



Technical Education, Vocational and Entrepreneurship Training Authority

Annual Report 2018

TABLE OF CONTENTS

1. Vision, Mission Statement and Values.....	
2. Registered Office.....	
TEVETA Management.....	
3. Executive Summary.....	
4. Operational Review by the Director General.....	
5. Outlook for 2019.....	
6. Financial Statement.....	

1. VISION, MISSION AND VALUES

VISION

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

MISSION

To ensure supply of internationally competitive skilled persons through:

- Regulation;
- Coordination;
- Monitoring and
- Evaluation

of Technical Education, Vocational and Entrepreneurship Training (TEVET) service delivery

VALUES

TEVETA upholds the following core values:	Ethical leadership and integrity
	Innovation and excellence
	Accountability and transparency
	Teamwork and mutual respect

2. REGISTERED OFFICE

The Technical Education, Vocational and
Entrepreneurship Training Authority
(TEVETA)
Plot No. 4751
Birdcage Walk, Longacres
Private Bag RW16X
Lusaka
Zambia

Bankers:

1. Citibank Zambia Limited
Lusaka Main Branch
Addis Ababa Roundabout
Lusaka
Zambia
2. Stanbic Bank Zambia Limited
Woodgate House
Cairo Road
Lusaka
Zambia
3. Zambia National Commercial Bank Limited
Civic Centre Branch
Independence Avenue
Lusaka
Zambia

Auditors

Mark Daniels

5. TEVETA MANAGEMENT



Mr. Cleophas Takaiza
Acting Director General



Mrs. Rudo Banda
Director
Training Standards
Division



Mr. Phillip Mubanga
Director
Finance &
Administration Division



Mrs. Catherine Kanyensha
Director
Assessments &
Certification Division
(Seperated in April 2018)



Mr. Orphan Hachinene
Director
Development Division

6. EXECUTIVE SUMMARY

At the end of the year, 304 training institutions were registered with TEVETA. The number of registered training providers continue to be concentrated along the line of rail with Lusaka Province comprising 40% of the total number of the registered Institutions. In addition, 160 of Institutions were in Grade 3, which means the majority of the institutions barely met training standards due to weaknesses in management systems, quality of administrative staff, inadequacy of workshops, safety, tools and equipment and classrooms. This points to the need to improve the capacity of the TEVET system for it to produce internationally competitive graduates.

Following the high number of training providers being in Grade 3, focus by the Authority through Training Provider Support Services in 2018 was to promote capacity building activities such as facilitating training for personnel in the sector to address their limitations. The capacity building training was towards Institutional Heads, Entrepreneurship Trainers, Assessors and Examiners. Forty six (46) Heads of TEVET institutions were trained in leadership and management skills for effective running of training institutions. This will be an ongoing exercise to try to uplift the standard of managing TEVET institutions.

As part of the continuous professional development, 46 entrepreneurship trainers of trainers were trained on how to conduct training and assessment of the practical delivery of entrepreneurship training. This was done to promote effective teaching of entrepreneurship. To improve assessors and examiners competences in the development of formative and summative assessment instruments, 200 of them were trained. Continuous capacity building to up-skill the assessors and examiners in examination setting techniques is among activities important for professional knowledge and examination skills in TEVET.

In terms of assessments, a total of 41,401 learners registered for 2018 TEVET assessments and examinations (14,792 ZQF Levels 4-6 Programmes, 12,842 Trade Test Programmes 12,585 Junior Secondary School VET and 1,182 Skills Awards programmes). Out of a total of 14,792 candidates who registered to sit for ZQF Levels 4-6 Programmes, more than 93% passed the examinations. At trade test level, 89.3% of the 12,842 of the candidates who registered to sit for Trade Test programmes passed the assessments. Furthermore, 10,922 candidates registered to sit in the 2018 Secondary School Vocational Education and Training (SSVET) examinations. The males were 5,786 whilst 5,136 were females, representing a percentage of 52.98% and 47.02% respectively.

The TEVET Fund continued responding to the Seventh National Development Plan (7NDP) goal to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development. Resources were provided through the TEVET Fund to encourage institutions to adequately offer the skills demanded by the labour market in both the formal and informal sector. A total of K23, 184, 000 was disbursed. Thirty-five (35) training programmes in eight-five (85) training institutions were financed.

Following the dissolution of the Board of TEVETA on 7th May 2017, the Authority has been reporting to the Ministry of Higher Education through the office of the Permanent Secretary.

TEVETA remains grateful to the Government and other stakeholders, who have continued to support the work and programmes of the Authority.

7. OPERATIONAL REVIEW BY THE DIRECTOR GENERAL

7.1 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. The specific functions are that TEVETA shall:

- a) administer and manage the Technical Education, Vocational and Entrepreneurship Training Fund;
- b) advise the Minister on the development quality of the human resources in Zambia through the technical education, vocational and entrepreneurship training;
- c) regulate and advise institutions established or registered under this Act;
- d) regulate and coordinate apprenticeship and trade testing systems;
- e) facilitate the provision of technical consultancy to institutions established or registered under this Act;
- f) facilitate the development of technical capacity in institutions established or registered under this Act;
- g) develop national curricula in consultation with stakeholders;
- h) set minimum standards and qualifications for any occupation, skill, technology or trade in accordance with trends in the industry;
- i) provide guidelines for the development of institutional curricula;
- j) accredit local and foreign examinations to be taken by persons attending courses at an institution established or registered under this Act;
- k) regulate and conduct national examinations and assessments relating to technical education vocational and entrepreneurship training;
- l) charge and collect fees in respect of examinations, assessments undertaken under this Act;
- m) award certificates to persons who succeeded in examinations and assessments undertaken under this Act;
- n) approve curricula and standards of certificates in institutions established or registered under this Act;
- o) register institutions;
- p) cancel registration of an institution established under this Act;
- q) collect, manage and disseminate labour market information relating to technical education, vocational and entrepreneurship training;
- r) initiate, monitor and evaluate development programmes for continued advancement of technical, vocational and entrepreneurship training;
- s) determine the equivalences of local and foreign examinations;
- t) accredit and register trainers, examiners and assessors;
- u) in conjunction with the Minister:
 - i. determine priority skills areas of technical education, vocational and entrepreneurship training for the purpose of enhancing social and economic development in Zambia; and

