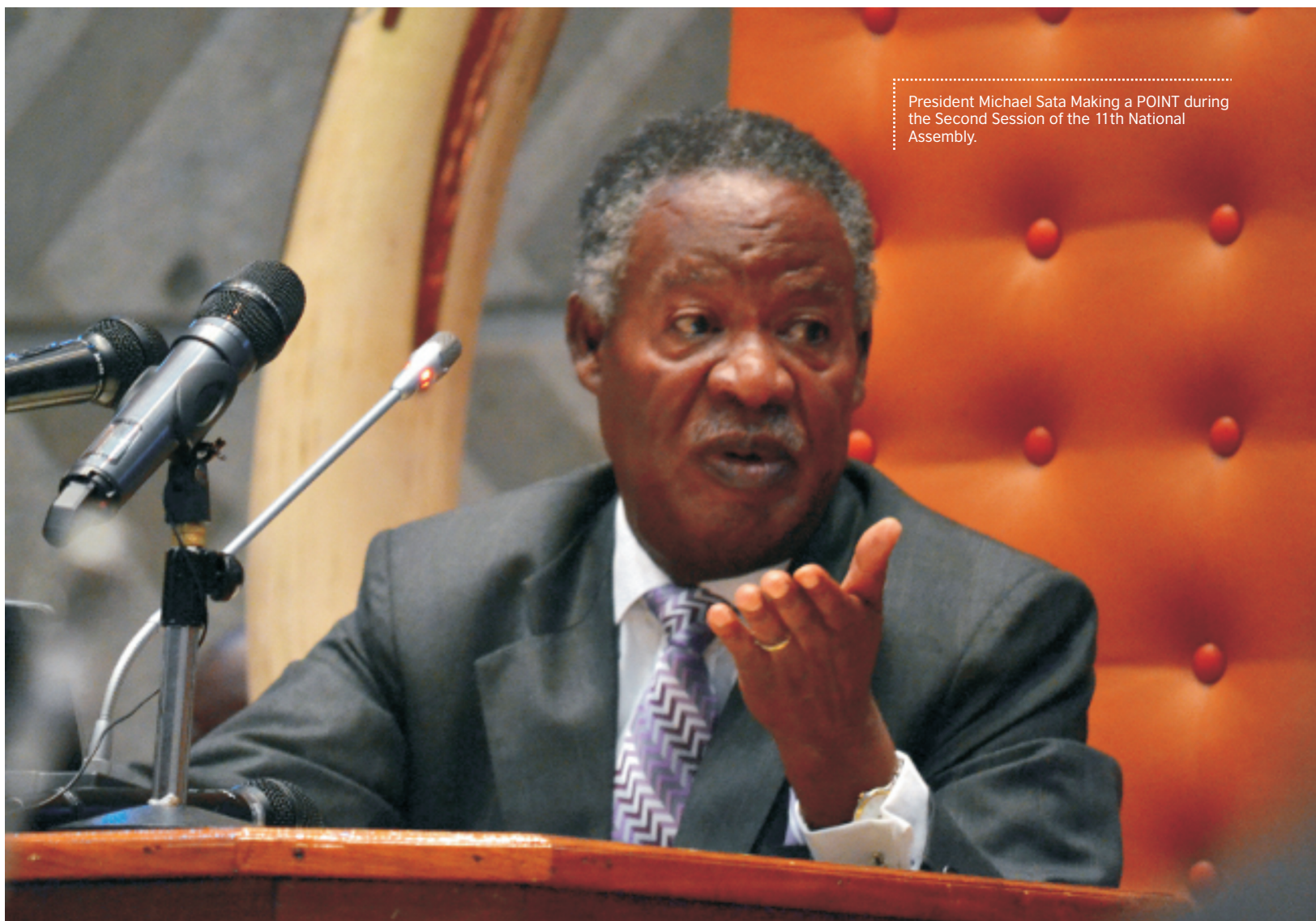
We also welcome the new TEVETA Director General, Eng. David Chakonta. We congratulate him for his appointment and wish him God's wisdom as he heads the TEVET sector which is the driver of productivity.

The Conference interrogated diverse means of eradicating poverty through human resource, looked at the development from international perspectives on technical and vocational education and training (TVET), facilitated the sharing of experiences and best practices in the broad TVET system globally and nationally, and promoted recognition, interest and commitment in TVET as a cornerstone for any country's economic growth.

In our continued effort to guide youths on career options, we partnered with Junior Achievement Zambia, Image Promotions and the Ministry of Education, Science Vocational Training and Early Education in hosting the 2012 Career Expo. The Expo was an opportunity to provide pupils with a wealth of information on available career options, learning pathways and available institutions in TEVET and other training systems which they could go to pursue their careers. It also exposed pupils to real expectations of the industry from them.

The TQF, TEVET Learnership Scheme, Workplace Based Learning, Open, Distance and Flexible Learning, and School Based Vocational Training pathways continue to provide the fundamental pillars of the TEVET systems in Zambia. The School Based Vocational Training is leading to a TEVET Qualification or national short course based Skills Award.

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



Higher Qualification Authority to bring sanity to Training - President Sata

By TEVET Newswriter

President Michael Sata said government is completing the formation of the Higher Qualification Authority (HQA) to enhance quality and standardise qualifications in the country, especially with the entry of the private sector in the provision of university education.

And the President said technical and vocational education and training (TVET) was very important in meeting national targets in the creation of employment and youth empowerment.

Speaking during the Second Session of the 11th National Assembly, Mr. Sata said real development could not be achieved without quality TVET skills.

“Education, skills development, and science and technology are key to improving the productivity of our people and facilitating national development.

Guided by the government policy, we have commenced the review of the education policy and the education act of 2011.....government is also working on the higher education authority bill so as to augment the national qualification framework.”

“Government appreciates the initiatives taken by the private sector to establish universities and other tertiary institutions of learning across the country. I am however, concerned with the quality of education that is being offered in many of these institutions. Therefore, there is need for a regulatory body that will ensure conformity to acceptable national and international educational standards. Accordingly, I am directing the responsible minister to work on the establishment of an educational regulatory body to monitor and improve standards,” said the President.

Mr. Sata added that government had accelerated the construction of new trades training institutions that were being constructed in Kalabo, Milenge and Isoka, while rehabilitation and expansion works had continued in a number of training institutions across the country.

He said construction of other institutions in Lundazi, Sesheke and Mumbwa would commence before the end of the year. Additionally, substantial funding was released towards rehabilitation of school infrastructure.

