



There is no re-marking policy in TEVET Examinations – TEVETA Director General

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TEVET News

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Foreword



Welcome to the first edition of the 2014 TEVET Newsletter. The first quarter of the year was exciting in a number of fronts, setting the mood for the year. During the quarter, “My job + I” Business Challenge was launched, a programme whose primary objective is to stimulate interest in the entrepreneur/self-employment career pathway among youths.

Other exciting fronts in the quarter were launching and commencement of new curriculum in the Ministry of Education, Science Vocational Training and Early Education. The curriculum incorporates vocational education in general education. It entails learners using vocational syllabus and educational, vocational and general education assessment and vocational and general education certification.

The TEVET Learnership Scheme, Workplace Based Learning, Open, Distance and Flexible Learning Training pathways continue to provide the fundamental pillars of the TEVET systems in Zambia. The School Based Vocational Training, which leads to a TEVET Qualification or national short course based Skills Award was also an important aspect in the TEVET operations during the year.

We hope that you enjoy reading this edition and we welcome your contributions. Happy 2014!

There is no re-marking policy

in TEVET Examinations – **TEVETA Director General**

By **TEVET Newswriter**

TEVETA Director General David Chakonta has said there was no re-marking policy under the technical, vocational education and training examination and certification system after results were published. He added that re-marking which was done was part of the moderation and validation process during the marking process before approval and release of results.

Mr. Chakonta said the structure of technical and vocational education and training (TVET) examinations, which had institutional administered continuous assessments and summative final examinations administer by the Technical Education, Vocational and Entrepreneurship Training Authority held under three sessions (April, August and December) every year.

“Firstly, the structure of the assessment involves Continuous Assessments (CAs) and summative final examinations. The Continuous Assessments are done by the training institutions to assess students over

a stretch of time on various aspects of their learning (i.e. practical and theoretical assessments).

The training providers then provide Continuous Assessments feedback to TEVETA, which was added to the summative examinations results calculated out of 100 percent. Each Continuous Assessment comprise of eleven tasks. The eleven tasks carry 40% of the student's final grade. However, in cases where an institution gives fewer tasks than the recommended eleven, students are disadvantaged. This affects their final grade and the general performance,” indicated Mr. Chakonta.

“Re-marking would mean going back to Continuous Assessments and the summative examinations for the re-marking process to be said to be fair. Re-marking only one part of the assessment will be biased and fall short of set standards of assessing technical and vocational education and training. Therefore, based on reasoned given above, there is no re-marking in TVET.”

He added that TEVET examinations were

conducted according to prescribed standards by industry in curriculum. “The curriculum is developed in consultation with industry; where it (industry) prescribe roles (job profiles) the graduate will perform when they join the labour market, and those job profiles are converted into learning outcomes as well as assessment outcomes during the assessment stage. Furthermore, accredited examiners prepare examinations based on the approved syllabus/curriculum. Therefore, assessments/examinations in TEVET are industry driven; based on the expectations of the industry from graduates in the sector, providing a shift from the academic assessment approach,” he stated.

Mr. Chakonta further said notable pitfalls that affected candidate performance included: i) weaknesses in communication skills, mathematics and sciences; ii) poor writing abilities (i.e. students may have the technical knowhow, but could not communicate them properly in writing); as well as iii) migration of teaching staff to industry given the growing economy, as very few training institutions can compete with industry in terms of conditions of employment.

Consult TEVETA: Zambia's SA mission cautions citizens on study abroad after 8 students involved in accident

Zambian High Commission in South Africa has advised young people not to be desperate in rushing for training opportunities in that country, especially when their preferred courses can be offered in Zambia.

First Secretary (education) at the commission Emmerentiana Bweupe has since urged young people not to be desperate, but seek guidance through the foreign affairs ministry on which foreign institutions were accredited with TEVETA, the portfolio of programmes they offered and when they go abroad still consult TEVETA on the recognition status of the institutions they were enrolling with to avoid wasting their time and resources on unrecognised institutions.

Ms. Bweupe said she would be liaising with TEVETA through the foreign affairs ministry to ascertain the credibility of all South African registered training institutions to avoid similar occurrences in future.

She observed that some courses, like the one in earth-moving machines that the students had gone to South Africa for, were offered by the Zambia National Council for Construction (NCC) at an affordable cost.

According to a statement issued by First Secretary for Press and Public Relations at Zambia's High Commission in South Africa, Patson Chilemba, while undergoing training at the institution, the eight students were on February 20, involved in a road accident

having arrived in South Africa four days earlier.

Ms. Bweupe said the high commission came to learn about the matter when the owner of the institution asked for assistance in caring for the victims and assisting with their transportation to Zambia. She said some privately-owned South African company had been involved in receiving students for training in earth-moving machines; a programme which is offered locally by the National Council for Construction.

TEVETA Launches “My Job + I” Business Challenge Programme

By TEVET Newswriter

Entrepreneurship has become the mainstream economic, social and financial buzzword. It is supported by political leaders, championed by non-governmental organisations, reinforced by the tertiary education system and venture capitalists. As a result, entrepreneurs are now emerging from almost anywhere, in any shape and go any direction. Technical education, vocational and entrepreneurship training (TEVET) is one of the drivers of enterprising societies and economically empowered citizens across the globe.

In that vein, government's envisaged major roles of TEVET are: i) the promotion of employment, income growth and wellbeing of citizens; ii) improved productivity, innovation and entrepreneurship; iii) infrastructure development and maintenance; iv) local value addition of the natural resource endowments; v) social-economic equity and empowerment; vi) trade expansion underpinned by modern and appropriate technology driven industrialisation; vii) good governance, unity and national security; and viii) climate change impact resilience and adaptation capacity building.