- ii. mobilise financial and material resources for the provision of technical education, vocational and entrepreneurship training; and
- v) do all such things connected to or incidental to the functions of the Authority under this Act

7.2 GOVERNANCE

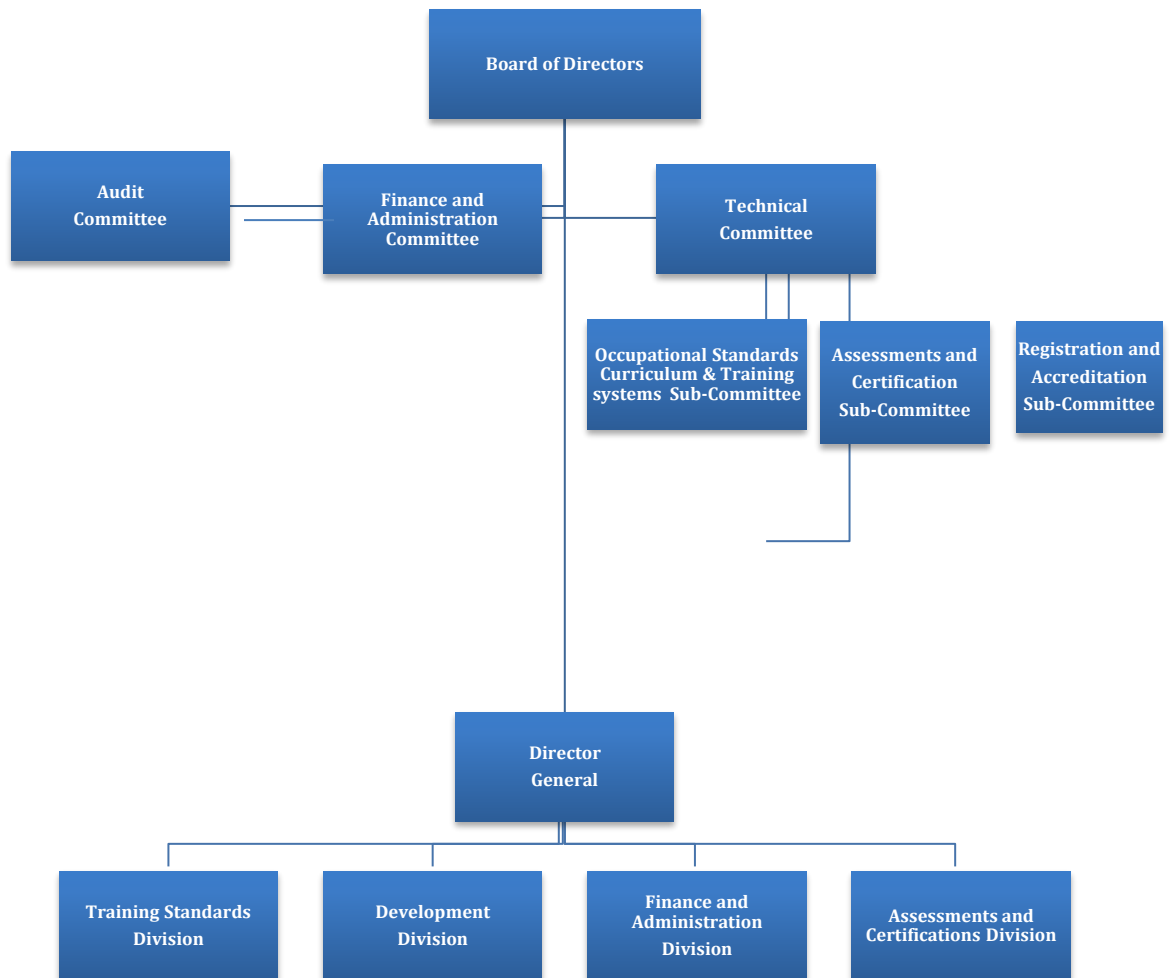
TEVETA is governed by a Board of Directors appointed by the Minister, in accordance with Section 6(1) of the Technical Education, Vocational and Entrepreneurship Training (Amendment) Act No. 11 of 2005. The Board consists of representation from the following:

- 1) a representative of a federation of trade unions;
- 2) a representative of the Zambia Association of Chambers of Commerce and Industry;
- 3) one representative from the university established under the University Act;
- 4) one representative from a federation of employers' organisations;
- 5) a representative of the Zambia Chamber of Small and Medium Business Associations;
- 6) a representative of a research and development institution established under the Science and Technology Act;
- 7) a representative of a religious organisation involved in providing technical education, vocational and entrepreneurship training;
- 8) a representative of the Ministry responsible for technical education, vocational and entrepreneurship training;
- 9) a representative of the Ministry responsible for labour;
- 10) a representative of the Ministry responsible for education; and
- 11) one other person

The members elect a Chairperson and a Vice Chairperson from among their number

Figure 1: shows the governance structure for the Authority

FIGURE 1: STRUCTURE OF TEVETA



7.3 THE ROLE OF TEVETA

The Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) is organised around four Divisions. These are: Training Standards Division, Development Division, Assessments and Certifications Division, and Finance and Administration Division. The Divisions are under the supervision of the Divisional Directors who in turn report to the Director General. Each Division is further structured into specialised operational Units.

The report covers the activities carried out by the Authority through the four Divisions in the course of implementing the Annual Work Plan and Budget for the period 1st January to 31st December 2018.