President Sata further said in order to improve the quality and relevance of education, the curriculum had undergone review. He said the new curriculum would integrate both academic and vocational training to facilitate the acquisition of skills to enable students be self-employed when they could not secure formal employment. Another key aspect of the curriculum would be the inclusion of entrepreneurship training.

TEVETA, Evelyn Hone and Ballyfermot College Partner to Introduce Digital Media Programme

By TEVET Newswriter

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Meanwhile, Ballyfermot College of Further Education Deputy Principal, O'Brien Diarmuid said digital media played a critical role in digitalising the Irish economy; create employment for a number of graduates in the animation industry and establishment of large animation centres for World Disney.

Mr. Diarmuid said the digital media programme allowed learners to explore their creativity, innovate to make digital media products and create sizeable creative ventures to produce and supply such products to digital media consumers or those who provide them to their clients.

Rationale for Digital Media Programme

Digital Media is central to the creative economy and a key component of ICT with significant potential to generate income, create jobs and to promote social and economic development contributing both directly and indirectly to poverty alleviation. Currently, no programme in Digital Media exists in Zambia.

The establishment of a Digital Media Diploma programme at Evelyn Hone College (EHC) will support the emergence of a sustainable indigenous Digital Media industry in Zambia. This teaching and learning-led Education proposal was initiated by Evelyn Hone College (EHC) within an existing partnership with Ballyfermot College of Further Education (BCFE).

As an achievable results-focused project of immediate and long term value, this proposal is consistent with Zambian National 5th and 6th Development Plans and UNCTAD Creative Economy Report. It will establish a Digital Media programme accredited to the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) and build capacity at Evelyn Hone College.



LR: Evelyn Hone Principal Sam Kangwa, Dr. Phiri, Science and Vocational Training PS Dr. Patrick Nkanza and TEVETA Former Director General David Chakonta during the Consultative Meeting.

Ballyfermont College Vice Principal during the Consultative Meeting on Digital Media.

TEVETA, Evelyn Hone College of Applied Arts and Commerce and Ballyfermot College of Further Education of Ireland have partnered to introduce a three-year-Diploma programme in Digital Media, as part of an initiative designed to develop a skilled labour pool that drives the growth of Zambia's Creative and Cultural Industries.

The programme would offer technical, artistic, personal, social, and entrepreneurship education and training with a focus on problem-solving and project based learning to equip graduates for the challenges of work in the emerging globalised digital media industry.

The programme would be partially funded by the Ministry of Foreign Affairs of Ireland through Irish Aid and Zambian government through Evelyn Hone College.

Officiating at the Consultative Meeting for the introduction of the programme, Minister of Education, Science, Vocational Training and Early Education, Dr. John Phiri recommended the three institutions in the partnership and the Ireland government through Irish Aid for supporting TEVET in Zambia.

Dr. Phiri said government attached great importance to TEVET because it was part of solution to youth unemployment. He added that Digital Media was central to the creative economy and was a key component of ICT with significant potential to generate income, create jobs and promote social and economic development contributing both directly and indirectly to poverty alleviation.

"We believe that once Digital Media Programme is introduced in Zambia, it'll empower Zambian graduates to shape the emerging digital industry and determine its contribution to cultural, economic and social development of this country. Secondly, graduates of the proposed Digital Media Programme will have the skills and qualifications to find employment and to create small start-up businesses in multimedia, web and design industries. The graduates can also create employment through designing computer games which can be marketed and sold," the Minister stated.

Dr. Phiri appealed to stakeholders invited to the Consultative Meeting to share knowledge and experiences about the current status of the Zambia creative industry and digital media in particular. "We need your valuable input to enable effective introduction of Digital Media Programme in Zambia."

And Irish Aid representative, Anna Anamela said the programme would ease the digital migration countries globally were implementing as it would enable Zambia manage its digitalisation process effectively.

Ms. Anamela said the programme would facilitate digital migration and creation of a strong skill base for managing the process; facilitate global compatibility to new media systems; facilitate technological transfer; strengthen ICT value chains; and creation of innovative employment.

Worldwide, there is an increased recognition that the creation of additional employment (among other things) depends on the skills level and competencies of the country's citizens. There's thus an increasing focus on creating an enabling environment for the TEVET sector to grow.

Zambia too places great emphasis on technical education and vocational and entrepreneurship training (TEVET). Minister of Education Science Vocational Training and Early Education, Dr. John Phiri said TEVET was crucial in employment promotion, income growth and wellbeing of citizens.

Speaking during the 55th TEVETA Board meeting, Dr. Phiri noted that "improved productivity, innovation and entrepreneurship; infrastructure development and maintenance; local value addition of the natural endowments; and good governance, unity and national security are anchored and strengthened by the kind of human capital the country possesses."

He added that TEVET supported trade expansion underpinned by modern technology and appropriate technology driven industrialisation; social-economic equity and empowerment; and climate change impact resilience and adaptation capacity in any economy.

"Whatever successes TEVETA and the TEVET sector score on any one or a combination of these performance indicators will confirm and justify your role as a Board," Dr. Phiri urged the TEVETA Board members in his keynote speech with the theme "WHY TEVET."

Why TEVET? Government Spells out Expected TEVET Contributions to Economy

By TEVET Newswriter

The Minister said Zambia's Labour Force Population Statistics showed that age 15 years and above were economically active and were available to perform the activities that define and drive national development and wealth creation.

"This is the population that will demand TEVET services of one form or another throughout their working lives."

A Labour Force Survey by the Central Statistical Office and Ministry of Labour and Social Security (then) produced the following statistics among others:

- a. 30 percent of the labour force population of 5,003,871 comprised youths (age group 15 to 24 years);
- b. Age group 15 to 44 years accounted for 70 percent (3,975,554) of the total labour force population;
- c. 72.6 percent of employed persons resided in rural areas;
- d. Educational attainment levels:
 - i. 14.9 percent (2,168,526) of the total labour force population had never been in school;
 - ii. 43.3 percent had educational attainment levels of between Grade 1 and 7;
 - iii. 37.3 percent between Grade 8 and 12;
 - iv. 4 percent A level education;
 - v. And 0.5 percent Degree level education;

- e. Out of a labour force population of 4,606,846 persons that were employed, 92.9 percent had not received any (formal) skills training;
- f. Of a total of 4,606,846 persons that were employed, 89 percent (4,095,508) were in informal employment.

