



TEVETA PSDRP CONSULT STAKEHOLDERS ON TEVET PRODUCTIVITY

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TEVET NEWS

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

Foreword



This is the Fourth and last Edition of the TEVET Newsletter in year 2010. As we close 2010, we hope that you have found our publications over the year informative. We are very grateful to all those who contributed to the publications.

As we reflect on 2010, we note our achievements, particularly in respect of the implementation of the TEVET Learnership Scheme, the continued transfer of the examinations function from the Examinations Council of Zambia (ECZ) to TEVETA, the conduct of Nation-Wide TEVET Examinations, the Accreditation of Trainers, Assessors, Examiners and the Accreditation of Foreign Examinations Boards. All these efforts have been made in the context of the establishment of the TEVET Qualifications Framework (TQF).

The year 2011 will present additional challenges in the development of our training system, but we also believe that the valuable input and collaboration of all stakeholders will assure our collective success in attaining the objectives that we have set.

On behalf of all of us at TEVETA:

We wish all our readers a fruitful 2011

TEVETA, PSDRP Consult Stakeholders on TEVET PRODUCTIVITY

By TEVET Newswriter

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), in partnership with the Private Sector Development Programme (PSDRP) recently held a one day Stakeholder Consultative Workshop to discuss ways of improving skills training pathways that are responsive to market demands in the Technical Education, Vocational and Entrepreneurship Training (TEVET) sector.

The workshop came against the backdrop of an indication by the industry that there were shortages of skills in various areas of the economy, which impacted negatively on productivity and general industry performance. In addition, there have been requests from the industry for TEVET delivery systems and mechanisms to facilitate recognition of learning and competencies acquired through work-based training.

Welcoming participants for the workshop, TEVETA Director General, Dr. Patrick Nkanza said the forum had brought together a diversity of minds which would address issues relating to competence gaps in the industry that impacted negatively on productivity.



And Dr. Nkanza noted that the size of the enterprise should not be an obstacle in introducing innovations needed to achieve the desired results, adding that key pillars of improved productivity in all sectors of the economy were networking, learning and collaborations between different actors.

He added that Public Private Partnership (PPP) was one of the ways through which the industry and training institutions could work together in order to maximise limited resources without losing one's identity.

"The PPP strategy is one of the preferred delivery strategies to address the competence/skill gaps in the industry, which have a negative impact on productivity in the various sectors."

Dr. Nkanza expressed satisfaction with the Northern Technical College (NORTEC) First Quantum Minerals Limited (FQML) partnership in the Learnership programme and hoped that other industry sectors would consider their involvement.

"I commended FQML for taking a step in providing work based training in Heavy Equipment Repair at craft level.

He further encouraged various sectors to promote Learnership programmes, which

combined theory with practical work experience.

"I call on all sectors to support the training institutions to identify, learn and review the teaching methods in order to achieve the desired competences. I also challenge training institutions not to take a back sit, but act to the needs of the industry. The success of public private partnerships was mainly dependent on joint efforts by all stakeholders," he added.

Meanwhile, Dr. Nkanza has challenged the industry to actively get involved in the curriculum development process in order to enhance competence in the field.

He further said there was need for more investment in education infrastructure as that was a sure way of bridging the skilled labour supply gap the country was experiencing.

He saluted the idea of setting up Centers of Excellence in different settings, which would act as training grounds for modern technology and at the same time meeting the ever increasing demand for skills acquisition in the country.

"Centres of Excellence are vital for promoting modern technology. There is need to introduce them in colleges and universities as well because these institutions provide multiplier effects."

And officially opening the workshop, Minister of Science, Technology and Vocational Training (MSTVT), Peter Daka observed that the TEVET Policy acted as a vehicle for improved productivity and income generation.

The minister emphasised that the only way Zambia would realise the Vision 2030 of being a prosperous middle income nation was through improving the capability of the TEVET system in terms of quality training and graduates being released into the economy.

He said there was need to support training providers to identify, learn, practice and review the most effective modern teaching methods in order to adapt to the changes in the industry if they were to remain relevant.

"I hope this forum will generate some practical and innovative ideas that will enable the ministry and government make TEVET a true and dependable vehicle for promoting and ensuring improved productivity. Feel free to explore ways of ensuring that TEVET indeed improves productivity and thereby fosters private sector growth."

And presenting on "Training Options and Opportunities," Manager for Training

Systems Development at TEVETA, Cleophas Takaiza highlighted four TEVET learning options namely; Institution, Workplace, Open and Long Distance and Dual Based Training which were currently available.

"These available options of learning can respond to various needs of industry and learners of different demographic characteristics. For example, the Dual Based Training (through the TEVET Learnership scheme) gives graduates flexible learning and an opportunity to combine workplace and classroom based theory for the productive age group," Mr. Takaiza explained.

Meanwhile, Paul Golson from the Association of Building and Civil Engineering Contractors said "the greatest challenge that we face in the pursuit of production is the quality of the work when all is said and done."

Presenting on "Productivity and Skills challenges An Example of Zambia Construction Industry," Mr. Golson said the growing lack of acceptable and traceable skills certificates was making employment in the construction industry very tough.

"Everyone expects to find the skills and competences we are looking for on projects to be on hand and are willing to take on employees who show promise and willingness, and then train them in the skill they have taken on...rather than previously where the economy was shrinking, coupled with brain drain and skills flight."

"So, today our growth is outstripping our skills base...Yes, we have professionals, yes we have technicians and yes we have artisans, but are there enough to match the demand this growing economy requires? The answer is emphatically NO," he said.

We need more people with skills and work ethics to attain economic production levels to transfer their talents to the growing population. We need a solid method of assessing skills and quantifying production levels that can be trusted and overseen by industry.."