7.3.1 TRAINING STANDARDS DIVISION

The Training Standards Division is responsible for the monitoring and enforcing of set standards in the provision of Technical Education, Vocational and Entrepreneurship Training (TEVET) in line with the provisions of the TEVET Act Number 13 of 1998 read together with the TEVET (Amendment) Act Number 11 of 2005. The Strategic objectives that guided the activities of the Training Standards Division in 2018 were:

- a) Development and continuous improvement of the Training Quality Assurance Systems and Procedures in the TEVET Institutions;
- b) Provision of support to Training Providers in order to contribute to the enhancement of the efficiency and effectiveness of TEVET delivery.

The monitoring and enforcement of training standards was done through:

- a) Inspections and Registration of training providers
- b) Accreditation of Programmes, Trainers, Examiners and Assessors
- c) Provision of Training Provider Support Services and
- d) Promotion of Entrepreneurship training

I) Inspection and Registration of Training Institutions

The Division conducted training quality assurance inspections for purposes of registration of new training institutions and to ensure compliance with training standards amongst registered training institutions. During the year under review, thirty seven (37) applications were received from institutions seeking registration to offer training in accordance with the provisions of the technical education, vocational and entrepreneurship training (TEVET) Act Number 13 of 1998. Twenty seven (27) institutions met the minimum training standards and were permitted to provide TEVET services. On the other hand, ten (10) institutions had their certificates of registration cancelled for either failing to comply with the minimum training standards or had stopped offering the training activities. As at 31st December 2018, there were three hundred and four (304) institutions on the TEVET register.

The training institutions that are registered with TEVETA are graded according to their capability to offer quality training against the set Minimum Training Standards. There are 3 categories of the grading system namely Grade 1, Grade 2 and Grade 3.

A **Grade ‘1’** training institution is a very good training Institution with well-established procedures in terms of management systems, management staff having the requisite qualifications and experience, trainers being accredited with TEVETA, appropriately equipped workshops, safety preparedness, ample classroom space, adequate reference materials for teaching and learning, information technology communication (ICT) facilities and equipment and adequate sanitary facilities. On the other hand, a **Grade “2”** institution is also a good Institution that meets most basic requirements as stipulated in the Minimum Training Standards guide. However, the Institution may have some areas that need to be improved upon, for example, in the area of prescribed management systems, staffing, workshops, safety, tools and equipment, and classrooms.

A **Grade ‘3’** institution is one that barely **meets** the minimum training standards to conduct training but may have some strengths and weaknesses in the areas of management systems, quality of administrative staff, inadequacy of workshops, safety, tools and equipment, and classrooms. Such an institution would be allowed to operate with a strong recommendation to improve in the identified areas coupled with follow-up inspections. Over-enrolment was one reason that also negatively affected the grades of some institutions largely due to lack of equitable investment in training.

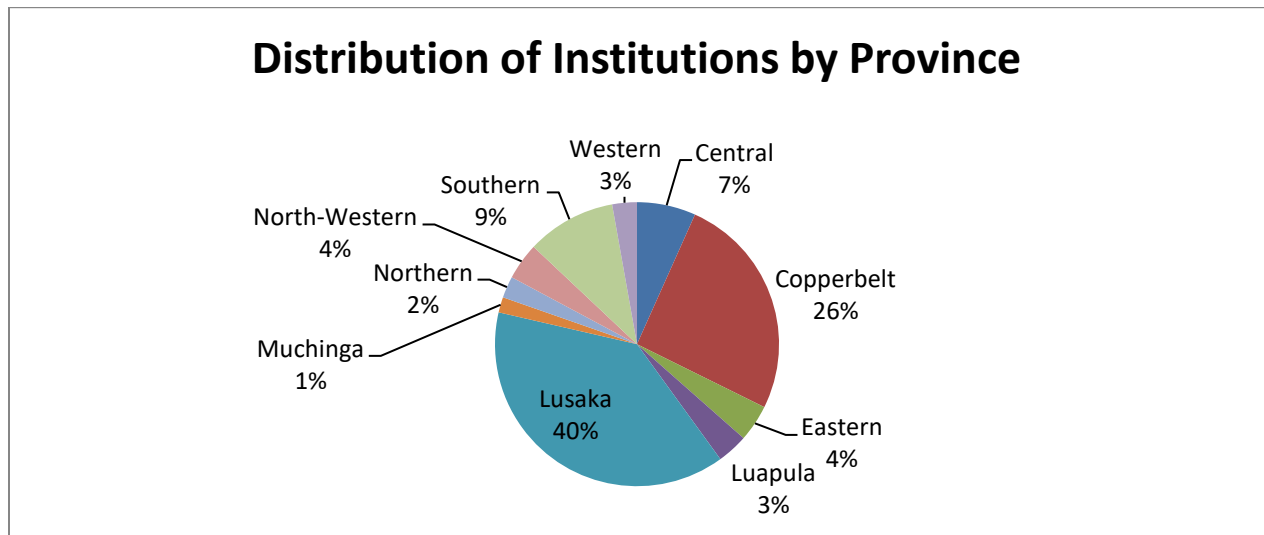
Table 1 below presents the distribution of registered institutions as at 31st December 2018 by province and grade while **Table 2** presents institutions by province and ownership.

Table 1: Distribution of Institutions according to Grades as at 31st December 2018

NAME OF PROVINCE	GRADE			TOTAL	% of Total
	1	2	3		
Central	1	8	13	22	7%
Copperbelt	12	29	37	78	26%
Eastern	0	4	9	13	4%
Luapula	0	5	5	10	3%
Lusaka	14	41	67	122	40%
Muchinga	0	2	2	4	1%
Northern	0	2	5	7	2%
North-Western	2	6	5	13	4%
Southern	2	10	15	27	9%
Western	0	6	2	8	3%
Total	31	113	160	304	100%
% of Total	10%	37%	53%	100%	100%

The figure below also shows the distribution of institutions according to Provinces. Institutions registered under TEVETA continue to be concentrated along the line of rail with Lusaka Province having the largest number. In addition, the largest number of Institutions was still in Grade 3 with this proportion increasing from 50% to 53% over the last 2 years. This points to the fact that there is need to promote interventions that improves the capacity of the TEVET system so that we are able to produce internationally competitive graduates. .