On the country's education and training system, the Minister said it was characterised by:

- a. High enrollment rate at primary education (98%),
- b. Low progression rates from primary to secondary education (50%),
- c. Severe limitation on access to tertiary education and training (6%),
- d. High number of primary (formerly Basic) Schools (9,000),
- e. Low numbers of Secondary School (650),
- F. Secondary Education (post primary) is predominantly academic,
- g. 75 percent Trades Training Institutes are located in the mainly in the urban Copperbelt, Lusaka and Southern Provinces. Total enrollment in technical and educational training centres is at 35,000 only,
- H. Only three public Universities, with a combined enrollment of about 30,000.

TEVETA, Evelyn Hone and Ballyfermot College Partner to Introduce Digital Media Programme

By TEVET Newswriter

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The curriculum will be innovative combining high level technical and artistic skills with understanding of development and global issues. It will empower Zambian graduates to shape the emerging digital industry and determine its contribution to cultural, economic and social development.



Creative and Digital Media Products

The Creative and Digital Media products include:

- i. Animations
- ii. Design for creative interactive media like games art and design
- iii. Media design (music, visual arts etc)
- iv. Digital Media design (internet, mobile)
- v. Television programmes, film and "soaps" design
- vi. Advertisements and documentaries

Potential impacts and benefits

Digital Media is a central part of the creative industries which has been recognised as having significant and multi-faceted potential to contribute to economic, social, cultural and sustainable development. Digital Media will both produce creative products and support other creative industries in Zambia. It is an

enabler, facilitating the promotion of other creative work thereby, supporting employment.

The Digital Media Programme prepares students for work in multimedia, web and design industries. The emphasis of the programme is on the application of both design and technology.

Graduates of the proposed Digital Media Programme will have the skills and qualifications to find employment and to create small start-up businesses. The programme will offer technical, artistic, personal, social and entrepreneurial education and training with a focus on problem-solving and project-based learning to equip graduates for the challenges of work in the emerging globalised digital media industry.

Why TEVET? Government Spells out Expected TEVET Contributions to Economy

By TEVET Newswriter

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Dr. Phiri said the consequence of the above situation was: i. learners left the schooling system without neither technical nor vocational skills; ii. and the education system prepared candidates for examinations, in contrast to preparing them for the world of work; iii. thus learners that could not progress in the school system nor gain access to skills training were discharged into the growing pool of unemployed and unemployable youths.

"The high number of unskilled youths and youth unemployment is retarding our progress towards having an empowered generation. Youth unemployment could be a source of social discontent as youths have little chance of securing employment in modern industry; leading to a severe

- education
- b. Introduction of a dual-learning path at 8-12, consisting of the "academic" and "vocational" learning pathways. The introduction of the dual-learning path among other things was aimed at:

Giving basic competences to youths maturing for labour market entry, who might drop out at Grade 9 (although the primary aim is to provide career choices. These can enter TEVET through learning pathways leading to Trade test Certification.

It will also require the establishment of strong linkages between secondary schools and vocational training centre level TEVET institutions.

Vocational Training Centres will provide their facilities for skills training to Grade 8-12 learners in secondary schools within the geographical location of the Vocational Training Centre.

Vocational courses in secondary schools will lead to formal qualifications. Learners will have flexibility for "vertical progression" and "horizontal movement" in and between education and skills training.

- c. Greater integration between the schooling curriculum and skills training. The integration would create:

Flexibility in learner movement between the education and skills training systems will have to be premised on a revised curriculum for secondary education

The curriculum in primary education will also need review in order to prepare learners for the choices available at post-primary levels. TEVETA will be a key stakeholder in this integration initiative.

- d. Greater collaboration between industry and skills training centres, through a dual-training system. Through collaboration;

Learners will have the opportunity for training both in vocational training centres and in industry. The component of industry-based training must be credited and

contributes in equal proportion to the final qualification

- e. Recognition of work-based learning through an improved certification system.

It is recognised that youth acquire skills through different ways, including work in both the formal and informal sectors. However, competencies acquired through work-based learning are not always certified. The Trade Test System is being improved to provide for certification of competencies acquired through work, in both the formal and informal sectors.

The improvement is being done through introduction of Recognition of Prior Learning Assessment, use of Skills Awards to recognise the smallest units of learning recognisable in the labour market, combined with promotion of Workplace Based and Project Site Based Learning Pathways. Access to training and certification based on acquired competencies, rather than place of learning, will provide for increased numbers of youth with national certification, leading to improved marketability of their skills.

- f. Establishment of mechanisms for industry participation in skills development;
- G. And expansion of enrollments on all TEVET Learning Pathways or Training Systems.

Dr. Phiri further said government had four (4) generic objectives cutting across the whole education system from early education to tertiary education, with TEVET being part of the tertiary education.

"Our strategic objectives for TEVET include: increasing access and participation; improving quality of education system and thereby ensure output of competent graduates; improving the efficiency and effectiveness of the education system; and ensuring equity of access, participation, and provision of education."

"As principal agent for the governance of TEVETA, the question that should pre-occupy your thoughts and your actions should be "WHY TEVETA?" to our collective and national aspiration of becoming an upper middle income nation by 2030," he urged the TEVETA Board.

Fourth from the Left, Dr. Phiri poses for a photo with TEVETA Board members after the 55th TEVETA Board Meeting.



mismatch between available jobs and competencies of the workforce," the minister added.

He said it was for these reasons that government was introducing the two-tier education system for Zambia, a reform which was meant to improve skills development for the young generation.

The Minister highlighted the reforms in the education system which government had decided to implement as follows:

- a. Re-introduction of the 7-5 school system and phasing out the 9-3 system. This is due to the fact that; current basic schools were an extension of the previous primary schools, without the necessary investment in appropriately qualified teachers and teaching facilities, current high schools are not sufficiently equipped to offer education which prepares learners for work, low learner achievements, particularly in Sciences and Mathematics, the five-year secondary school system would offer opportunities for learners to acquire life-skills in post-primary

Parents, teachers and professional bodies have a great influence on pupil's career choices. Parents have

First Lady at the TEVETA stand during her tour stands during the 2012 Career Expo.

Dr. Kaseba-Sata added that "school takes a lot of your time, it makes you forget about yourself, forget about social life.... work hard towards your dream career and your life will come later. You are lucky to be

exposed to a number of ICT gadgets; use them to get as much information as you can about career options and grab one that enables you use your hands, intellect, available opportunities."

She said some careers were more demanding than others, thus one should be aware of what they were venturing into for them to put in their best.

"For instance, doing medicine drains you, takes away much of

the best knowledge of their children's interests and abilities. Teachers know pupils' weaknesses and strength in different subjects which are prerequisites for entry into a particular career. Professional bodies have a pool of personnel that pupils interested in particular careers can model after, and can be helped by this pool to walk through their desired career path. Combining parents, teachers, and professional bodies' wealth know-how to engineering pupils into right careers; defines a country's appropriate human resource development pathway. Children's future is too important to be left to luck or chance.