The forum was held under the theme: "TEVET for Improved Productivity." It attracted participation from the Construction sector, Tourism and Hospitality, Agriculture, Mining and Manufacturing sectors. Other sectors were Wholesale and Retail Trade, Statutory Agencies and Trade Unions, Cooperating Partners, Media and Broadcasting sectors.

National Council for Construction holds Skills award Graduation



National Council for Construction (NCC) recently held a combined graduation ceremony for Skills Award Courses under Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) for Small and Medium Scale Contractors, with a call on graduands to take quality construction into the market.

And NCC has announced the approval by TEVETA of the following two syllabi for use by the School of Construction: Trade Certificate in Earthmoving Equipment Operation, and Diploma in Construction Monitoring and Management for training Clerks of Works.

Speaking during the graduation ceremony, Deputy Minister of Works and Supply, Lameck Mangani said the construction industry played a very significant role to national development and it was increasingly posting positive contributions to the economy in the last 10 years, hence government attached great importance to the sector.

Mr. Mangani noted that the sector's contribution to national development was accelerated by the private sector participation, especially after the enactment of the

Public Private Partnership (PPP) Act No. 9 of 2009.

He added that world-wide trends in the construction sector showed that, given the right policies and a robust

regulatory system, the sector was a reliable stimulus for any sluggish economy.

"Our construction industry cannot achieve these global trends if we don't have quality skills in the sector. You are therefore, a very special team of graduates to meet the market demand. Convince the world you're competent to change the quality of construction in the country," Mr. Mangani said.

He further noted that the skill mix in graduands was very relevant to the construction industry as there was a marked shortage of requisite skills in both quantity and quality to manage the ever-increasing budget for infrastructure development.

The Deputy Minister said the country needed qualified personnel in Building Technology, Construction Management, Land Surveying, Material Testing and Operators for equipment in order to build a sustainable competitive edge in the construction industry.

"To narrow the skills gap, our link with TEVETA is very important. In this vein, we are pleased to announce the approval of two

syllabi by TEVETA in Clerk of Works and Earthmoving Plant Operator Courses, which was effected after intense consultation with stakeholders to ensure the attainment of congruence in the approved syllabi. NCC will launch these syllabi in early 2011 and subsequently roll them out to satellite training institutions within Zambia."

Mr. Mangani also said NCC intended to introduce other courses in Material Testing, Land Surveying and Road Maintenance as soon as TEVETA validated and approved No. 8 Draft Construction Sector Modular Course Programmes.

"Further, may I take this opportunity to announce that with the help of TEVETA, NCC shall start re-structuring the Modular Competence Programmes at Skills Award level so that a series of selected training programmes are entered on the main TEVET Qualification Framework (TQF) for full certification from Trade Testing to Diploma level once minimum notional hours are attained."

Meanwhile, Vice Chairman of the NCC Board, Dr. Mbita Chitala urged the graduates to bridge skills gaps that existed in the industry.

"You are equipped with appropriate skills; go into the market to add the required value in the sector. The skills you have acquired can enable you sustain yourselves and support your families without going into formal employment."

Sixty-five graduands graduated from different courses in the School of Construction.

Chipata Trades Training Institute aims for regional 'university' status.....as its new campus becomes operational.

By

With the completion of phase one of Chipata Trades Training Institute's new campus, the institution has devised far-reaching strategies to market itself



by holding career guidance seminars in chiefdoms in the province, an initiative the Principal Joseph Musonda says is aimed at helping them achieve their strategic objective of attaining a 'university' status in offering market-fine-tuned skills training in the area and beyond.

Mr. Musonda added that the completion of the first phase of the new campus, which included the administration block, lecture rooms and two blocks of students' hotels, was an important factor in helping set the institution's profile higher.

"The new campus has positioned Chipata Trades on a vantage platform for great achievements. We have great potential, which is enhanced by the transformed mindset of members of staff that makes us a stronger force in the sector."

He quickly noted that the implementation and completion of Phase II of the campus in 2011 would make the institution a more strategic player in skills training.

"Going by the number of students we are recruiting, accommodation is going to be a serious problem. This

makes the construction of more students' hostels in Phase II very important. The second part of the project will also help us address the shortage of workshops for technical courses like carpentry and metal fabrication."

On skills training demand in the province, the Principal said "initially most people never paid attention to skills training." To avert the problem, we are working with chiefs to sensitise the public of the importance of skills training. We are also engaging District Education Boards (DEBs) on Careers' Exhibition Day in Basic and Secondary schools to tap talent and engineer it in the right direction when it is still in its early stage."

He said most prospective students were ignorant on registered institutions by TEVETA, hence making career choice and self-identification according to ability and passion very difficult.

"Chipata Trades is narrowing those gaps. The career guidance seminars are sharpening their minds. They are increasingly grasping things."

Meanwhile, Mr. Musonda said Chipata Trades was introducing new courses in Metal Fabrication, Plumbing, Clearing and Forwarding, Chartered Institute of Purchasing and Supply (CIPS) and General Agriculture at Certificate and Diploma levels.

He added that General Agriculture was an important course for Eastern province as its economy was mainly driven by agricultural activities.

"Skills in agricultural productivity are cardinal to the area. They are critical to productivity. We want to be part of increased production in the province. We thus intend to introduce Agronomy, Animal Husbandry and Agro-Processing courses as soon as we meet all TEVETA requirements," Mr. Musonda indicated.

He added that the institution's long-term plans were to become a university college that would be offering courses examined by local universities at different levels especially in technology, carpentry and plumbing.

Mr. Musonda said there was no institution that offered Carpentry and Joinery at Diploma and higher Diploma levels in the country, an opportunity Chipata Trades Institute aimed to utilise for it to attract students from all corners of Zambia and neighbouring countries.