Accordingly, TEVETA's 2014 – 2016 Strategic Plan has ensured that the Vision, Mission Statement, Core Values, Strategic Objectives and related Outputs of the

Authority were aligned to the policy impact points flagged by government through the Ministry of Education, Science Vocational Training and Early Education. This is to promote continued TEVET relevance in providing timely, practical, effective and cost efficient answers to meeting modern economic, social and financial challenges in communities.

Given the range of the desired policy impact areas, a business enterprise appears to be one of the instruments with multiple and cross-cutting impacts which could enable the TEVET sector respond effectively to the government's challenge in training. It is against this background that TEVETA has created a special purpose vehicle in the form of the “**My Job + I**” Business Challenge Programme.

The primary objective of the Business Challenge Programme is to stimulate interest in the entrepreneur/self-employment career pathway, by equipping and challenging youths within and outside the TEVET system to become employers by starting up and running scalable, growth oriented competitive micro or small business enterprises which would create a job for self and one other youth. The challenge will take the form of immersive,

open learning, team based, thematic and sector focused annual entrepreneurship and innovation skills competitions whose ultimate “**pass mark**” will be the launch of a scalable, growth oriented and competitive micro or small enterprise by the top one to three teams. The competition challenges is designed in such a way that they also serve as Recognition of Prior Learning (RPL) assessments which would lead to award of “**Skills Awards.**”

Launching the Programme, Minister of Education, Science Vocational Training and Early Education Dr. John Phiri said “my job +I business challenge programme is a pertinent initiative similar to the newly launched school curriculum whose overall objective is to produce learners who have been adequately prepared for the challenges of the current and future world of work. The Programme is designed to promote teamwork and self-directed learning in entrepreneurship and business development.”

Speaking through the Permanent Secretary Dr. Patrick Nkanza, the Minister added that Zambia had a relatively young population with the 7 –17 years age group constituting about 30% and the 18 –25 years group accounting for about 17% of the population; which gave a potential demand for tertiary education and training of about 2 million persons in the 18 –25 years age group. “This means we need additional initiatives to provide learning and training for those who do not make it to the academic progression. The TEVET sector presents this opportunity.”

What is “my job + I” business challenge

It is an immersive and open



TEVETA Chairman, TEVETA Director General and Ministry of Tourism and Art PS unveiling “My Job +I” Challenge Statement at Pamodzi Hotel.

learning based special purpose vehicle for technical, entrepreneurship, innovation and leadership talent identification and development designed to:

a) evolve a social-economic system whereby youth entrepreneurs in each generation of Zambians play a lead role in scalable enterprise development and job creation;

b) ensure a supportive environment that enables TEVET graduates opting for the entrepreneur/self-employment career pathway to create a job for at least self and one youth – at some career stage after their first entry into the labour market with the inaugural tertiary education qualification (i.e. TEVET or University qualification);

c) ensure that by 2030 at least 7% of the Zambian labour force population (i.e. age group 15 and above) consists of TEVET graduates with the entrepreneurship, innovation and leadership potential to be employers through starting and running of scalable or growth oriented Micro Enterprises within the context of

prevailing or emerging domestic and export trade market opportunities.

How the Programme will work and Scope of Activities:

The programme shall involve a cycle of annual activities which will include the following:

a) stimulation of immersive, self-directed open learning through promotion and voluntary participation in annual skills competitions;

b) peer education and mentoring centred training;

c) career and vocational guidance oriented business incubation support services for enterprise start-up or expansion within the context of domestic and export market trade opportunities;

d) venture capital financing (i.e. at concessionary/hand-holding business incubation conditions)

e) business linkage facilitation

Inaugural Activity

The 2013/2014 competition is Tourism Sector based Business Challenge. This is in part a response to a World Bank report on Zambia's tourism industry potential, and in part a follow up to the 2013 Zambia International Investment Forum which was held a week prior to the UNWTO Conference.

The challenge

"How our business can increase local and/or foreign tourist numbers, as well as increase tourist stay duration and expenditure in our targeted district for business.

Eligibility

Secondary school pupils, TEVET and University students; out-of-school youths (i.e. age 15 to 35 years) with secondary or TEVET or University qualifications. "My Job+I" business challenge programme will further target construction, creative arts, agriculture, manufacturing, logistics and transport, energy, and communication sectors.

New School Curriculum Launched: Integrates Vocational Fundamentals to Bridge Education-Labour-Market Mismatch.

By TEVET Newswriter

"The theme 'empowering learners by putting theory into practice' reminds teachers that their teaching methods and strategies should focus on producing learners with life skills to cope with different challenges of life. The schools for today and yesterday are not the schools needed for tomorrow. New mindsets, processes, strategies and new paradigms for teaching and learning are needed. Government in that vein seeks to re-orient the curriculum at all levels of education to put emphasis on life skills," stated Education, Vocational Education and Training and Early Education Minister Dr. John Phiri during the launch of the new school curriculum.

Government revised the school curriculum to enable learners choose a career path (academic or technical) based on their

strength and provides guiding frameworks on the preferred type of education for the industry. The revised national curriculum framework had reviewed the structure of the syllabus at all levels of the general school system to add vocational education to the school system. The framework provides curriculum guidelines and structures for the school system from Grades I –12.

Speaking during the launch of the curriculum, Dr. Phiri said many stakeholders discredited the old curriculum in several areas due to its pitfalls such as: i) forcing learners to memorise factual information to pass examinations, rather than promoting critical learning due to its dominance on examining ii) not promoting exploration and experiencing at primary level; iii) loaded

and inflexible; iv) not considering emerging changes in technology and social development such as ICTs, life skills, sexuality education, and financial and entrepreneurship education.