TEVETA Junior Achievement Zambia, Image Promotions and other stakeholders annually

Dr. Kaseba Counsels Pupils, Urges them Choose Careers of Passion.....as TEVETA Participates at 2012 Career Expo

your time, your life and energy. But if you remain focused, you will be a medical doctor in one of the many branches of medicine. You need team work, work with

boys and girls for you to utilise each other's strength to achieve the greater dream of life. Together Everyone Will Achieve More TEAM," she advised them.

Specifically talking about medicine, Dr. Kaseba-Sata who is as an Obstetrician and Gynecologist by profession, said those who intended to pursue medicine should learn to love sciences and mathematics, be inquisitive and hardworking.

"If you're skirmish, medicine is not for you. You have to be focused, hardworking and committed to long term training for you to successfully pursue medicine. You will sacrifice a lot. But the career is satisfactory, it makes you be trustable, you will touch many lives, you'll save lives, nurture them....you'll encounter life challenges and provide solutions.

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There's no dull moment in medicine," she tipped them.

The First lady stated that there were a number of fields within medicine including: research, pharmacy, biomedical, forensic pathology, obstetrics, gynecology etc. which pupils should consider pursuing based on their interest.

Speaking earlier Ministry of Education, Science and Vocational Training and Early Education PS for Science and Vocational Training, Dr. Patrick Nkanza said the careers pupils chose were very important choices of life which were dependent on a number of factors including: the quality of information they obtained, subject combination and inspiration they got from their role models.

Dr. Nkanza urged participants to provide pupils with a wealth of information on various career options, expose them to reality of the industry, and inform them on required subject combinations for each programme to enable them pursue right careers.

"Training providers should provide pupils with good and reliable information on career choices. Be patient with pupils, be flexible with them and help them frame their careers precisely. The information and ear you give them will have a huge impact in their lives," he stated.

Speaking earlier, Junior Achievement Zambia Board Chair (who is also TEVETA Director General) David Chakonta, the Zambian education system was challenged in that most students do not get the opportunity to receive career guidance that was so specific by giving step by step processes in making a good career decision.

Mr. Chakonta said the Careers Expo was thus organised annually by Junior Achievement Zambia and its partners that included: Image Promotions and Ministry of Education, Science, Vocational Training and Early Education and TEVETA so that pupils could benefit from personal interactions with a wide range of professionals to guide them in their desired career choices.

Junior Achievement Zambia is a private sector led non-profit organization committed to impacting young people with entrepreneurship, financial literacy and workforce readiness skills. "It has for the past few years endeavoured to impact young people in Zambian schools with skills that will help them after they leave the school system. Working with the concept of "learning by doing", Junior Achievement Zambia programmes are designed to ensure that students acquired hands-on experiences in our generic range of programmes under three broad thematic areas mentioned above," he added.

Some pupils listening to career tips during the 2012 Career Expo at the New Government Complex.

organise a Career Expo to help tape pupils at the right time and direct them into appropriate career pathways. Speaking during the 2012 Career Expo, First Lady, Dr. Christine Kaseba-Sata urged pupils to gather enough information about the career they were entering into, work hard towards it, remain focused and never use shortcuts.

TEVETA Participates in the 17th IVETA Conference

By TEVET Newswriter

He further said reducing HIV/AIDS was critical to the development of human resource as it reduced the efforts of development national economies were making due to high levels of deaths of some skilled personnel in various sectors of the economy. Mr. Modungwa added that the Conference recognised

"Many processes require specialised skills in managing economies which are not there in some countries; TVET is thus a means through which we can develop them. TVET can ignite and impart our populations with appropriate skills we need to graduate from low income to middle income countries where the majority of us have remained stuck for so long," he stated.

The Conference had the following sub themes: (i) skills growth, employability, green skills and development; (ii) effective human resources development strategies; (iii) employment of vulnerable groups through skills development (women, disabled, HIV and AIDS infected and affected, etc.); (iv) strategies for informal sector development; and (v) options for sustainable financing of human resource development.

IVETA is an organisation and network of vocational educators, vocational skills training organisations, business and industrial firms, and other individuals and groups interested or involved in vocational and training worldwide.

IVETA is dedicated to the achievement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed. IVETA is working to create a new era in communication among vocational educators around the globe. Members include practitioners, researchers and students in the field of vocational education and training as well as institutions, organisations and companies actively engaged in human resource development.

Principal Secretary in the Ministry of Labour, James Kalirangwe speaking during IVETA Conference at Nkopola Lodge

TEVETA participated in the recently held International Vocational Education and Training Association (IVETA) 17th African Regional Conference held in the lakeside town of Mangochi in Malawi.

Opening the Conference, IVETA President for Africa, Abel Modungwa urged governments to invest in the development of strategic training systems for skilling the informal sector and providing relevant skills for the rural poor.

Mr. Modungwa said effective human resource development in technical and vocational education and training (TVET) opened options for sustainable job and wealth creation, poverty reduction and meeting national targets. He added that funding TVET using various strategies was fundamental to the development of adequate and equitable skills in each sector of the economy.

"Our policies in TVET should be appropriate to poverty reduction and relevant to our majority poor, especially those living in rural areas where poverty levels are higher. We also need appropriate training facilities for TVET to attain its rightful role at personal, community, national and regional levels and globally," Mr. Modungwa noted.

TVET as a major tool for raising the livelihoods of many across the world who were impoverished.

The 17th IVETA 2012 Malawi International Conference was under the theme: "Human Resource Development for poverty reduction." It aimed at (i) interrogating diverse means of eradicating poverty through human resource, (ii) developing from international perspectives on TVET, (iii) facilitating sharing of experiences and best practices in the broad TVET system globally and nationally, and (iv) promoting recognition, interest and commitment in TVET as a cornerstone for any country's economic growth.

And Principal Secretary in the Ministry of Labour, James Kalirangwe said the Malawian government (and other governments where IVETA had presentation) valued IVETA's role in skills development and skills training aimed at meeting national targets in poverty reduction, youth empowerment and economic development.

Mr. Kalirangwe added that TVET for "skills for work and for life" provided citizens with more chances in their lives and empowered lives that would have otherwise been marginalised.

Exploring ODL Approaches to Technical and Entrepreneurship training as a tool for informal to formal economic sector migration

Mr. David C. Chakonta - M.Eng(Hons), FEIZ,R.Eng,MIET Director General TEVETA.