In terms of human resource, the Principal said the increase in enrolments in relation to expansion programmes had created a deficit in human resource at the institution.

"Change often comes with new challenges. For us, our expansion strategies, among other things, are posing a human resource challenge. Most of the lecturers don't have teaching Diploma from Technical and Vocational Teachers' College (TVTC); hence don't meet the TEVETA accreditation requirements for them to be lecturing," he noted.

Mr. Musonda added that to that effect, Chipata Trades was sending lecturers to TVTC for teaching Diploma programmes during holidays in order to avert the human resource deficit and raise the profile of the college based on the qualifications and experience of its lecturers.

TEVETA holds VCT Day to Commemorate World AIDS Day

By Teveta Newsletter



As the promoter of science, entrepreneurial and technological propelled productivity, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) pays great attention to obstacles to such output, like HIV/AIDS, to ensure full realisation of desired productivity levels from graduates in the TEVET sector.

Considering the appalling effect of the scourge on productivity, TEVETA increasingly supports strategies aimed at reducing the negative impacts of the pandemic in the TEVET sector and in the economy in general, especially among the productive age groups which are also the most sexually active.

"Charity begins at home," it is said, thus TEVETA commemorated the 2010 World AIDS Day with a call on staff to regularly go for voluntary counseling and testing (VCT) as long as they remained sexually active.

TEVETA organised a talk by a health personnel on HIV/AIDS and related diseases to accord its staff chance to seek clarity on any matters about the scourge. Management also used the day to explain its strategies aimed at tackling the pandemic among its staff and in the TEVET sector as a whole.

Addressing the staff, Acting Director

of Finance and Administration, Ernest Musa said the latest study on HIV/AIDS revealed that 40% of men and 27% of women were promiscuous, hence the importance of going for VCT on a regular basis.

"A recent study in Lusaka showed that about 40% men and 27% women in Lusaka are going out with other men and women besides their marriage partners. We should therefore maintain regular checkups to be sure of our lives. Pre and post testing and counseling is very important for our plans about the future," he emphasised.

Mr. Musa said although hospitals and clinics offered VCT services every day, risky levels among sexually active age groups necessitated regular checkups of their HIV statuses for them to prepare well for their lives and seek help at the right time in case they tested positive.

He added that TEVETA had an HIV/AIDS Policy through which the staff could get key messages on the pandemic and secondly, access prevention measures that have been put in place in the scheme.

"We have a scheme with University Teaching Hospital (UTH) on HIV/AIDS, which staff can utilise for any information on HIV/AIDS and medication to those who tested positive. The scheme provides testing, counseling and treatment as well as general health check.

We contribute to that scheme every year, but annual returns have shown that very few people are accessing it. I urge you to utilise the facility. It's our facility, let's make use of it," he said.

And a Consultant Physician from UTH, Dr. Soka Nyirenda said avoiding VCT posed a greater risky of poor response to medical treatment by those who needed it (medical treatment) as the virus multiplied in large numbers if treatment was delayed.

"Shunning VCT is very risky. It puts the person at higher risky of re-infection and infecting others, thus having multiple types of viruses within shortest time as the virus multiplies so fast between 400-4000 viruses in a day. The rate at which the virus reproduces entails that we can't afford to avoid VCT for purposes of early commencement of antiretroviral (ARV) treatment and avoiding re-infection and infecting others," he stated.

Dr. Nyirenda further indicated that the secrecy surrounding discussions about sex in homes worsened the situation as children were denied information on sex education, which played an important role in the fight against HIV/AIDS.

He said research had shown that about 70% of the girls who were tested HIV positive got infected between 14-24 years, a indication that families needed to start talking about sex and HIV/AIDS with their children early enough to save their lives.

"We have identified vulnerable groups to the virus, (youths between 14-24 years). We now need to target them with key information about HIV/AIDS. We shouldn't feel it's improper as parents to educate our children about sex, it is one way we can empower them against the pandemic," stated Dr. Nyirenda.

Chelstone Youth Centre hold 11th Graduation

By Teveta Newsletter



Chelstone Youth Centre held its 11th graduation ceremony recently, where sixty-three granduands were conferred with various qualifications.

And speaking during the ceremony, Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) Director of Development Division, David Chakonta commended the Centre on its contribution to skills and entrepreneurship training in Technical Education, Vocational and Entrepreneurship Training (TEVET).

“On our part as a government agency, we feel encouraged by your growth and skills training programmes because they sit well with the TEVET Policy which we have been tasked to implement. In line with our national vision to have a pool of entrepreneurs who will constantly create and grow business enterprises, thereby creating employment and incomes in the economy, it's pleasing to note that you have exposed these granduands to both technical and entrepreneurship skills during the training,” noted Mr. Chakonta.

He stated that the contributions made by players in the TEVET sector, such as Chelstone Youth Centre, were important to the country's realisation

of the Middle Income status envisaged in the Vision 2030.

Mr. Chakonta said government had approved the TEVET Policy in order to address underlying challenges that included unexploited business opportunities in the

economy and high unemployment levels among youths.

He further said it was against that background that government through the Ministry of Science, Technology and Vocational Training committed itself to enhancing the ability of the labour force to start running viable growth-oriented business enterprises as a deliberate career alternative.

On entrepreneurship, Mr. Chakonta tipped granduands to be innovative, self motivated, willing to take greater risks, work hard, determined and persistent, visionary, and seek information.

“Cultivate in yourselves attributes of entrepreneurs: think outside the box, be confident in yourselves, be proactive, decisive and energetic and take planned risks, work hard, be determined and persistent, and be focused. In addition to these attributes, look out for support agencies such as Zambia Development Agency, Citizen Economic Empowerment Commission, industry specific associations, and family and friends that are already in business,” he counseled them.