Figure 2: Distribution of Institutions according to Provinces



A further analysis of the registered institutions was conducted on the distribution of the ownership of the training institutions. From the analysis, the majority of the registered Institutions in the year under review were owned by the Government of the Republic of Zambia.

Table 2 shows the Distribution of the Institutions according to ownership and also gives more information on the other categories for the ownership of the registered Institutions.

Table 2: Distribution of the Institutions according to Ownership

Name of Province	Type of Ownership							Total
	Public / Govt	Private	Church	Community	Trust	Company	NGO	
Lusaka	27	52	18	3	4	4	14	122
Copperbelt	23	20	14	3	1	15	2	78
Southern	11	4	11	0	0	1	0	27
North-Western	7	0	1	1	0	4	0	13
Luapula	5	0	4	1	0	0	0	10
Central	10	6	3	0	0	0	3	22
Eastern	8	4	1	0	0	0	0	13
Western	4	0	3	0	0	0	1	8
Northern	5	1	1	0	0	0	0	7
Muchinga	2	0	0	0	0	1	1	4
Total	102	87	56	8	5	25	21	304
%	33.6%	28.6%	18.4%	2.6%	1.6%	8.2%	6.9%	100.0%

Table 3 shows the Distribution of Institutions according to Levels of Qualifications. From the Table, it is seen that most of the training being offered under TEVET is in the lower levels of the National Qualifications Framework. From this observation, as a wayward, TEVETA will endeavour to develop higher qualifications in the programmes where there are none.

Table 3: Distribution of Institutions according to Levels of qualifications

NAME OF PROVINCE	Level of Training						Total
	Short Courses	Level 3 Certificate	Level 4 Certificate	Level 5 Certificate	Diploma	Diploma	
					(Tech)	(Mgt.)	
Central	6	8	5	0	1	2	22
Copperbelt	14	30	12	3	6	13	78
Eastern	1	7	4	0	0	1	13
Luapula	0	8	2	0	0	0	10
Lusaka	42	31	6	2	8	33	122
Muchinga	0	3	1	0	0	0	4
Northern	0	5	1	0	0	1	7
North-Western	1	8	4	0	0	0	13
Southern	5	14	6	0	0	2	27
Western	0	5	3	0	0	0	8
TOTAL	69	119	44	5	15	52	304
% of Total	22.7%	39.1%	14.5%	1.6%	4.9%	17.1%	100.0%

II) Training Provider Support Services

The Division provided support services to registered training institutions through the following initiatives:

- Promoting quality assurance systems in TEVET provision;
- Effective and innovative delivery of entrepreneurship training in TEVET;
- Capacity building for staff and TEVET management in the sector.

In an effort to ensure improvements in the quality of training, the Authority provided support to twenty three (23) training institutions targeting some of the areas of deficiency that were observed during inspections. It is expected that these support initiatives to the training providers will eventually result in the improvement of the quality of training being offered in the sector.

To promote entrepreneurship training and foster creation of sustainable and competitive enterprises, TEVETA facilitated the establishment of incubation centres in TEVET registered institutions. The concept of incubation centres was promoted in TEVET training institutions in Luapula, Western, Southern, Copperbelt and Northern provinces. The promotion was done in eleven (11) institutions and focused on distinguishing the support that the training institutions needed to effectively implement the after training care programme to their graduate entrepreneurs.

Capacity Building Programmes

- The TEVET Act provides for the development of technical capacity in institutions established or registered with TEVETA. In this regard, forty six (46) Heads of TEVET institutions were trained in leadership and management skills. This will be an ongoing exercise to try to uplift the standard of managing TEVET institutions.
- Within the context of the TEVET policy requirement to impart entrepreneurship skills in all learners, 46 trainer of trainers (ToTs) were trained on how to conduct practical entrepreneurship training and assessments.
- To promote continuous professional knowledge and examination skills enhancement in the sector, two hundred (200) examiners and assessors were trained to improve their competences in developing formative and summative assessment instruments.

III) Accreditation of Trainers, Examiners and Assessors

In the overall context of promoting quality; trainers, assessors and examiners that conduct any activity related to Technical Education, Vocational and Entrepreneurship Training were required to seek accreditation with TEVETA. In this regard, a total of 821 applications were received for accreditation during the year of which a total of 614 were accredited with the Authority while the rest were not.

IV) Enhancing Collaboration with other Quality Assurance Bodies.

TEVETA has been collaborating with other regulatory agencies in the sector. Collaborations among the regulatory agencies seek to harmonise quality assurance matters and sharing experiences on issues of common interest and streamline operations to avoid conflict of interest in the execution of mandates.

The institutions that the Authority had collaborated with include the Zambia Qualifications Authority (ZAQA), Higher Education Authority (HEA), Engineering Institute of Zambia (EIZ), Health Professions Council of Zambia (HPCZ), General Nursing Council, Teaching Council of Zambia (TCZ), and Examinations Council of Zambia (ECZ).