Introduction

The concept of informal sector economic activity emerged in the 1970s from a social-economic phenomenon observed in Kenya. Its characteristic feature is the conduct of business activities within the context of domestic and cross-border markets outside the principal pieces of legislation regulating the conduct of the business. Among the key actors of informal sector economic activities are youths and young adults within the age group 15 years to 34 years.



Among the policy responses to the emergence and continued growth of the informal sector, governments in SADC has been introducing and mainstreaming entrepreneurship education and training in the national systems for Technical and Vocational Education and Training (TVET); this measure has been designed to inculcate in individuals aged fifteen years and above, the knowledge, skills and attitudes; associated with technical proficiency as well as entrepreneurship; (individual's ability to constantly search for changes in their environment, evaluate their social economic potential or value, and respond to those

providing opportunities for significant positive impact or benefit to the individual and/or the targeted groups, communities or societies). This development however, has been confined to individuals who enroll in formal government regulated learning institutions, rather than those acquiring life support competences through learning situations provided through actual involvement in informal sector economic activities. Demographically those who acquire skills in the informally represents a significant proportion of the youth and young adult population, which if exposed to quality regulated technical and entrepreneurship training have potential to increase micro or small enterprise productivity and related growth in household incomes as well as consumer spending in a given national or regional economy.

Continued growth in internet technology penetration even through personal communication devices such mobile phones within the SADC region, presents an opportunity to explore use of Open and Distance Learning (ODL) approaches to technical and entrepreneurship training that has potential to facilitate migration from informal to formal economic activities. The use of an annual business plan/venture capital competition in

Zambia has demonstrated that a learner led self-directed open learning provides a hands-on approach to technical and entrepreneurship skills development, which with the addition of a distance learning component should result in a system that should be capable of servicing the needs of informal sector operators. Instead of relying only on the business plan/venture capital competition as the only stimulant for open learning, it would be prudent to also explore use of non-competition based Recognition of Prior Learning assessment approaches.

Evidence of the informal economy

According to Zambia's 2008 Labour Force Report, 90% of a labour force population estimated at about five million were in informal employment; 30% of the labour force population were youths (i.e. age group 15 to 24 years by UN standards), or about 36% (i.e. age group 15 to 34 by Africa Union standards) implying that youths account for a significant of the labour force population, and also represent the majority of first time labour market entrants in need of a TEVET intervention to enable them work and earn sufficient income to support themselves and meet their respective nuclear and extended

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Exploring ODL Approaches to Technical and Entrepreneurship training as a tool for informal to formal economic sector migration

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Delegates at the IVETA Conference pose for a group photo outside Lakeshore Conference Centre at Nkopola Lodge in Mangochi, Malawi.



family obligations throughout their working lives;

The World Bank states that the shadow or informal economy includes all market-based legal production of goods and services that are concealed from public authorities by deliberate intent or otherwise, and result in any of the following: (1) non-payment of income, value added or other taxes, (2) non-payment of social security contributions, (3) inability to meet certain legal labor market standards, such as minimum wages, maximum working hours, safety standards, etc., and (4) failure to comply with certain administrative procedures, such as completing statistical questionnaires or other administrative forms.

Statistics show that official GDP contribution of the shadow or informal economy, (as a percentage of "official" Gross Domestic Product) were: (i) Sub-Saharan Africa - 38.4 percent; (ii) Europe and Central Asia (mostly transition countries) - 36.5 percent; and (iii) Organisation for Economic Cooperation and Development (OECD) countries, - 13.5 percent.

The Africa Development Bank placed the 2010 estimate of the African Middle Class population to consist of about 313 million or 34.3% of the total population for the region. Using an absolute definition of Per Capita Daily consumption of US\$2-US\$20 in 2005 Purchasing Power Parity (PPP) US dollars to characterize the middle class in Africa, the Bank break down the African Middle Class into three (3) sub-categories as follows:

- i. The "Floating Middle class" with per capita consumption levels of between US\$2-US\$4 per day. In 2010 this category accounted for about 61% of the total Middle Class population. The further stated that individuals at this level of consumption, which was only slightly above the developing-world poverty line of US\$2 per person per day, remained largely vulnerable to slipping back into poverty in the event of some exogenous shocks. This category was deemed crucial because it was a hinge between the poor and Lower Middle Class category. This class was considered vulnerable and unstable, but it reflected the direction of change in population structure for Africa through time. (Note: With the majority if not all, earning their incomes from informal sector economic activities)
- ii. The "Lower-middle" class with per capita consumption levels of US\$4-US\$10 per day. This group was reported to live above the subsistence level and was able to save and consume non-essential goods.
- iii. The "Upper Middle Class" this was a group with per capita consumption levels of US\$10-US\$20

per day. This group lived well beyond the subsistence level and had potential

Entry of the highly educated into the informal sector

UNESCO asserts that the relationship between the educational attainment level and income level are correlated because:

- i. the high number of young people of secondary and higher education levels who are obliged to take an informal job in order to enter the world of work have real potential to earn a decent living even though they have had to change their career path.
- ii. the informal sector's absorption of the most qualified young people coming out of the educational system "may be a successful strategy in the medium term with regard to the expansion of the African economy".
- iii. a pro-active, consistent and sustained policy of massive investment by a country in efforts to raise the knowledge and skills levels of informal sector workers and entrepreneurs can have on the economic growth and production of wealth and added value. Especially given the fact that learners are already employed, albeit whether is paid or self-employed as an entrepreneur.

The proposition

TVET interventions should to be part of government's policy incentives of making formal sector participation by the labour force population more attractive than informal sector participation. Therefore, "Strategies for Informal sector development" should be migration facilitation from informal to formal economic activities, where the combination of individual and collective wealth creation at household and national level should foster sustained improvement in the general well-being societies.

An increasingly important aspect of the labour market performance and national competitiveness is the skill level of the workforce. Information on levels of educational attainment is currently the best available indicator of labour force skill levels. These are important determinants of a country's capacity to compete successfully in world markets and to make efficient use of rapid technological advances; they are also among the factors determining the employability of workers." The fact that about 92% of the employed labour force population (Zambia 2008 Labour Force Survey Report) had no formal skills training with respect to the work they doing requires urgent TVET based interventions such as Open, Distance and Flexible Learning (ODFL), and project site based learning.