Speaking earlier, Chelstone Youth Centre Sister-In-Charge, Xavier Nyanga said since 2009, the Centre managed to build a classroom block, secured a car to easy mobility and celebrated its 35th anniversary.

Sr. Nyanga said the Centre run a variety of training courses in various fields which were blended with entrepreneurship for granduands' self-sustainability.

“As an institution, we want to see that our granduands use the acquired skills for self-financing and fighting against HIV/AIDS, poverty and unemployment in our country.”

She stated that the Centre had trained 576 students since 2000 and 130 in 2010 alone.

Sr. Nyanga indicated that the Centre needed funds for a booster pump and extending the classroom block in order to enable it engage in other income generating activities for sustaining itself.

And giving a vote of thanks on behalf of granduands, Dorcus Namuyemba commended the Centre for dedicating itself to helping vulnerable people who cannot afford pay large amounts of school fees in other institutions for both long and short term courses.

She added that the self-sustainability courses the Centre offered would enable granduands overcome unemployment challenges as they would start up their own business ventures, provided they had access to finances and other requisites.

Namuyemba paid gratitude to companies and people who contributed towards the hosting of the graduation and the running of Chelstone Youth Centre's day-to-day operations.

TEVETA Participates at 2010 Lusaka Career Counseling Fair at Kabulonga Boys School

By Teveta Newsletter

The Technical, Education, Vocational and Entrepreneurship Training Authority (TEVETA) participated at the 2010 Lusaka Career Counseling Fair recently held at Kabulonga Secondary Boys School, which was organised by Ministry of Education, Junior Achievement Zambia, Rotary International and Image Promotions.

And opening the Fair, First Lady Thandiwe Banda urged students to be visionary, positive in everything, set goals and pursue them to the end.

Mrs. Banda encouraged the students to be focused, determined, creative, confident in themselves, and choose careers they were passionate about.

"Look within yourselves, identify your strength and weaknesses, improve on the weaknesses and find careers that work for you", she advised them.

"A career is not inheritable. It is dreamed, shaped and pursued. It is not about what our parents have done. We are unique and can achieve whatever we dream when we have a vision, determination and focus. You must dream and act! You can't be somebody without focus. You can't achieve your dreams without a positive mindset," she added.

The First Lady called on students to accept challenges, see opportunities in them and capitalise on them to reach their targets in life.

She further advised them to respect their parents, teachers and others in whatever they did for them to be blessed in their lives.

"If nobody advises you nor controls you, then you are not important. Your parents constantly control you because you are very important to society. Listen to them. When you respect your parents, it will be easy for you to respect others.

She reminded them that they were living in a very dangerous world of HIV/AIDS, therefore they should learn about it. "Learn about HIV/AIDS. Be smart. Protect yourself."

Meanwhile TEVETA Director General, Dr. Patrick Nkanza, who was one of the keynote speakers, said school, hard work and risk taking were paramount factors in career choice, which students should embrace in their everyday lives for them



to achieve their dreams.

"Dreams are not achieved by accident; you have to go to school. Teachers will mentor you, coach you, counsel you and shape your dreams. School doesn't nature dreams, you do it yourself."

Dr. Nkanza said great achievers were ready to get their hands dirty, a culture young people should embrace in their lives.

He further urged students to take calculated risks, estimate costs, consult others and wisely pursue their dreams.

"Don't be afraid to take risks. Estimate the risks of your dream, get help from others, and get there. Look at options available and decide on the best option. Don't be afraid to getting ahead with your dreams."

Another Keynote speaker, Zambia Centre for Accountancy CEO, Dr. Goutham Rao, advised the students to be disciplined in everything they did as they followed their dreams.

"You must be disciplined in time, finances and socially for society to trust and depend on you. Discipline cuts across our lives; it is a premium of success. You can't get anywhere if you are not disciplined," he tipped students.

"How you spend time, money and live your life matters in achieving your dreams. Today we are helping you to set the foundation. Aim higher, don't worry about how you get there; because 'how you get there' matters less for a good student. Don't listen to whatever people

say, you can be anyone if you know what you want."

Adding to the counsel, Barclays Bank Zambia Managing Director, Savour Chibiya hinted; "whatever you want to be, go to school, and the rest will follow. School is the passport out of poverty."

Mr. Chibiya said one of the secrets to success was positive attitude, ability to perform and being action oriented.

"The formula I am giving you is simple: Attitude + Ability + Action= Success. Firstly, think positively, believe in yourself, and keep going. Secondly, acquire skills. You must go to school. Don't substitute school with talent. Use school to be a global citizen. Lastly, be youths of action. You are judged by what you do, not what you dream about. You can have all the great dreams, but if you don't act on them, those dreams will be wasted," he said.

Another speaker, Tobias Tembo from Barefeet counseled students on the importance of being actively involved with everyday things as they dream.

"In life there is no audience, we all have to participate. Dream and picture yourself who you want to be, people you want to surround you, skills you want to acquire, and the place you want to stay. Remember, the law of attraction follows you as you keep on dreaming. You must therefore watch the signs and follow the moves," he tipped students.

Meanwhile Junior Achievement Chief Executive, Teddy Nyasulu said the Fair was meant to equip students with essential information on various career options based on their skills, preferred activities and subject choices at school.

Mr. Nyasulu said the aim of the Fair was to help students make more informed and better educational and career choices and to help with career interest profiling. He said career profiling was introduced to the Fair for the first time to ascertain the career path of most students in the country.