The Minister added that as a result, i) learners at primary school level did not exhibit expected fundamental competences in reading, writing and numeracy; ii) at secondary school levels they lacked knowledge, skills and values that should characterize a school leaver; thus affecting learning outcomes in the country compared to other countries in the sub-region.

He said that was against learners' right to fullest possible personal development

through high standard teaching and educational support. To safe-guard this, government was ensuring that many factors that contributed to quality education (i.e. appropriate curriculum and associated materials, actual teaching methodologies, assessment processes and school supervision) were promoted for effective teaching and learning to be realised through the revision of the curriculum.

Secondary School Curricula reforms

Five major reforms were done focusing on:

- i) Creation of two curriculum pathways (academic and vocational), with the academic path meant for learners with passion for academic subjects and desire for careers in that direction. All senior technical secondary, national and regional schools would offer an academic pathway with emphasis on mathematics and pure sciences. That is meant to augment the output of trainable individuals needed by industry and higher education in those areas. Ordinary senior secondary schools were at liberty to offer any two the three academic curriculum paths depending on staffing in social sciences, business and natural sciences.
- ii) Learners with ambitions and interest in technical and hands-on subjects would take the vocational pathway. The curriculum provided practical skills to such learners at Grade 8 up to Grade 12. The curriculum provides collaboration with TEVETA in this area to enable learners on the vocational pathway obtain trade certificates as well as Grade 9 and Grade 12 certificates. The trade certificates would be awarded by TEVETA, while the academic certificates would be awarded by the Examinations Council of Zambia.

In the first phase, TEVETA would award trade certificates in: bricklaying and plastering; carpentry and joinery; metal fabrication; electrical engineering; home management and food production.

The vocational pathway includes computer studies in secondary schools with personnel, facilities and equipment. First secondary schools to implement the vocational curriculum were existing technical schools. Government's vision is to have certain secondary schools specialist schools for Technology, Agriculture, Physical Education and Sports, Performing and Creative Arts and Home Economics and Hospitality.

- iii) Computer Studies have been introduced as a subject at secondary school level in order to equip learners with essential skills necessary for them to have ICT knowledge.
- iv) Zambian languages would be offered as compulsory subjects at junior secondary school to learners pursuing the academic pathway.
- v) Entrepreneurship education (EPE) was integrated in appropriate subjects with emphasis on learners pursuing small business projects in groups. The purpose of EPE is to develop learners' creative and innovative capacities; thereby fostering skills and attributes that assisted them to be successful as employees or as entrepreneurs or employers on their own right.
- vi) Regarding national and global challenges and concerns, the new curriculum further incorporated several crosscutting concerns such as: Comprehensive Sexuality Education, Life Skills Education, Financial Education, Anti-Corruption Education, Drug and Substance Abuse Education, Environmental Education and Road Safety Education.

The new curriculum implementation road-map would be in phases, starting with: i) Early Childhood Education (Pre-School) and Grades 1, 5, 8 and 10 in January 2014; ii) Grades 2, 6, 9 and 11 and Adult Literacy to follow in 2015; iii) Grades 3, 7 and 12 in 2016; iv) Grade 4 would be the last level to implement the new curriculum in 2017. The first

examination based on the new curriculum would be administered at Grade 9 level in 2015, followed by Grades 7 and 12 examinations in 2016.

Dr. Phiri added that any curriculum change world over brought some challenges, which government in collaboration with cooperating and concerted efforts with all stakeholders working together would overcome. "Government desires and aspires to put in place a good education system that guaranteed learners quality education for today and the future.

And representative of cooperating partners, Patrick Slavin said the curriculum was at the heart of education as it defined the content of a nation's education system and its people's aspirations. "An effective curriculum is one that is relevant and responsive to the country for development on one hand, and to the needs of individuals for the present and future personal development on the other."

Mr. Slavin added that young Zambian learners needed to be provided with the necessary knowledge and practical skills that would enable them to survive and develop into productive citizens. He said cooperating partners noted important features of the new curriculum that attempted to address existing challenges particularly in relation to improving quality of education, low literacy levels and youth unemployment.

"These important features include: i) focus on improving literacy in relation to low reading levels; ii) better linkages across various educational levels of early education, primary, secondary and teacher education, which will enable one level of education to build on the other rather than a disconnected learning cycle; iii) a two-tier system that provides two career pathways, one for learners who will follow an academic path and the other a technical path; and iv) strengthening life skills to enable learners to cope with the demand of self-employment and the labour market," Mr. Slavin stated.

Creative Digital Media Diploma Programme at Evelyn Hone Launched

By TEVET Newswriter

The digital media has revolutionised the media industry in many areas. It has created groundbreaking opportunities for marketing, branding and building smarter and stronger relationships with customers, stakeholders, industry players and communities. Zambia is leveraging itself to benefit from the digital media era by introducing a Creative Digital Media Programme Evelyn Hone College of Commerce and Arts. The programme was introduced through a tripartite partnership with TEVETA, Ballyfermot College of Further Education of Ireland and Evelyn Hone.

The programme was launched on January 30, 2014 at Evelyn Hone College. Giving a preamble to the programme during the launch, Evelyn Hone Principal Pascal Chewe said the Creative Digital Media programme would provide the digital industry with competent human resources that would apply learned technical skills and design concepts.

He added that "the fledgling industries in new media are currently primarily staffed by self-trained and unqualified personnel. In order to expand and grow the indigenous industry and exploit the growing economic and employment potential of this area, there is need for qualified graduates."

Mr. Chewe said broader benefit lies in the application of digital media to every sector of society, business and enterprise that could employ modern communication technology such as education, health, tourism and hospitality, and manufacturing industry. He stated that the programme was designed to equip learners with knowledge, skills and attitudes required for them to efficiently and effectively perform digital media functions such as web designing, animation, graphic design and entrepreneurial skills to enable them establish enterprises.