7.3.2. DEVELOPMENT DIVISION

The Development Division is responsible for the development of learning programmes, setting standards and providing guidelines for the implementation of different modes of teaching and learning. The strategic objectives of the Development Division during the year under review were as follows:

- To develop and continuously review curricula to ensure relevant and responsive to national demands.
- To develop and promote innovative training systems in order to increase access to TEVET through a variety of learning pathways.
- To develop and implement a TEVET Research, Innovation and Knowledge management system; and

I) CURRICULUM DEVELOPMENT AND REVIEW

By the end of 2018, the Development Division developed 14 new curricula, 31 were approved and 17 validated. There were 155 curricula due for review at the end of the year. In the year, 36 materials in Open Distance and Flexible Learning (ODFL) from TEVET Registered Training Institutions were evaluated. The review of 15 curricula was in progress as at 31st December, 2018. The curriculum development and reviews were mainly supported with funding from the Skills Development Fund. The total number of curriculum is 317. Figure 1 below shows the distribution of the curricula according to level of qualification.

Figure 1: Distribution of curriculum as of 31st December 2018.

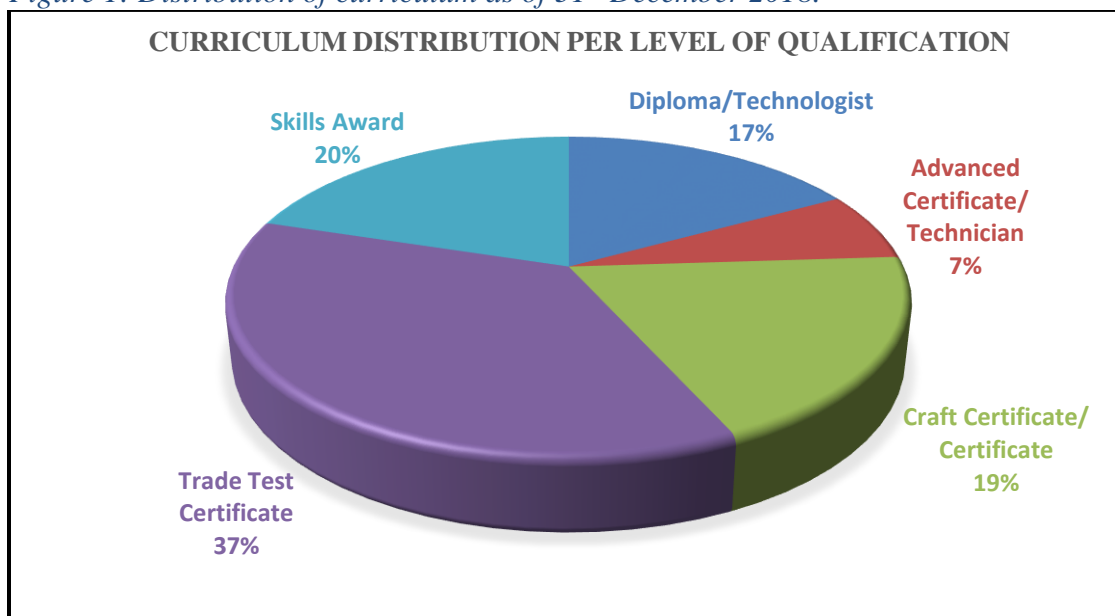


Figure 1 shows that the majority of the approved curricula were for lower level of qualifications. Thirty-seven percent (37%) of the training programmes lead to ZQF 1-3, which are trade test qualifications. This means there are more training opportunities for handymen (trade test qualifications) than higher TEVET skills levels in the country.

II) TRAINING SYSTEMS DEVELOPMENT

To develop and promote different modes of learning, the Development Division worked with the Ministry of Higher Education, International Labour Organisation, Industry organisations and other key stakeholders to develop a National Framework for Work Based Learning that commenced the other year (2017). A validation of capacity needs assessment for Work Based Learning (WBL) was conducted in the year under review.

The Division facilitated Recognition of Prior Learning (RPL) assessment for 32 candidates in Chilulu, Garden and Mandevu compounds. The assessments were conducted Carpentry and Joinery, Metal Fabrication, Refrigeration and Air-conditioning, and Food Production. The Division also facilitated the conduct of national skills competitions in all provinces. Final selection competition for the Kazan 2019 WSI competition was held at Thornpark Training Centre (Construction) and Lusaka Business and Technical College (Services).

A graduate tracer study was conducted by the Division for former Mufulira Trades Training Institute students. The main objective was to find out the graduates' performance in industry and compare with graduates from other TEVET institutions. A conclusion of this study has not yet been made as the sample was too small. Thus, there is need to conduct Phase 2 of the study. A Paper at on "Industry Skills Needs as Determinants of Technical Trainer Competences" was made by the Division at the joint National Association of Distance Education and Open Learning in South Africa (NADEOSA) and Distance Education Association of Southern Africa (DEASA) Conference in Pretoria.

7.3.3 ASSESSMENTS AND CERTIFICATION DIVISION

The Assessments and Certifications Division is responsible for the conduct and administration of TEVET Examinations and Assessments to learners in institutions registered with TEVETA. The strategic plan objective of the Division was to develop and continuously improve the TEVET Assessment and Qualification system to cater for all training systems in the context of the National Qualifications Framework. During the year, the Division conducted four (4) examination sessions for April-May, July-August, September-October and November-December sessions.