NYAMALUMA TRAINING INSTITUTE HARMONISING HUMAN-ANIMAL RELATIONS

By Teveta Newsletter



Nyamaluma Training Institute has started offering a Diploma course in Wildlife and Management Studies to help harmonise relations between people and wild animals in the Game Reserve Area of South Luangwa National Park.

And the institute has initiated a Community Based Management (CBM) strategy of wildlife in the area to create a cordial relationship between the community and wildlife in the area.

Nyamaluma Training Institute Principal, Mr. Kezias Newa said the community based wildlife management strategy will be used as a model to countries in the Southern Africa Development Community (SADC) region.

"Zambia is a model where wild animals and people co-exist. In other countries, wild animals are fenced and no people live within the area; but in case of South Luangwa National Park, wild animals are also found outside the national park in

places called Game Management Areas."

The institution, which is under Zambia Wildlife Authority has partnered with the community in the game management area to ease tension between people and wild animals that persisted for years due to lack of knowledge by the community on how to co-exist with wildlife.

Mr. Newa said game-rangers and wildlife police officers who graduated from the programme educated the community on how to live with wild animals without confrontations.

He indicated that under the partnership with the people in the area, part of the benefits accrued from the national park was invested in various projects such as water reticulation, education and health, and other projects within the community.

"People are seeing the benefits

from wildlife conservation. Therefore, they don't kill the animals as they use to do before. The relationship with wild animals is also improving."

Mr. Newa said the training in Community Based Management of wildlife offered by Nyamaluma was unique as it provided crucial knowhow and skills on human/animal conflict management to the community.

The CBM approach, which is also known as Mike Project, will be replicated in the SADC regional to protect endangered species of animals. In Zambia, the project aims to protect elephants as they are increasingly becoming endangered species.

"The training of wildlife police officers is aimed at improving wildlife management skills, Paramilitary and community natural resource management skills." You can't come-up with a good wildlife police officer without combined skills on wildlife management, military and community natural resource management," Mr. Newa noted.

He said the training provided them vital skills in understanding wildlife values, and impart the same knowledge onto the general public for them to appreciate those values as they co-existed with animals.

"The officers are more than soldiers and police officers as they have weaponry and conflict management skills, wildlife care and defending both themselves and wild animals from various dangers."

TEVETA Launches new Website

By Teveta Newsletter

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) has launched its new website, with Ministry of Science, Technology and Vocational Training Permanent Secretary, Chriticles Mwansa describing it as a user-friendly and interactive website that will improve TEVETA's interaction with stakeholders and the outside world.

Speaking during the launch of the website at TEVETA, Mr. Mwansa congratulated the Authority on the new platform for interfacing with Technical Education, Vocational and Entrepreneurship Training (TEVET) service providers and stakeholders from all sectors of life.

"I congratulate you for successfully designing and launching the new website. It will improve your interfacing with stakeholders. It will

provide more information to the public without visiting you, therefore making service delivery much easier and efficient."

He said the website would enable people make informed decisions on many skills training programmes offered by institutions under TEVET throughout the country, which would be at a much cheaper cost than other means of obtaining information.

"A website is a very important forum to reach targeted audiences and the whole world for 24 hours even when nobody is at the office. It is cost effective and uses minimal resources to reach masses with maximum impact. I hope it will help you communicate with the public much easier as you endeavour to provide the nation with skills

training services."

And TEVETA Director General Dr. Patrick Nkanza said the new website provided an essential medium for TEVETA to efficiently inform the public about its services and programmes offered in TEVET.

Dr. Nkanza indicated that the new website aimed at easing navigation and access to key information for training providers, learners, assessors, examiners, and other players in the TEVET sector, which would increase stakeholders' confidence in TEVETA.

The new website has been greatly improved to meet the public's browsing expectations. Visit it today www.teveta.org.zm and learn more about TEVETA.

Goal Setting

By Nelly Nyirenda-Entrepreneurship Development Specialist



Many people feel like wanders in the world. They work hard, but they do not seem to get a n y w h e r e meaningful.

A key reason for this feeling is that they haven't spent enough time thinking about what they want from life, and haven't set themselves proper goals. After all, would you set out on a major journey with no real idea of your destination? Probably not!

What is Goal Setting?

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn your vision into reality.

The process of setting goals helps you choose where you want to go in life. By

knowing exactly what you want to achieve, you know where you have to concentrate your efforts on. You'll also quickly spot the distractions that can so easily lead you astray.

Why Set Goals?

Goal setting is used by top-level athletes, successful business-people and achievers in all fields. Setting goals gives you long-term vision and short-term motivation/inspiration. It focuses your acquisition of knowledge, and helps you to organise your time and your resources so that you can make the very most of your life.

By setting sharp and clearly defined goals, you can measure and take pride in the achievement of those goals. You will see progress in what might previously seem a long futile labour. You will also raise your self-confidence as you recognise your own ability and competence in achieving the goals

that you have set.

The time to set goals is now!

Starting to Set Personal Goals

You set your goals on a number of levels:

- First you create your "big picture" of what you want to do with your life (or over a specific time frame, say, the next 10 years), and identify the large-scale goals that you want to achieve.
- ? • Then, you break those goals down into smaller and smaller targets that you must hit to reach your lifetime goals.

Finally, once you have your plan, you start working on it to achieve these goals.

This is why we start the process of goal setting by looking at your

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Goal Setting

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lifetime goals. Then, we work down to the things that you can do in a period of time, say, the next five years, then next year, next month, next week, and today, to start moving towards them.

Step 1: Setting Lifetime Goals

The first step in setting personal goals is to consider what you want to achieve in your lifetime (or at least, by a significant and distant age in the future). Setting lifetime goals gives you the overall perspective that shapes all other aspects of your decision making.