And Permanent Secretary in the Ministry of Education, Vocational Training and Early

Education Dr. Patrick Nkanza said the programme would encourage growth of creative media industrial clusters that promoted originality in individual creativity, skills development and talent for production, transmission and storage of digital media products which had the potential for wealth and job creation through the generation and exploitation of intellectual capital.

Dr. Nkanza further said the digital media would help create entrepreneurial minds, creativity and innovation, which were important attributes towards self-employment and productivity. He said it would also help the country have digital media users who create, share, and use digital media knowledge for the prosperity and well-being of communities.

He said the programme demanded the provision of new skills required in the production of creative media products and enterprises utilising the power of the digital media and opportunities it creates. "...The short courses that will be run alongside the Diploma programme have the potential to create business clusters stimulated by the digital media edge for the benefit of different sectors of the economy."

"The programme will churn-out creative young people who when supported by appropriate systems will create a pool of wealth at different levels in the economy. Benefits envisaged in this programme improve youths' ability to develop modern and saleable products taking advantage of the creative digital media," Dr. Nkanza added.

Meanwhile, Irish Ambassador to Zambia Finbar O'brien, said digital creative media

was central to reducing poverty, inequality and exclusion as it stimulated the growth of creative media industrial clusters that promoted originality in individual creativity, skills development and talent for production, transmission and storage of digital media products which had the potential for wealth and job creation through the generation and exploitation of intellectual capital.

"This programme seeks to strengthen tertiary vocational education in Zambia through the development of modern, dynamic, relevant and attractive digital media skills. At present there is a serious lack of both progression routes for students completing second level education and of programmes which answer the wishes of young people to develop the skills, knowledge and creativity necessary to work in the creative industries. The digital media programme, and the planned subsequent programmes in animation and computer games, aim to meet these needs. As a new programme it will also provide jobs for educators and for support staff," Mr. O'brien said during the launch of the programme at Evelyn Hone.

He added that digital media benefits are recognised by Zambian National Development Plans, which included job creation, community development, artistic and cultural synergies and health promotion



Dr. Nkanza, Permanent Secretary
Ministry of Education Science,
Vocational Training and Early Education

depend on having skilled, innovative and creative graduates. "The programme is a key element of supporting the emergence of a sustainable indigenous digital media industry."

Skills Required for the Digital Media Industry

Digital media industries require multi-faceted skills that can be grouped under technical, entrepreneurial, creative, organisational, and management skills. Technical skills include those required for the production of products or services such as calligraphy, illustrations, printing, website-design, typography, photography, film recording and production, graphic design, and animation.

Practitioners also need to know how to use computer application packages for their field, as well as the equipment required for digital media. They also require entrepreneurial, communication, social media marketing and networking and business development skills. Creative skills required include creative thinking, inventiveness and innovation, which enable an artist to take

something deficient or incomplete and turn it into something valuable and remarkable.

Digital Media Importance to Entrepreneurs Today

From smartphones to social networks, today's digital tools are helping businesses and customers connect, create, and interact with each other on a global scale. This is changing customers' relationships with each other and with every business, no matter the size or industry. In the past, businesses relied on a broadcast model to influence customers with mass marketing. To succeed today, businesses need a network model, one that takes advantage of customers' ability to engage, interact, and even collaborate with each other using digital media tools.

How to Overcome Myths of Entrepreneurship

By Clive Siachiyako – IEC Specialist

Most of what the average person reads about entrepreneurship sustains the mystique. Many people revere the outstanding successes achieved by extreme entrepreneurs – everyone from Thomas Edison to Steve Jobs. Yet, reading about these giants cloud our perception of entrepreneurship, we admire their achievements but consider them beyond reach. Their stories often sustain misleading myths about entrepreneurship that keep capable people from embracing an entrepreneurial career. People begin to believe that to travel down the entrepreneurial path, a person must be born with a particular mindset, take reckless risks to achieve high rewards, work all day (everyday), and must fail to succeed. Do not let these misconceptions scare you off. They could be further from the truth.

Some of the misconceptions demystified below to help build a new crop of entrepreneurs to drive economies according to 21st century dictates of the economic fundamentals:

Entrepreneurship can be taught, it should be taught and it is being taught

After 50 years of a flawed model focused on churning out executives for large corporations, colleges and universities have turned their attention to promoting and encouraging entrepreneurship. These schools are focusing on teaching the entrepreneurial lifestyle; one focused on both the mindset and the skillset required to become an entrepreneur. Everything from university incubators to mentorship programmes and pitch sessions are being offered.

To meet the growing demand for entrepreneurial skills, many countries are adopting policies that clearly focus on entrepreneurial lifestyles and enterprising mindsets and skillsets which ensured that people are more employable, and more productive.

Entrepreneurship is not about the risk you take, but the results that you achieve

This is a startling paradox. Too many good opportunities die prematurely because so many potential entrepreneurs are risk averse. They are allergic to risks, yet they want to dare the waves. "He who prays for rains should be ready for the storm." Leaving your job to venture into business or self-employment while others are queuing up for jobs calls for courage. One has to be ready for all ramifications such a risk comes with.

At the same time businesses are failing because of absurd risks fostered by the idea that being an entrepreneur is nothing more than a gamble. Entrepreneurs succeed through determination; not by taking unwarranted risks. Managing risks as you embrace them is critical. Not all ideas are opportunities and every opportunity is not viable. Managed risks are important startups focused on getting valuable feedback from potential end users before jumping into a full-scale operation.