A total of 60 institutions presented candidates in Regular Programmes (Certificate to Diploma –ZQF Levels 4-6), 119 in Trade Test, 21 in Skills Award and 247 in Junior Secondary School VET programmes in the 2018 TEVET examinations. Copperbelt and Lusaka provinces recorded the highest number of institutions participating in the 2018 examinations recording 115 and 71institutions respectively. The least number of institutions were recorded in Muchinga (20) followed by Eastern (23). Figure 1 and Table 1 shows this distribution:

Figure 1: Institutions that participated in the examinations

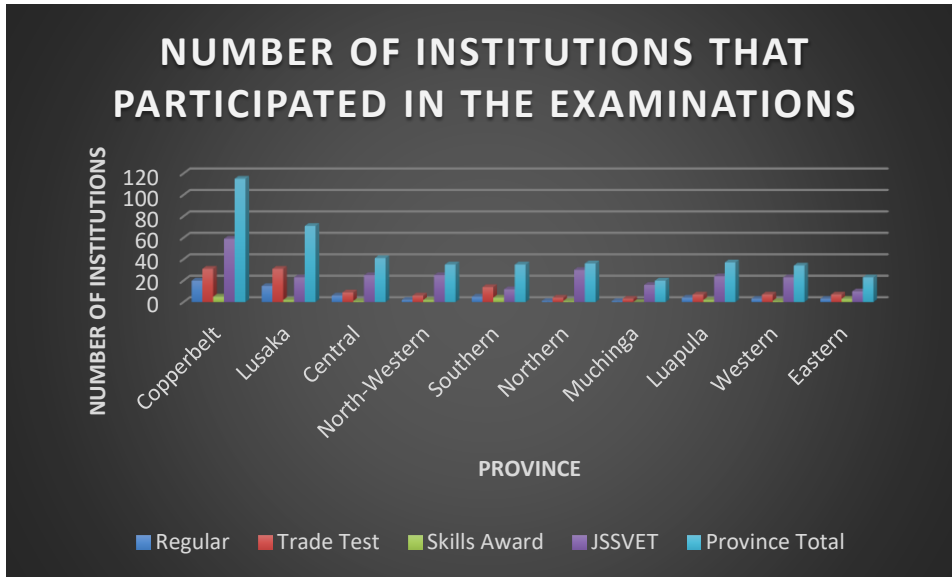


Table 1: Institutions that participated in the examinations

Programme	Copperbelt	Lusaka	Central	North-Western	Southern	Northern	Muchinga	Luapula	Western	Eastern
Regular	20	15	6	2	5	1	1	4	3	3
Trade Test	31	31	9	6	14	4	3	7	7	7
Skills Award	5	2	1	2	4	1	0	2	1	3
JSSVET	59	23	25	25	12	30	16	24	23	10
Province Total	115	71	41	35	35	36	20	37	34	23

I) EXAMINATION ENTRIES PER PROVINCE

Copperbelt province recorded the highest number of examination entries at 45,256. This was broken down as: 40,036 ZQF Levels 4-6 Programmes; 2,284 Trade Test Programmes; Skills Award 237 and JSSVET 2,699. Copperbelt was seconded by Lusaka Province which had 39,416 entries, broken down as: 33,902 ZQF Levels 4-6 Programmes, 4,350 Trade Test Programmes; 34 Skills Awards and JSSVET 1,130.

The least number of examination entries were recorded in Muchinga at 1,281. Refer to Figure 2 and Table 2:

Figure 2: Examination entries per province

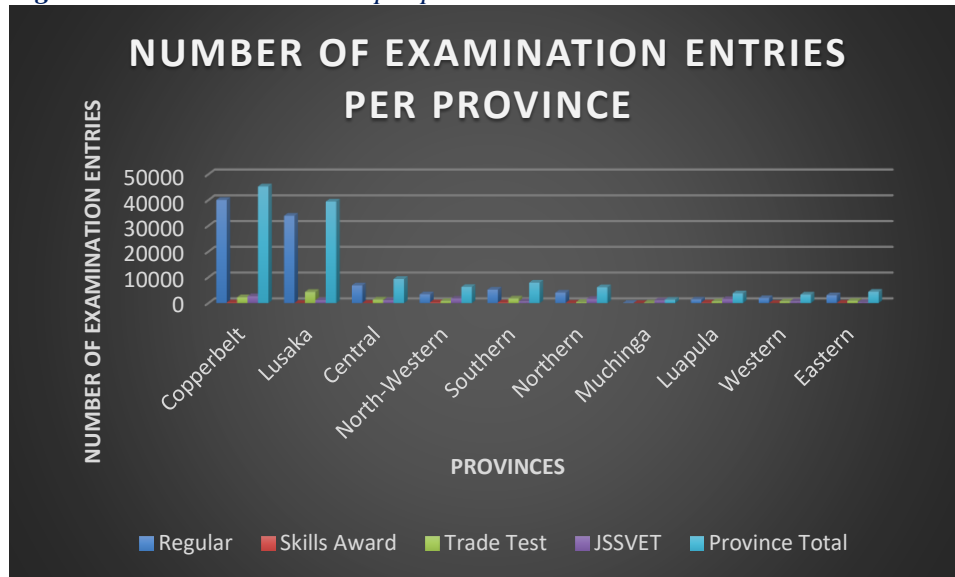


Table 2: Examination entries per province

Programme	Copperbelt	Lusaka	Central	North-Western	Southern	Northern	Muchinga	Luapula	Western	Eastern
Regular	40036	33902	6888	3422	5247	4060	89	1371	1985	3042
Skills Award	237	34	75	333	276	111	0	228	25	131
Trade Test	2284	4350	1335	800	1752	400	179	640	615	861
JSSVET	2699	1130	1079	1735	684	1612	1019	1566	697	377
Province Total	45256	39416	9377	6290	7959	6183	1287	3805	3322	4411

I) CANDIDATURE

A total of 41,401 learners registered for 2018 TEVET assessments and examinations (14,792 ZQF Levels 4-6 Programmes, 12,842 Trade Test Programmes 12,585 Junior Secondary School VET and 1,182 Skills Awards programmes).

Trade Test Programmes recorded an increase in the number of candidates assessed from 19,759 in 2017 to 25,327 in 2018. Refer to Figure 3 and Table 3.