To give a broad, balanced coverage of all important areas in your life, try to set goals in some of the following categories (or in other categories of your own, where these are important to you):

- ? • Career Do you want to be an employee or you want to start your own business and employ other people? What level do you want to reach in your career, or what do you want to achieve?
- ? • Financial - How much do you want to earn, by what stage? How is this related to your career goals?
- ? • Education - Is there any knowledge you want to acquire in particular?
 - What information and skills will you need to have in order to achieve other goals?
- ? • Family - Do you want to be a parent? If so, how are you going to be a good parent? How do you want to be seen by a partner or by members of your extended family?
- ? • Attitude - Is any part of your mindset holding you back? Is there any part of the way that you behave that upsets you? (If so, set a goal to improve your behavior or find a solution to the problem.)
- ? • Physical - Are there any athletic goals that you want to achieve, or do you want good health deep into old age? What steps are you going to take to achieve this?
- ? • Pleasure - How do you want to enjoy yourself? (You should ensure that some of your life is for you!)
- ? • Public Service - Do you want to make the world a better place? If so, how?

Spend some time brainstorming on these things, and then select one or

more goals in each category that best reflects what you want to do. Then consider trimming again so that you have a small number of really significant goals that you can focus on.

As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve, not ones that your parents, family, or employers might want. (If you have a partner, you probably want to consider what he or she wants - however, make sure that you also remain true to yourself!)

Tip:

Crafting a personal mission statement can help bring your most important goals into sharp focus.

Step 2: Setting Smaller Goals

Once you have set your lifetime goals, set a five-year plan of smaller goals that you need to complete if you are to reach your lifetime plan.

Then create a one-year plan, six-month plan, and a one-month plan of progressively smaller goals that you should reach to achieve your lifetime goals. Each of these should be based on the previous plan.

Then create a daily TO-DO-List of things that you should do today to work towards your lifetime goals.

At an early stage, your smaller goals might be to read books and gather information on the achievement of your higher level goals. This will help you to improve the quality and practicality of your goal setting.

Finally review your plans, and make sure that they fit the way in which you want to live your life.

Staying on Course

Once you have decided on your first set of goals, keep the process, going by reviewing and updating your To-Do List on a daily basis.

Periodically review the longer term plans, and modify them to reflect your changing priorities and experience.

SMART Goals

A useful way of making goals more powerful is to use SMART. SMART stands for:

- ? • S - Specific (or Significant).
- M - Measurable (or Meaningful).
- A - Attainable (or Action-Oriented).
- R - Relevant (or Rewarding).
- T - Time-bound (or Trackable)

Specific, achievable and realistic-- Make sure your goals are concrete, concise and attainable. Instead of, "I want to make a lot more money this year," specify "I want to increase my revenues by X percent (a realistic amount) by the end of the year."

Measurable-- Frame your goals in such a way that you can measure your progress. For example, plan on measuring monthly or quarterly revenues against last year's figures-- something you should be doing anyway.

Timely-- Give yourself a reasonable time frame for achieving your goal. Then break it down into smaller, short-term increments. Realistically, you may not achieve that X percent increase early in the year, but you can work toward it. Divide your goal percent increase into monthly or quarterly increments that allow you to build on your momentum. This produces measurable, attainable and short-term goals to pursue.

Further Goal Setting Tips

The following broad guidelines will help you to set effective, achievable goals:

- ? • State each goal as a positive statement - Express your goals positively "carry out this assignment well" is a much better goal than "Don't mess up the assignment."
- Be precise: Set precise goals, putting in dates, times and amounts so that you can measure achievement. If you do this, you'll know exactly when you have achieved the goal, and can take complete satisfaction from having achieved it.
- Set priorities - When you have several goals, give each a priority. This helps you to avoid feeling overwhelmed by having too many goals, and helps to direct your attention to the most important ones.

Goal Setting

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- Write goals down - This crystallises them and gives them more force. (Somebody said if you don't write down your goals and just leave them in your head, when you get drunk and stagger, they also do the same!)
- Keep operational goals small - Keep the low-level goals that you're working towards small and achievable. If a goal is too large, then it can seem that you are not making progress towards it. Keeping goals small and incremental gives more opportunities for reward.
- Set performance goals, not outcome goals - You should take care to set goals over which you have as much control as possible. It can be quite disappointing to fail to achieve a personal goal for reasons beyond your control! In business, these reasons could be bad business environments or unexpected effects of government policy. In sport, they could include poor judging, bad weather, injury, or just plain bad luck.
- If you base your goals on personal performance, then you can keep control over the achievement of your goals, and draw satisfaction from them.
- Set realistic goals - It's important to set goals that you can achieve. All sorts of people (for example, employers, parents, media, or society) can set unrealistic goals for you. They will often do this in ignorance of your own desires and ambitions.
- It's also possible to set goals that are too difficult because you might not appreciate either the obstacles in the way, or understand quite how much skill you need to develop to achieve a particular level of performance.

When you have achieved a goal, take the time to enjoy the satisfaction of having done so. Absorb the implications of the goal achievement, and observe the progress that you have made towards other goals.

If the goal was a significant one, reward yourself appropriately. All of this helps you build the self-confidence you deserve.

With the experience of having achieved this goal, review the rest of your goal plans:

- ? • If you achieved the goal too easily, make your next goal harder.
- If the goal took a disappointing length of time to achieve, make the next goal a little easier.
- If you learned something that would lead you to change other goals, do so.
- If you noticed a deficit in your skills despite achieving the goal, decide whether to set goals to fix this.

Feed lessons learned back into your goal setting. Remember too that your goals will change as time goes on (the goals are therefore not cast in stone). Adjust them regularly to reflect growth in your knowledge and experience, and if goals do not hold any attraction any longer, consider letting them go.