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Skills Training Vital for Youth Empowerment –Sports Deputy Minister

By TEVET Newswriter

Skills are vital for poverty reduction, economic recovery and sustainable economic empowerment. Accordingly, policy development towards skills training is increasing worldwide. There is a worldwide consensus that skills training is critical for sustainable development and poverty reduction in terms of creating a critical mass of technically and entrepreneurially qualified people, who are able to stimulate investment opportunities, create jobs and increase productivity. A well-trained workforce is a prerequisite for harnessing the potential of competitiveness and industrialisation. If people lack technical skills, knowledge and entrepreneurial skills; the natural resources will tend to remain unutilised, and underutilised.

From training providers to employers, to policy makers and labour market analysts to government officials; everyone is looking for ways of increasing levels of skilled citizenry using various training pathways. Deputy Minister of Youth and Sport Christopher Mulenga said government placed skills training top priority on the agenda to enable youths acquire entrepreneurial and technical skills that would help ease unemployment, meaningful youth empowerment and poverty reduction.

Speaking during a graduation ceremony for Don Bosco Youth Training Centre –Chingola, Mr. Mulenga added that education and skills training were key empowerment programmes government had prioritised for development, wealth creation, promotion of enterprise development and value addition to national resources.

Mr. Mulenga said skills training was one of the empowerment strategies for youth empowerment in the country as skills provided learners with appropriate tools to participate in the economy at various levels. “Government recommends Don Bosco Youth Training Centre, Chingola Centre for supplementing government in providing life-time empowerment to young people

who are the majority in the country.”

“Our population is youthful and skills empowerment is cardinal in having relevant youths in the 21st century. Youths who can participate in modern commerce and trade, start sustainable enterprises using their pool of entrepreneurial attributes, add value to natural endowments in their localities to improve their wellbeing and create wealth for broader tax-base for the country. The virtues of honest, leadership and efficiency Don Bosco has imparted in them will also make them more relevant to the economy in terms of corporate social responsibility and creating a corrupt free society,” the minister stated.

He added that youth empowerment funds would bring real results when supported by skills, characterised by enterprising minds. “The concept of education is not about white collar jobs, but creating jobs through entrepreneurial activities at different levels of life. You are different from other youths who are not skilled; you should thus do things differently. Know what you are doing and stand by your principles as you venture into real life likelihoods. Be creative. If you do not take any actions nothing will happen,” Mr. Mulenga advised the graduands.

And Technical Education, Vocational and Entrepreneurship Training Authority Director General David Chakonta said the Authority promoted entrepreneurship career/employer pathway to enable TEVET graduates enter the labour market through starting up a business enterprise after identifying a clear business opportunity and converted into an economic

undertaking by application of sustained entrepreneurial and innovation effort; either as an individual or collective team of entrepreneurs.

Speaking through Manager Assessment and Qualifications, Tyson Simuzingili, Mr. Chakonta added that empowering youths with skills gave them the ability to drive national development and poverty reduction in their communities.

“TEVETA promotes the creation of new enterprises through application of sustained entrepreneurial and innovation effort (i.e. individually or collectively) guided by pursuit of clearly identified business start-up or expansion opportunities and converting them into scalable or growth oriented and profitable enterprises. We want youths to be of quality and innovative as they graduate in various skills,” he said.

Mr. Chakonta further said TEVETA was working on improving quality and efficiency of technical and vocational education and training systems, with emphasis on the promotion of growth-oriented entrepreneurial career pathways that were sustainable to Zambia in addressing social, economic and financial challenges affecting the country's economic development.



ULTIMATE PRIZE!! Don Bosco graduands entering the graduation hall with great joy.

SME Up-Skilling:

The Case of Window 3 TEVET Fund

By TEVET Newswriter

World economies from the West to the South; to the East and beyond consider small and medium enterprises (MSEs) as a mechanism for achieving more widespread social stability, as a vehicle for poverty relief, socio-economic empowerment and as a means of enhancing competitiveness to investment and trade. Without entrepreneurialism among SMEs, Zambia's vision of a vibrant economy characterised by growth, equity, broad-based wealth and job creation cannot easily become a reality.

Furthermore, it is generally agreeable that the main assets for any small and medium sized enterprises are their human capital. This is even more important in the knowledge-based economy, where intangible factors (skills) and quality services are of growing importance.

Despite the value derivable from MSEs to the economy; skills gaps and mismatches in the digital driven economy is negatively affecting growth, competitiveness, innovation, employment and social cohesion of SMEs. However, it is very difficult for most small businesses to engage in staff training in order to update and upgrade their skills within the life-long learning approach during the course of work.

Small businesses cannot do it alone – they need to work in partnership with training providers and other support systems towards training. To help bridge-up skills gaps and address skills mismatches among SMEs, and booster their contributions to the economy in various sectors; TEVETA under Window 3 of the TEVET Fund provided funds accessible by training providers towards SME training in different

areas where skills lapses were identified during training providers' training needs assessment.

Training providers carried-out training needs assessments among SMEs and presented them to TEVETA for funding to up-skill the SMEs. After assessing the proposals, thirteen contracts were signed between TEVETA and training providers in June, 2013.

Targeted SMEs

The training fund targeted SMEs in the informal and formal sectors. It was meant to sharpen their technical, entrepreneurial, management and social skills. The conduct of training needs assessment was meant to train SMEs in key areas they really needed improvements. The training was focused rather than generic. It meant to address real problems that hindered their productivity, product/service quality, modern business communication and commerce, strategic product marketing, etc.

The funded proposals were towards training for unemployed youths, those who fell out of school, youth entrepreneurs, rural youth (in sustainable agriculture integrated systems, drama and arts, tourism, business and leadership and incubation services), owners of small and medium enterprises.