Skills Competition as Open Learning systems

TEVETA Zambia working industry partners that included a Commercial Bank, the Stock Exchange, the Zambia Development Agency and a business chamber for Micro, Small and Medium Enterprise Associations organised a nation business plan competition. Competition rules and minimal mentoring intervention provided what can be termed a fairly minimally invasive learning environment. The evaluation process of entries included a face to face interview with a judging panel that included finance and banking sector professionals. Groups of students in the top three

slot, demonstrated competences that adequately meet the learning outcomes of the national entrepreneurship curriculum in TVET. Use of an annual business plan/venture capital competition in Zambia targeting TVET and University students has therefore demonstrated that a learner led self-directed open learning system provides a hands-on approach to technical and entrepreneurship skills development, which with the addition of a distance learning component should result in a system that should be capable of servicing the needs of informal sector operators. Inclusion of non-competition based Recognition of Prior Learning assessment approaches should further strengthen this mode of Open learning. Continued growth in internet technology penetration even through personal communication devices such mobile phones within the SADC region, presents an opportunity to explore use of Open, Distance and Flexible Learning (ODFL) approaches to technical and entrepreneurship training that has potential to facilitate migration from informal to formal economic activities.

Process flow or logic:

1. Market various TVET Learning pathways targeting prospective or potential learners within the Labour force population and/or their sponsors using innovative Information, Education and Communication (IEC) Campaigns;
2. Curiosity driven individuals motivated through IEC campaigns to acquire targeted TVET level Knowledge, Skills (i.e. psychomotor and/or cognitive/intellectual) and Attitudes drifts and voluntarily interacts with a purposively designed "Minimally Invasive" TVET learning system with an embedded Minimally Invasive Assessment sub-system;
3. Some Learners who achieve and recognise as such attainment of the set learning outcomes for the "Minimally Invasive" Learning system and who do not wish to progress to the subsequent formal TVET Learning pathways but wish to immediately apply and practice acquired competences (i.e. Knowledge, Skills and Attitudes) would re-enter the labour market/national or regional system;
4. Learners seeking to progress to relevant formal TVET Learning can then proceed successful completion of which can see them also re-enter the labour market or national/regional economy.

Some possible challenges

There is need for assessment and certification on demand systems. The idea might prove to be too new for many stakeholders in the TVET policy value chain, thus it may not receive the support it needs to succeed. The absence of TVET research establishments and programmes to interrogate and validate some of the key expectations of the proposed system is another challenge likely to be faced in implementing the approach.

Conclusion

All economies have a segment of an informal sector. The proportion tends to be higher for developing economies. The sector provides the bulk of informal TVET with respect to the required skills to support individual livelihoods and ultimately contribute to the Gross Domestic Product (GDP).

Minister of Education, Science, Vocational Training and Early Education, Dr. John Phiri said efforts aimed at uplifting the welfare of the youth required various stakeholders' input due to the gravity of the youth challenges in

The minister added that "the current government is a product of our young people's collective resolve to vote for a party that can answer their skills training and employment cries. The BEAR project is one of the platforms that can change the

UNESCO representative from the Harare cluster office, Rosaria Maponga said the organisation desired to support the development of TVET in line with the Sixth National Development Plan, as well as the broader framework provided by the Southern African Development Community protocol on education and training plan of action of the African Union's second decade of education in Africa.

Ms. Maponga said with the challenge the TVET sub-sector was facing, the BEAR

project gave hope to stakeholders in the education sector. The project would build on the steering work government and other partners had already accomplished such as the TEVET reform process which had registered remarkable progress over the last few years, among them the adoption of the reviewed TEVET policy of 1996.

She urged government to consider integrating in the 1996 TEVET policy under review cross-cutting issues of gender equality as they were basic human rights and contributed to every facet of development.

BEAR Project to Help Uplift plight of Youths

By TEVET Newswriter

the country.

Speaking during a validation workshop of the finalisation of preparatory stage of the BEAR project in Lusaka, Dr. Phiri was impressed that the US\$2 million (K10.6 billion) Better Education for Africa's Rise (BEAR) project to be introduced soon was one of the platforms that would help change the lives of the youth in Zambia.

The BEAR project seeks to strengthen technical and vocational education and training (TVET) through increased equitable access to skills and training. The project which is funded by UNESCO will be implemented by TEVETA.

miserable lives of our youths."

Dr. Phiri said he was confident that the project would help address the issues of access to TVET skills as it was Government's policy to ensure that eligible youths had access to quality training. He cautioned the participants deliberating on finalising the preparatory stage of the BEAR project to be mindful of the youth and that government depended on the outcome of the meeting.

BEAR is a five-year project financed by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the government of the Republic of South Korea.

"Inadequate Technicians, Scientists Disadvantaging Economy"

Deputy Minister of Education, Science, Vocational Training and Early Education, David Mabumba has said the low number of technician and science graduates deprived the economy of real development.

Mr. Mabumba added that there was a serious shortage of science based skills in the country, thus government was looking for ways of averting the persistent skills gaps in these programmes by providing incentives for learners pursuing science based programmes and graduates from these programmes to encourage others pursue consider such career pathways.

"Science, technology, innovation, vocational training and skills development are particularly important for increasing Zambia's competitiveness. Government is reforming the education act in order to transform higher education systems as well as technical and vocational training in science, technology and innovation in order

to accelerate economic growth in Africa," Mr. Mabumba stated.

And Mr. Mabumba said government was reforming the Education Act which would lead to the abolishment of the Bursaries

Committee and establishment of the Student Loan Scheme which would benefit all entrants into (both public and private) colleges and universities. "This will provide reliable and sustainable funding system for training, thus help

Cont'd on page 11



“Inadequate Technicians, Scientists Disadvantaging Economy”

meet skills gaps in the economy.”

He added that the Education Act reforms would result into the establishment of the Higher Qualifications Authority (HQA) to regulate university education and colleges offering various programmes outside technical education, vocational and entrepreneurship training (TEVET).

“.....We can't have real development, citizen empowerment, job creation and wealth creation without appropriate technical and vocational skills in the economy. Our benchmarking study in India early this year showed that technical and vocational training played a deep rooted role in empowering citizens even at the grassroots as it enables people use their talent, skills and intellect to improve their wellbeing at household level. Empowerment at household level has a spiral over effect on the whole community,” he stated.

Speaking during the Sixth Graduation Ceremony at Rusangu University where he was guest of honour, Mr. Mabumba said

science, vocational and technical education were priority areas of training by government to achieve national development targets.

“Globally, scientists, technicians and artisans are major drivers of real economic development. Government thus encourages the private sector to invest in science, vocational and technical education in order for the nation to meet economic growth and development targets with ease,” he added.