Goal Setting Example

For her New Year's Resolution, Taonga has decided to think about what she really wants to do with her life.

Her lifetime goals are as follows:

- ? • Career - To be Managing Director of Sambazy Enterprises where she is employed
- Creative - To keep working her designing skills. Ultimately she wants to have her own interior designing company
- Physical - "To run a marathon."

Now that Taonga has listed her lifetime goals, she then breaks down each one into smaller, more manageable goals.

Let's take a closer look at how she might break down her lifetime career goal - becoming managing director:

- Five-year goal: "Become deputy director."
- One-year goal: "Volunteer for projects that the current Managing Director is heading up."
- Six-month goal: "Go back to school and study interior designing"
- One-month goal: "Talk to the current Managing Director to determine what skills are

needed to do the job."

- One-week goal: "Book the meeting with the Managing Director."

As you can see from this example, breaking big goals down into smaller, more manageable goals makes it far easier to see how the goal will get accomplished.

Key Points

Goal setting is an important method of:

- Deciding what you want to achieve in your life.

- Separating what's important from what's irrelevant, or a distraction.
- Motivating yourself.
- Building your self-confidence, based on successful achievement of goals.

Set your lifetime goals first. Then, set a five-year plan of smaller goals that you need to complete if you are to reach your lifetime plan. Keep the process going by regularly reviewing and updating your goals. And remember to take time to enjoy the satisfaction of achieving your goals when you do so.

It is hard to succeed as an Entrepreneur if you do not set goals for your business because you do not know where you are going. Remember to set goals for all areas of your life because disorganisation in one area of your life could subsequently affect the running of your business. Do not neglect any area of your life.

If you have not already set goals, do so, starting now. As you make this technique part of your life, you'll find your career accelerating, and you'll wonder how you did without it!

If you can, watch a movie entitled "Alice in Wonderland," to show you how things could turn out if you do not plan and set goals for your life. If you do not know where you are going, any road will lead you there!

Persistence as an important attribute of entrepreneurs in the next issue!

Trade Test Reforms in TEVET

By Teveta Newsletter

In the previous publication, we highlighted on trade test reforms in the TEVET sector from the 1940s to the time it was shifted to the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). In this article, we'll share more on the reforms in the sector under TEVETA.

With the Technical Education, Vocational and Entrepreneurship Training (TEVET) Policy of 1996 and the subsequent enactment of the TEVET Act of Parliament No. 13 1998, the trade testing system has been revised. Further, TEVETA is empowered to administer trade testing in the country.

Review of the Trade Testing System

Introduction

As part of the implementation of the TEVET Policy of 1996, the Training Standards Division of TEVETA is undertaking a comprehensive review of the current Trade Test System to meet current dictates of the labour environment.

Primarily, Trade Testing was intended to serve the adult members of the labour force who had gained their skills through on the job training and experience. By taking a Trade Test they could obtain official certification in a trade.

The change in the economic environment has resulted in a decline in the formal sector and a growth in the informal sector. This has had an effect on skills acquisition in the country. The Trade Test System, which initially had been intended for semi skilled workers in industry, is now being used as a mode of pre-employment training, whereas in the past a worker from industry had acquired a certain level of skill. Young people who have absolutely no skill at all enrol into an institution and acquire a trade through some form of training. Students range from the 'never beens' to the Grade 12 school leaver.

There is a gap in the provision of training to both those who have never been to school and school leavers who do not meet the necessary entry requirements to formal training institutions. Trade Testing has thus been used to fill this gap.

In order to make meaningful changes that meet the prevailing demands, and in line with the Policy of the provision of demand driven training, it is imperative to take into consideration what is currently obtaining on the ground. As a means towards achieving this, an initial survey was conducted in Lusaka to assess the current situation on how the Trade Test System is being conducted and also as a means to establish the basis for making a questionnaire, which will be used in a countrywide survey.

A number of institutions in Lusaka, which are registered with TEVETA as offering training at Trade Test Level, were visited. Face to face interviews were held with the Heads of the

institutions and where possible with Instructors. Lusaka Business and Technical College, which is an accredited Trade Test Centre, was also visited to conduct interviews with the Trade Testing Coordinator and Trade Testers.

Objectives of the Situation Analysis

The following were the objectives of the analysis:

- ? • Assess the current state of Trade Testing
- ? • Identify shortcomings in the system
- ? • Use findings as a basis to launch comprehensive countrywide analysis

Target Group and Enrolment Criteria

The Trade Test system is currently being used by those with no skills i.e. the "never beens" and school leavers. The semi-skilled workers from industry make up the smallest number. This is a marked shift from its originally intended target group, the semi-skilled worker from industry.

The eligibility for Trade Tests is currently as follows:

Grade 9

- Must have a National Registration Card.
- ? • Proof that he/she has 12 months experience in the trade.
- If employed, a letter from employer.
- Three recent passport sized photographs.
- If the applicant fails at first attempt, he/she should work for a minimum period of six (6) months to be eligible for another attempt.
- Must furnish proof that he /she has gained the required experience.
- May be illiterate or literate.

Grade 8

- Must have a National Registration Card.
- Proof that he/she has 12 months experience in the trade.
- If employed, a letter from employer.
- Three recent passport sized photographs.
- Must produce a valid Grade 9 Trade Test Certificate.
- Must prove that he has gained a minimum of 12 months further experience in the current trade (Grade 9) before becoming eligible to apply for the higher trade.
- May be illiterate or literate.

Grade 7

- Must have a National Registration Card.
- Proof that he/she has 12 months experience in the trade.
- If employed, a letter from employer.
- Three recent passport sized photographs.
- Must produce a valid Grade 8 Trade

Test Certificate.