In some technical skills, the training was focused on problem solving, designing and design interpretation, rethinking enterprise management and maintenance of their tools and equipment, etc. Other skills of focus were entrepreneurial abilities inclined towards risk acceptance, identification and

management, strategic thinking, self-confidence, ability to make best personal networks and ability to deal with challenges.

Other skills considered were management skills. The focus here was on business planning competences (knowledge, values and attitudes), quality controls, human resource planning (recruitment, training on relevant skills to enterprises) and resources allocation towards important business areas. Team work, customer relations, networking, among others were also looked at in the training.

Why up-skill SMEs?

The rules of the business world have changed. The business environment has become more uncertain and more ruthless, but it has also become more flexible. Skills acquisition and up-skilling (as times) change; make training at workplace more attainable and bring positivity than in the past. Enterprises that take control of their destinies are seen as major economic players in their specialty.

Up-skilling has become one of the buzzwords of the modern business and working world. Enterprise owners value it, employers expect it and employees are realising that it is a necessity. TEVETA is doing it.

What exactly does it mean to up-skill? It means anything from the day-to-day learning of new skills in the workplace to going back to college and doing a master's degree. For enterprises that want to get ahead strategically, up-skilling is a must to remain afloat. Being static in terms of skills improvement does not work in the 21st century, especially with ICTs taking over the floor. As a result, the business world nowadays has become very fluid, technology is becoming more sophisticated and with it, people's roles and type of skill must change. MSEs need to be open to new skills and learning opportunities for them to remain competitive and play their real role in the economy.

TEVETA is alive to these facts, hence the training for SMEs. The major objectives of the training was to i) increase productivity of SMEs ii) improving their management and social skills for partnerships and



Entrepreneurial skills prepare someone to soar over miscellaneous pitfalls that make most businesses fail. Up-skilling offers learners chance to tap from the pool of benefits of having an enterprising mind and gear up for the upturn.

business linkages with others as well as boost their ability to produce or meet market requirements, iii) broaden their knowledge base and potential to grow their enterprises, iv) improve their efficiency and management systems of their enterprises, benefit from modern tools stimulated by technology in their operations, etc.

Challenges faced during the training

Small and medium enterprises rarely get training besides workshops and motivational talks. Challenges were thus faced from the point of MSEs and training providers who were the implementers of the training. Challenges arose from the recruitment process (abandonment of

some cases, some learners never appreciated the training, as it had no meaning to them. They are not involved in any enterprise anyway; thus the training was of little value to them especially that some of them had different career goals in their mind rather than running their own businesses.

These pitfalls in the implementation of Window 3 TEVET Fund affected the attainment of the intended purpose and disadvantages the targeted SMEs i.e. envisaged improvements in SMEs' products, services and production levels will not be realised. The implications are a serious draw-back to the growth of SMEs and their

The institution did a training-needs-assessment among SMEs dealing in metal fabrications. During the recruitment process, the institution went into the market places with a public announcement system to sell out the idea of training SMEs dealing in metal workings. Interested SMEs turned up. The SMEs comprised those who left the school system at Grades 7, 9 and 12.

After the recruitment, the institution discussed the proposed content to be covered with SMEs and reached a consensus on what to cover in the syllabus based on what they (SMEs) felt was of importance to them especially that they were already

involved in metal fabrication works. Components SMEs felt were of less value to them was removed and what was greater value towards improving their skillfulness was added.

Main aspects SMEs and the institution agreed to cover during the training were drawing, theoretical aspects of metal fabrication, practical and entrepreneurship. SMEs felt drawing was very important because they had problems in interpreting drawings brought forward by their customers on certain wares they wanted made for



SMILE OF ACHIEVEMENT!!! General Agriculture learners showcasing vegetables for their practical at Mansa Trades

needs assessment findings in recruitment process), attitude of some recruited learners towards the activity, poor documentation of the learning and student files and wrong expenditures among others. Some training providers abandoned their objectives and findings in their training needs assessment in the recruiting process of learners. As a result, targeted learners who were supposed to be SMEs where not recruited in some cases. This affected the intended purpose of up-skilling SMEs for improved productivity and product/service quality. Learners who do not need those skills were added to the training cohort, without any real impact being achieved from the training.

Due to the way recruitments were done in

contribution to wealth and job creation and the economy at large.

Outstanding Example: Kabwe Institute of Technology

Despite some challenges recorded in the implementation of the activities under the Window 3 funding, there were outstanding cases. Kabwe Institute of Technology stood out in implementation of the Window 3 TEVET Fund for SMEs. The way the institution recruited learners, the learners recruited and content covered met the requirements of the SMEs in that learning cohort. The training was also done according to the timings the SMEs were comfortable with, rather than the normal dictated timing by the institution.

them. Failure to interpret drawings was costing them business. They sometimes had to find someone to interpret for them at a fee. That drained in their income.

The SMEs further indicated that entrepreneurship would help them change the way they did business and enable them think outside the box for the betterment of their enterprises. Other components of their interest were communication skills to improve on their business communication orally and in written. The benefits of such skills are simply many. Kabwe Institute of Technology is saluted for its good work on this funding window.

Entrepreneurs need to find work-life balance

Having a strong work ethics and being willing to put in extended days when required is critical. During your startup phase and later when you encounter bumps in the road, you will work long hours with great satisfaction. Bad work ethics, culture and attitude towards work are a danger to entrepreneurs. Some bad habits towards work get into your startup and ruin your great business chances. Building good work ethics starts from small things you lay your hands to do and how you take them builds your who develop into when dealing with personal matters.

As things progress in your startup, you need to find balance by building your team, easing control and empowering your staff. 'You must recharge your batteries to persevere.' Never forget: you are your most valuable human resource. Without balancing your performance, you will suffer – your business will be restrained and your personal life will be sacrificed unnecessarily.