Figure 3: Candidature

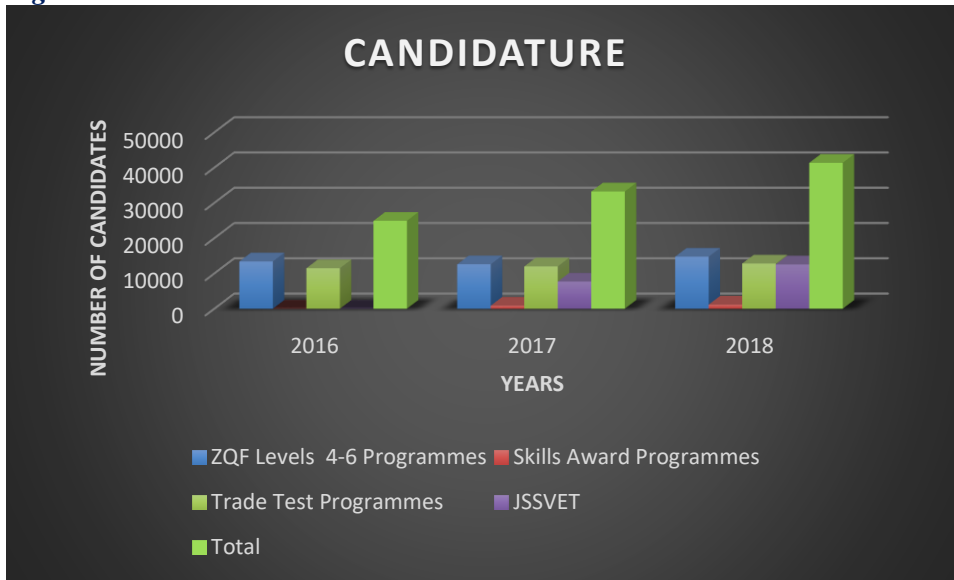


Table 3: Candidature

	2016	2017	2018
ZQF Levels 4-6 Programmes	13441	12628	14792
Skills Award Programmes	0	887	1182
Trade Test Programmes	11510	12030	12842
JSSVET	0	7729	12585
Total	24951	33274	41401

II) NUMBER OF PROGRAMMES EXAMINED

A total of 229 courses and assessments were conducted in 2018. These were: 109 ZQF Levels 4-6 Programmes, 83 Trade Test /JSSVET Programmes and 37 Skills Awards. Refer to Figure 4 and Table 4.

Table 4: Number of programmes examined/assessed

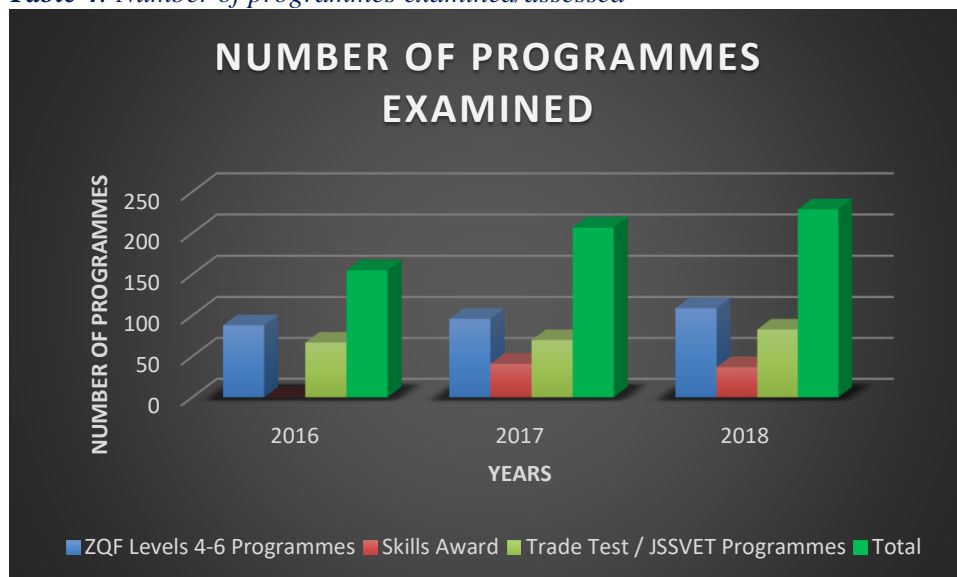


Table 4: Number of programmes examined/assessed

	2016	2017	2018
ZQF Levels 4-6 Programmes	88	96	109
Skills Award	0	41	37
Trade Test / JSSVET Programmes	67	70	83
Total	155	207	229

III) NUMBER OF SUBJECTS EXAMINED

A total of 1,415 subjects were examined in 2018 examinations. The number of subjects examined increased from 1,301 in 2017 to 1,415 in 2018 representing a percentage growth of 8.76%. The increase was due to the unbundling of subjects in some craft programmes and also the newly introduced and revised curricula. Refer to Figure 5 and Table 5.

Figure 5: Number of subjects examined

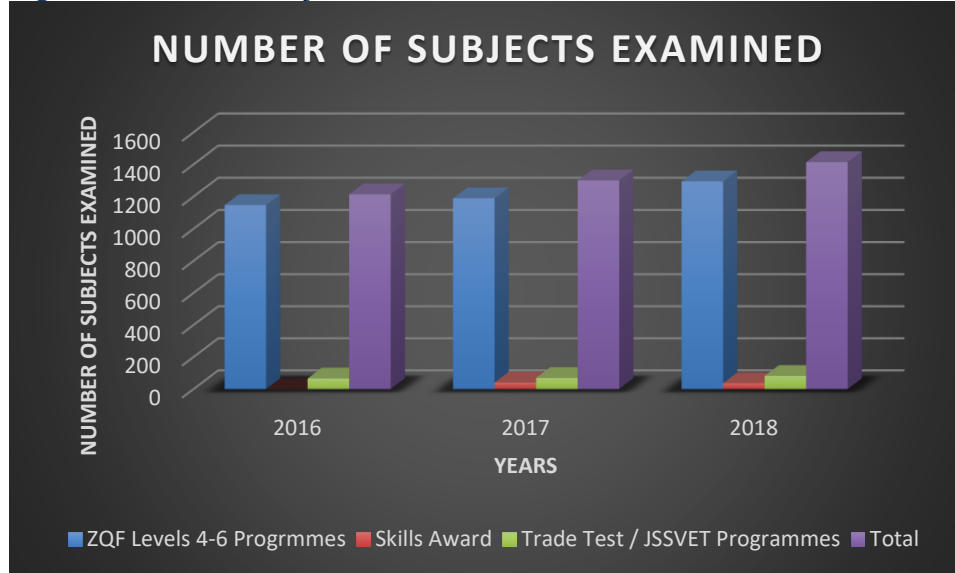


Table 5: Number of subjects examined

	2016	2017	2018
ZQF Levels 4-6 Programmes	1148	1190	1295
Skills Award	0	41	37
Trade Test / JSSVET Programmes	67	70	83
Total	1215	1301	1415