- Must prove that he has gained a minimum of 12 months further experience in the current trade (Grade 8) before becoming eligible to apply for the higher trade.
- The applicant must be able to read and write English.

NOTE: Grade 9-7 answers oral and do practical exercises.

Grade 6

- ? • Must have a National Registration Card.
- ? • Proof that he/she has 12 months experience in the trade.
- ? • If employed, a letter from employer.
- ? • Three recent passport sized photographs.
- ? • Must produce a valid Grade 7 Trade Test Certificate.
- ? • Must prove that he has gained a minimum of 12 months further experience in the current trade (Grade 7) before becoming eligible to apply for the higher trade.
- ? • The applicant must be able to read and write English.
- ? • Must be given a written examination and must be able to read and interpret drawings for practicals.

Grade 5

- Must have a National Registration Card.
- Proof that he/she has 12 months experience in the trade.
- If employed, a letter from employer.
- Three recent passport sized photographs.
- Must produce a valid Grade 6 Trade Test Certificate.
- Must prove that he has gained a minimum of 12 months further experience in the current trade (Grade 6) before becoming eligible to apply for the higher trade.
- The applicant must be able to read and write English.
- Must be given a written examination and must be able to read and interpret drawings for practicals.

NOTE: Grade 6-5 written and practical examinations written answer papers are submitted to (ECZ).

These however do not take into consideration those using it as pre-employment training.

Length of Study

The length of study varies considerably between institutions with programmes ranging from ten (10) days to two (02) years. At the end of which, students may be tested at any level between Grades 9 to 5.

Some training providers complained that

Trade Test Reforms in TEVET

From page 13 the programmes are too long. This resulted in students dropping out.

Curriculum

In most cases the DTEVT/TEVETA Trade Test curriculum is being used where available. In some cases the curriculum is extracted from the Craft Certificate curriculum even where Trade Test curriculum is available. In most programmes the curriculum is very old. The most recent revision of any Trade Test curriculum was in Carpentry & Joinery in 1998.

Progression between Grades (Upgrading)

Initially there was very little upgrading which took place in trade testing due to a number of factors such as:

- ? • Lack of knowledge.
- Lack of finance.
- It was not convenient for those that were employed.
- Those in the informal sector find it difficult to meet the requirement that they show proof of having been working in the trade for the past year.

But in today's world, where life has become complicated and technological advances

demand that people seeking a livelihood in the sciences, entrepreneurial and technological world must somehow show knowledge of their ability, not just by a word of mouth but also have backup support to authenticate their knowledge in any field, there is high demand for upgrading in trade testing. Many students are upgrading their knowhow through trade test to meet the requirements of the industry.

Administration and Assessment of Examinations

Registration
Trade Test Examinations have been administered by the Examinations Council of Zambia (ECZ) from 1983 to 2009 when the mandate was transferred to TEVETA. The registration process involves the accreditation of Trade Test Centres, Trade Test Coordinators, Trade Testers, registering of students and certification.

Fees
Since the Trade testing function has been transferred from ECZ to TEVETA in 2010, certain changes have been made as highlighted below. This transfer is part of the

overall implementation of the TEVET Qualifications Framework (TOF).

In view of the above these changes:

Trade Testing Centres will collect Trade Testing fees on behalf of TEVETA and remit the fees to TEVETA. The schedule of the fees is as follows:

- ? • Level I K 95,000
- Level II K55,000
- Level III K55,000

These fees do not include the fee for procuring trade testing materials. Institutions may charge fees for the provision of practical materials. Application forms to sit for trade testing can also be accessed on our website: www.teveta.org.zm

Trade Test Dates
The application forms to sit for trade testing will be received by respective Institutions/Individuals and forwarded to TEVETA for processing and administration of the assessments. The following are the dates for the tests.

Sessions	Closing dates for April Trade Testing	Closing dates for August Trade Testing	Closing dates for November Trade Testing
Trade testing Fees	15th February	30 th June	30 th September
SESSION DATES	Thursday 28 th April and Friday 29 th April 2011	Thursday 25 th August and Friday 26 th August 2011	Thursday 24 th November and Friday 25 th November 2011

In the next issue, we will look at Target Group and Enrolment Criteria, National Trade Test Standard and other strategies meant to enhance it. Your comments are most welcome.

FAREWELL AND WELCOME



Youngson Ndawana

TEVETA bids farewell to Mr. Youngson Ndawana who left the Authority on 30th November 2010 to pursue his Masters Degree with the University of Zambia under the Staff Development Fellowship Scheme. Before leaving TEVETA, Mr. Ndawana was the Information, Education and Communications Specialist for TEVETA. He holds a Bachelors Degree in Mass Communication from the University of Zambia. TEVETA wishes him well in his endeavour.



Clive Siachiyako

TEVETA welcomes Mr. Clive Siachiyako who joined the Authority on 1st November 2010 as Information, Education and Communications Specialist. Before joining the TEVETA, Mr. Siachiyako worked with Zambia Development Agency (ZDA) as Communications and Public Relations Officer. He holds a Bachelor of Mass Communication (BMC) Degree from the University of Zambia.

PHOTO FOCUS



TEVETA Staff pose for a photo after matching against HIV/AIDS on the 2010 World AIDS Day. World AIDS Day is commemorated on 1st December every year.



TEVETA Director of Development giving his key note speech during the 11th Graduation ceremony for Chelstone Youth Centre.



Entrepreneurship Development Specialist Nelly Nyirenda tipping students on entrepreneurship during the Lusaka Career Fair at Kabulonga Boys Secondary School.



TEVETA Director General Dr. Nkanza - Don't be afraid to take risks. Estimate the risks of your dream, get help from others, and get there.



Barclays Bank Managing Director Saviour Chibiya adding his voice on career choices during the Fair.



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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