Failure is not essential. Entrepreneurs manage their risk and avoid failure

Describing failure as an essential part of success is rational, but many entrepreneurs are motivated more by the fear of failure than the rewards of success. Failure only happens when we either quit or are forced to give up. Mistakes are part of the learning curve. We learn from them because we take the time to analyze them. Success alone tends to make us feel we are 'special-born geniuses' that we fail to do a realistic SWOT (strength, weaknesses,

reach. You can become a problem solver who is determined to find a way to make things happen. It is important to understand, we cannot all be innovators but for every innovation there will be thousands of entrepreneurs finding applications that solve everyday problems, while producing jobs and gaining independence. Not all of us have and will have such entrepreneurial attributes. Know your strength and build on it to create a world for yourself. Be your

own Steve Jobs. Be your own Bill Gates. We all have our unique entrepreneurial road, do not be a copy-cut of others and mourn when the road gets too rough.

Believe in your own ability. You can establish the mindset of an entrepreneur by eliminating the word CANNOT from your vocabulary.

You can approach problems by skipping right over the question "if it can be solved" and moving directly to the question of "how it will be solved." You can find opportunity and you can analyze to make sure that opportunity on your way is viable. All of this can be done within the context of the traditional economy, and you do not have to be a technological genius to do it. We are entering a new era of entrepreneurship, which means it is an option for almost anyone. *Courtesy of entrepreneur.com*



Risk taking, managing risks, persistence, innovation and creativity are some key traits every entrepreneur should possess to succeed. Kabwe SME metal fabricators are alive to this fact. They have braved storms to make trailers for different use.

opportunities and threats) analysis and gear-up for the rainy day.

Success is elating and can mask our faults. It blindfolds. Therefore, continuously improve your startup by understanding what you do right and correcting what you do wrong in good times and in bad times. If you do experience failure, you can and will bounce back. Have the resilience to bounce back when things go off guard. That is the real enterprising spirit.

Being an entrepreneur is within your

Personal branding (part 2): Dos and don'ts!

By Clive Siachiyako –Information,
Education and Communication Specialist

In the last issue, we looked at branding your individual self, before branding your institution. In this issue we are looking at the same topic, with a focus on dos and don'ts in personal branding.

It is tough to make an impact in a crowded marketplace. But if your goal is to stand out, then you have to find a way to separate your personal brand from the crowd. Firstly you must know yourself. Secondly, embrace your uniqueness to put your spin into your brand. Thirdly, be clear, consistent and confident in your personal message.

Ask yourself, “What is my unique promise of value?” What are my pitfalls in branding myself? How can I work on those pitfalls? Where do I want my unique promise of value take in 5 years' time? Is my pace to get there good or bad? Where do I need to polish up, etc.?

Branding yourself is about the first thing that comes in people's minds when your name is mentioned. It is about the personal values, principles, virtues, etc. associated with you. When the name Kalusha Bwalya is mentioned, mostly football comes in people's minds. Bill Gates' name brings Microsoft in the minds of many. Chibolya Township could stimulate criminality in people's minds. Livingstone town could be associated with Victoria Falls, etc.

What about your name...what is it associated with? Is it honest or lies? Is it dependability or time-wasting? Your personal brand has value attached to it. No wonder it costs a fortune to invite some celebrities in the country. Their brand costs a great deal. It does not come cheap...e.g. for Nike to use Cristiano Ronaldo, it cost the company US\$32.5 million. The footballer has built a brand worth millions of Dollars.



Dos in personal branding: The four Cs.

There are challenges in creating a brand that captivates others. But the four Cs (clarity, communication, connection and consistency) are pertinent in helping you distinguish your brand and make a strong connection with your community.

Clarity –Be crystal clear about who you are and who you are not as well. A successful brand is true to who you are. Muhammad Ali is known for boxing not athletics, Kalusha Bwalya for football not academics, and late Charles Mando for journalistic works, not music, etc.

Therefore, if you are outgoing, quirky, creative or full of high energy; you will fail by communicating attributes of calm, steady, professional and reserved. Thus, be yourself. Do not claim to be who you are not. It will backfire. You may clinch a life time deal and

mess up for presenting false attributes. The damage could be long lasting. It will be hard for you to bounce back to your real attributes. People will doubtful of your abilities.

Communication –When you clearly understand who you are, what you stand for and who you are trying to reach with your brand; you will be better 'armed' to communicate your brand message to your target market. Give your professional, business or academic associates your correct brand message. Let them know you by who really you are. They will then know what to trust you with, where to include you in their operations or when to call upon you when they need someone with your attributes.

Make your brand visible and accessible to those who need to know about you. Use all possible communication tools across. Use multiple marketing channels (both online and offline) and select the combination that works best for you. If you enjoy blogging and writing

articles, do it and make them accessible.

If you enjoy social media and want to build a strong following on Facebook and Twitter, do it. Or if public speaking works more appropriate for your brand, do it with a passion. Whatever the case may be put together a communication plan for your brand that puts you out there in front of your target audience. A timid, hideous and non-convincing master of ceremony cannot sell well to target audiences. You have to stand out from others. Sell yourself.

Connection – “No business survives long as an island of wealth, in a sea of poverty.” People want to do business with those they know, like and trust. Connections make everyone survive life tornados. As a powerful brand, it is your job to make an economic, social or financial connection with your target market. How do you do this? Focus on benefits and results you bring to your target market. Let them know how you can help them and what the results will be from working with you.

If you are a financial planner, your client does not want to know what accounts you can open for her. But would want to know that you can help them put their children through college and help them to retire by age 55, venture into business before retirement and go for their dream holiday in Bahamas. If through your unique promise of value you are able to appeal to someone's pain or passion, then you will have a powerful brand indeed. As you connect with others, remember they always want to know, “What is in it for me?”