He said the establishment of the Higher Qualification Authority would harmonise degree qualifications in line with the National Qualification Framework (NQF) and set standards at the higher level of training similar to the one existing in the TEVET sector.

“An increase in private sector participation in offering training at university level requires regulation and monitoring because often some private sector players

are taken by the desire to generate profit and neglect quality. We want to seal those possibilities early enough. We appreciate the private sector participation in offering training at college and university levels, and we want to safeguard the input from all areas in providing skills to our people,” Mr. Mabumba stated.

Meanwhile, Rusangu University Vice Chancellor Dr. Harrington Akombwa said the University was introducing science based programmes in a number of disciplines as soon as it was done with the construction of laboratories and acquiring apparatus in the laboratories, which was earmarked for completion in the second quarter of 2013.

Rusangu University, formerly known as Zambia Adventist University, is a private coeducational Christian university based in Rusangu Mission near Monze in Zambia. It is owned and operated by the Seventh-day Adventist Church.

RISK-TAKING: A virtue entrepreneurs should possess to thrive, get rewards of being enterprising

By TEVET Newswriter

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Previous articles on entrepreneurship highlighted on the Essential Attributes of Successful Entrepreneurs. In the last article which appeared in the TEVET News of October-December 2011, we explored Systematic Planning and Monitoring and their importance to an Entrepreneur. This quarter's article builds up from the previous ones, with a focus on Risk-Taking, an essential attribute of successful entrepreneurs.

Risk taking is a central facet to the entire process of entrepreneurship. An entrepreneur needs to have the risk taking ability and should not be risk averse; due to the fact that one can get rewards only when they undertake a risk. “If there is no risk, there can be no reward.” Entrepreneurship is basically a risk process. Establishing a new business, creating a new job or pursuing a new and creative idea/opportunity is all risk. For instance, setting up an enterprise involves risk. The risks can come from many sides; firstly there is a huge risk as far as the performance of the enterprise goes. Secondly, the final outcome of any enterprise is a profit or a loss for any given financial year. Profits are a good sign for any enterprise. However, there is a risk element

even in the case of profits, one must understand that profits are the only form of remuneration for any entrepreneur i.e. the rewards enjoyed by the entrepreneur are only in terms of profits, unlike any ordinary employee he does not get paid a fixed salary.

Profits are dependent on how the enterprise perform and thus can vary from time to time. The entrepreneur has to undertake this risk of varying profits. On the other side, there is a possibility of a loss; in this case the entrepreneur has to bear the losses out of his own personal assets. The loss results in the entrepreneur having lost money instead of earning it. The entrepreneur has to safeguard him/herself from all these risks and manage to run the enterprise in the face of all these adversities.

Generally, entrepreneurship is risk. This is so because entrepreneurs take a risk to leave their secure careers/jobs to create new business ventures, when many people opt for a secure source of income for their livelihood than risk being entrepreneurs. Entrepreneurs risk unsettling their family bonds and security as they venture into uncertainty of business opportunities as there is the probability of miscalculated opportunity.

The life stories of successful entrepreneurs reveal that they take high risks than the common people. It is their risk bearing attitude that makes them tenacious achiever.

Risk and Risk-Taking

Risk is defined as action taken that makes it

possible for something important or valuable to be destroyed, damaged, or lost.

A risky situation occurs when one is granted with an opportunity to make a choice given a number of possible results or outcomes which are not known and must be carefully evaluated. This risk situation has both potential of loss or gain.

Therefore, an entrepreneur is a calculated risk-taker and not a gambler. Calculated risk can be defined as a risk that has been given thoughtful consideration and for which the potential costs and potential benefits have been weighted and considered. As a risk taker, the entrepreneur has to make decisions in conditions of uncertainty, balancing potential success against potential loss. Uncertainty is defined as risk which cannot be calculated.

Types of Risk faced by Entrepreneurs

An entrepreneur should expect to encounter one or all of the following four types of risk;

1. Financial risk

This is experienced because entrepreneurs invest their life time savings into the new business venture which they are likely to lose if the venture fails. This is why thorough and systematic planning of the business is important.

2. Job Risk

In the last issue, we looked at corporate branding in general and what training providers can do to position their institutions in their specialty. In this issue, we are looking at how you can brand your own institution.

Branding is a process that allows an individual or a group of individuals the ability to provide a brand image and lettering to an idea. Upon doing so, one has a better chance of selling such items to a broader audience whether that is on a local or global level. Therefore, the old adage "nothing happens until somebody sells something," still stands true to some extent.

Although branding generally identifies the company and philosophies behind same, it can also be representative of those working for such a company. This is a good thing as it generates the right type of audience to the product or service being sold based on personal relationships with those running the company. Therefore, benefiting both the organizations selling the branded product or service and the dealers buying same.

One of the most important steps in selling any product or service is the

belief one holds in the product/service. Therefore, only those who strongly believe in the products and services offered by the institution are going to be good at selling it.

News department in today's world where one is both experienced and knowledgeable when it comes to helping others can be a rare find. As a result, institutions with a strong

How to brand yo Key steps you ca creating your br

By TEVET Newswriter

Otherwise, one may want to work from an advertising or graphic artist perspective in relation to advertising rather than sales when it comes to time to market same.

Another step is to build a brand that maintains loyalty with its customer base and has a strong customer service department. For, having such a

customer base and even stronger customer service department are often more successful than those who do not.

A very important step in marketing a brand is to identify the target audience before creating the logo and lettering in relation to marketing. This is because different age groups

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The fact that an entrepreneur opts to venture into a new business idea and leaves a secure and certain source of security and income offered by a job is a risk in itself.

3. Social and family Risk

The pressures of a new venture cannot be isolated or separated from your family life. No matter what efforts an entrepreneur puts in, these are certain to roll out into the family and home. The support of the family is very critical for an entrepreneur.

4. Mental Risk

This is one of the greatest risks that an entrepreneur is faced with because she/he is continuously thinking of all possible risks that have to be taken and their outcomes. This as a result leads to mental tensions, stress, anxiety and there many effects on individuals.

Dealing with Risk

It is comforting to know that most successful entrepreneurs have travelled down the "risk" lane and have actually offered possible solutions to dealing with it. If you want to venture into ent

repreneurship, it is advisable that you assess your tolerance for risk. Entrepreneurship should not be undertaken blindly or because we have seen others succeed. One might just think that they have done their calculation to avoid risk but it still shows up. The best preparation for these eventualities is self-awareness.

Apart from your own self-assessment, there is need to assess:

- What the main risks are in a new business venture (e.g. unexpected costs, lower than expected sales, failure to secure distribution)
- The probability of the risks happening (this has to be an estimate)
- What would happen if the risks occur cost, cash etc.