Consistency – Your brand attributes and values must permeate everything you do. If one of your key brand attributes is “time management” when you are running late for an appointment; communicate. Do not say “I am by the car park” when you

are 30 kilometres away. If it is financial prudence, keep on that way. A brand's consistency is imperative with everything you do. Do not soil your long time built personal brand.

Don'ts in personal branding: Main Mistakes

Despite having a goal to consistently strengthen your personal brand over time, the opposite is also possible. Common branding mistakes that would sabotage your efforts to build a powerful personal brand are given below. Are you committing any of them? Then make amends.

Poor focus – You cannot be everything to everyone. Your personal brand should be focused around key qualities e.g. your unique skillset or your sarcastic sense of humour. Trying to “do too much” ends up diluting your brand, and you end up not standing for anything. Identify the most important traits or attributes to highlight, and focus your efforts on them.

Being Mr. (or Mrs.) Negative – Nobody wants to be around negativity. Stay away from negativity. Do not complain on social media; do not start a phone call with complaints. Stay positive and upbeat as much as possible. Your brand may be much appealing that way.

Misunderstanding your audience – Gain good understanding of your audience; know their hopes and their dreams, know fears that keeps them up at night. A comprehensive understanding of your audience is critical for you to tailor your brand accordingly. Your audience could be your business partners, professional associates, potential clients in your specialty, etc.

Expecting instant results – You cannot build a powerful brand overnight. It takes hard work. It takes long time's good tidings. It could be discouraging, but you with consistency you will get there.

Building a personal brand is a long-term project, you cannot accomplish it overnight.

Putting it off – Branding demands consistent work, e.g. updating social media, blogging, networking, etc. requires dedication. Busy schedules make many people put-off their branding efforts. Unfortunately, this mindset weakens your branding efforts. When you start a personal branding mission, commit to it.

For instance, do not start a blog you do not update. Or a Facebook page you cannot post sensible things on or engage into a constructive argument with others...all you do is posting pictures of your drinking sprees. That is bad for your personal branding. There is time for life outside social-joys. There is time to brand yourself as a reliable, honest and serious person. Bring out those values. Let the world know them. They are the values you need to make business connections, in academics and others.

Not telling the truth – The worst thing you can do when it comes to building a powerful brand is to make promises you cannot keep. Do not make outlandish claims or irrational promises just to close a deal. These tactics may be helpful in the short run...make you outsmart others; but with time they will backfire and haunt you. Be honest as you create your brand... that way you can be sure it is built on a solid foundation that will not crumble over time.

Like a product brand, your personal brand tells people who you are and what value you bring to those who interact with or engage you. Your personal brand is your reputation and it is essential to take control of it, whether you are a solopreneur, academician, trader or musician. It is your trade mark, your identity and asset with invisible value.

In the next issue we are looking at personal branding in a social networking age.

Photo Focus



Minister of Education Science, Vocational Training and Early Education Dr. John Phiri and deputies ministers handling over new school curriculum to stakeholders during the launching of the school curriculum.



Inspired walk! TEVETA Staff during the 2014 International Women's Day under the theme: "Inspiring Change"



2014 Don Bosco Graduation—Chingola ceremony



Group photo during the 2014 International Women's Day



One of the trailers one the SMEs who benefited from Window 3 TEVET Fund in Kabwe.

PUBLIC NOTICE

2014 TEVETA EXAMINATION ACTIVITY FRAMEWORK

Month - 2014	National Examinations and Trade Tests	Continuous Assessments
January	Processing and Release of December 2013 Examination Session Results	
February	28th Feb: Deadline for April exam Payments	
March	14th March: Confirmation of all candidates for April Examinations by Institutions 31st March: Enrolment Deadline for January Intake	(i) 10th - 14th March Continuous Assessment Verification visits to Institutions for April Exams classes (Third Term fo 2013 intake) (ii) 21st March: Deadline for submission of Continuous Assessment for candidates for April Examniations
April	30th April: Training Providers verify enrolment list of January Intake. (Names, Courses and Identity Numbers. Confirmation signed by the Head of the Institute.) APRIL Examinations Session dates: 31st March - 11th April	
May	30th May: Deadline for August examination fees payment	5th - 6th May Submission & Verification of Continuous Assessment for First Term of 2014 intake
June	20th June: Training Providers verify & confirm lists of Candidates for August Examinations. (Student Names, Subjects and Examination Numbers)	
July	31st July: Deadline for enrolment submission for June intake	(i) 6th - 17th July Continuous Assessment Verifications visits for August Examinations (Third Term of 2013 intake) (ii) 24th July: Deadline for submission of Continuous Assessment for candidates for August Examinations
August	JULY/AUGUST Examinations Session Dates 29th July - 7th August	
September	30th September: Deadline for payment of December examinations fees.	(i) 14th -25th September Continuous Assessement verification visit to institutions. (Second Term of 2014 intake) (ii) 11th September deadline for term II of 2014 Continuous Assessment submission by institutions.
October	i) 16th October: Training Providers Verify and confirm lists of June Intake. (Student Names, Courses and Identity Numbers.) ii) 30th October: Training Providers verify & confirm list of candidates for November / December examinations entries	
November/ December	NOVEMBER / DECEMBER Examination session dates: 24rd November - 4th December	(i) 2nd - 13th November Continuous assessment verification visits to institutions for December examination series (Third Term of 2014) (ii) 7th December deadline for submission of continuous assessment for candidates for November / December Examinations.

David C. Chakonta

Director General

Technical Education, Vocational & Entrepreneurship Training Authority