It is important to also mention that an entrepreneur has to assess the potential impact on the business of a risk, but also assess the upside (where things turn out to be better than expected).

Globally, the risk taking ability of the entrepreneurs of a country or an economy

is what enables that economy to survive and prosper. Risk taking is important especially for technology related companies. One must remember that there would be no Microsoft or Apple if Bill Gates or Steve jobs respectively would not have undertaken such risks to develop their respective corporations. Again, one must also keep in mind that entrepreneurs are moderate risk takers i.e. they undertake only those projects in which the risk reward ratio is benefiting. Too high risk may be more like a gamble and entrepreneurs do not like to gamble, they would rather invest in an opportunity in which they is a moderate to high chance of success and this success should not be dependent on chance or luck.

Our discussion above shows that Risk greatly influences entrepreneurship. In trying to realise their goals, entrepreneurs have to make certain decisions and take risks.

In our next issue we shall look at Persuasion and Networking as one of the Essential Attributes of an Entrepreneur.

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react differently to a variety of logo and lettering especially as so much is

audience and placing a number of advertisements in as many online and offline advertising venues one can find.

most promising or relevant to your future.

Steps two and three will be the basis for a SWOT analysis (strengths, weaknesses, opportunities, threats) a snapshot of sorts for you to use as a baseline survey for step four. You assess your position in the market through research or simple online inquiry or Facebook. Through Facebook, you can assess the number of complaints you receive a given time or sent your clients a simple questionnaire. Or you can do a baseline based on people's perceptions about you through the media (positive and negative publicity), and listen what stakeholders say when you are on the bus, having a drink or partying.

4. **Discover your current brand.**

Determining where you are today...what your current brand looks like...is critical to developing your brand strategy. Your brand essence will serve as your measuring stick in evaluating your marketing strategies and materials. If you have corporate vision and mission statements, this is a good time to review them. Then, focus on your target audience when evaluating each of the following points.

5. **Define your desired brand.**

Once you know where you stand today, it is time to figure out where you want to go. What do you want your business to become? Branding starts with goals; all successful brands are aspirational. They aspire to be something. To begin building your brand, you need to have clearly developed objectives for what you want your company to look like in the next year, five years, and ten years.

Powerful brands are grounded in authenticity and relevance. Your business success is directly proportional to how well you acknowledge what your customers really want and how

Steps to brand your institution

1. **Discover what a brand is...and is not.**

A brand is not a logo. A brand is not a product. According to marketing expert and author, Al Ries, a brand is "a singular idea or concept that

you own inside the mind of the prospect." In other words, it is gut feeling a prospect has about your product, service, or company. A brand is a promise: a promise of specific benefits and value; a promise that is meaningful and relevant to your users; and a promise that is different from your competitors. Your brand resides within the mind and hearts of customers, clients, and prospects. It is the sum total of their experiences and perceptions.

2. **Review your industry's marketplace.**

Take time to evaluate the space in which you operate. With your marketing department or senior management team (depending on the size of your company) jot down the opportunities you see on the horizon and the threats to your current business model and product or service offerings. Which opportunities and threats do you think are most promising or relevant to the future of your business? Make plans to address the threats identified.

3. **Review your place within the industry.**

Assess your institution with regard to how you currently do business and how you acquire and serve customers. Then review the products and services you currently offer. From this, develop a list of strengths and a list of weaknesses that you think are the

misrepresented by a variety of gangs and others using such material inappropriately. Therefore, if one can define the brand name, logo and lettering and present same to a marketing research review panel or the like, one may be able to gain a better understanding of which audience one needs to direct their product or service to in order to create the most sales.

Still, if one can communicate the use of their product or service clearly, establish trust within the community, be that locally or globally, aim marketing at the right audience, build a base of buyers and customer loyalty and offer great customer service, then one is on their way to not only creating and advertising an excellent brand but selling one as well.

Positioning is very important in branding. Branding starts with position. Positioning, like developing a Unique Selling Proposition or a differentiating factor, is the process by which your business creates an image or identity in the minds of your core market for your product, service, or brand. Positioning is the relative competitive comparison your product or service occupies as perceived by your target audience.

Therefore, when looking for steps in building a brand, there are many steps which one can complete to help make the creation of such brand an easier task. These include, knowing your audience, building your brand, finding a great logo and lettering to represent same, targeting the appropriate

u institution: n follow in and foothold



diligently you apply your company's strengths, values, passions, and vision.

6. **Place the brand within a new realm.** Brand realm is the “space” in which your brand exists. Brand realm, or “architecture” is not corporate structure. It is a system - like a family tree - that helps your prospects and customers navigate easily within your company and make the right choices. Determining your brand realm is a systematic way of organising the identity of the different products, messages, or elements of an organisation so that people both inside and outside of your company understand how its customers are being served.

Brand realm gives structure to and communicates the relationships between-your company including

its divisions, business units, joint ventures, as well as its products and services, all with the objective of adding value to the brand. How do you want your customers to see you?

7. Finally, deliver the branded experience. You have a choice. How consistently you present your brand name will either strengthen the company or weaken it, depending on how you “live the brand.” The brand experience is strengthened when it is instilled into all your products and services and at every customer touch point including packaging, logos, your tagline, your corporate culture, in employee training, etc. The brand experience is weakened when it is ignored, or worse, through inconsistent usage, mixed

messages, uncaring attitudes, and impatience.

Every employee has the responsibility to be a steward for corporate branding. Your customer's notion of your brand is formed from their first experience or “imprint” with your institution or with your products or services. Every customer interaction is a chance to enrich the brand.

With your a brand strategy in place, you can begin integrating it into all your marketing and communications everything you do and watch the effectiveness and efficiency of your marketing efforts soar.

Next issue's article will look at who should be involved in branding your institution.



Photo Focus



Auxilium Skills Training Centre graduands during the 2012 graduation ceremony.



Evelyn Hone College Pharmacy students attending to clients during the 86th Zambia Agricultural and Commercial Show (ZACS)



Industrial Training Centre attending to clients during the 2012 ZACS. The Show was under the theme: "Building on Today's Prosperity."



Attention!! Students paying attention to career tips during the 2012 Career Expo.



Entrepreneurship Trainer of Trainers (ToT) pose for a photo after being conferred with certificates at In-Service Training Trust in Lusaka.

TEVETA Mission and Mandate

VISION

A World-class Technical Education, Vocational and Entrepreneurship Training (TEVET) System contributing to the Development of Zambia.

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 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.

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