IV) OVERALL PERFORMANCE – ZQF LEVELS 4-6 PROGRAMMES

From a total of 14,792 candidates who registered to sit for ZQF Levels 4-6 Programmes: 10,147 males passed, 755 males failed, 3,533 females passed, 197 females failed and 158 candidates were absent. This brought the overall pass rate to 93.49%. Table 6 indicates this distribution:

Table 6: Overall Performance – Regular Programmes

Registered	Sat	Absent	Male Passed	Female Passed	Male Failed	Female Failed
14792	14634	158	10147	3533	755	197

The pass rates for males and females were 93.07% and 94.72% respectively (Refer to Figure 7 and Figure 8).

Figure 7: Male Performance - Regular Programmes

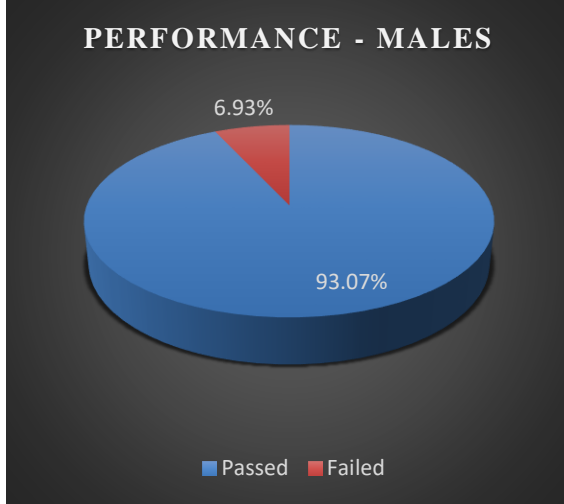
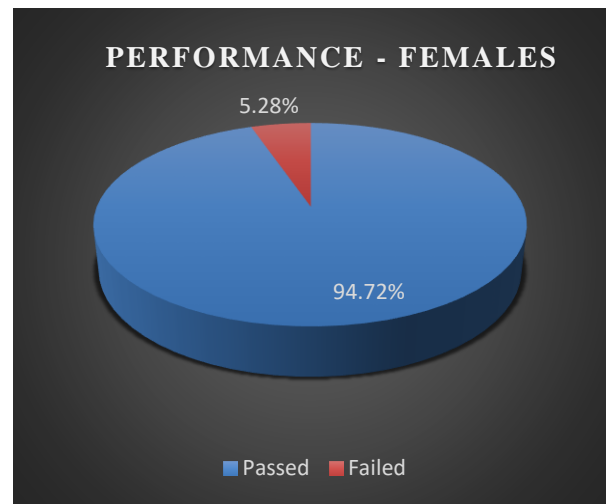


Figure 8: Female Performance - Regular Programmes



V) OVERALL PERFORMANCE – TRADE TEST PROGRAMMES

From a total of 12,842 candidates who registered to sit for Trade Test programmes: 7,135 males passed, 874 males failed, 3,914 female passed, 446 females failed and 473 candidates were absent. This brought the overall pass rate at 89.32%. Refer to Table 9.

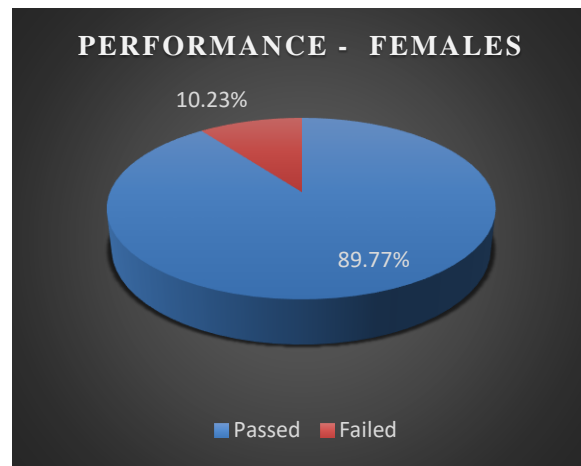
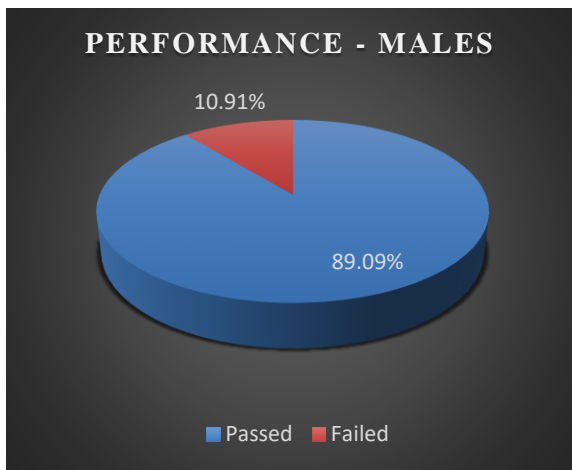
Table 9: Overall Performance – Trade Test Programmes

Registered	Sat	Absent	Male Passed	Female Passed	Male Failed	Female Failed
12842	12369	473	7135	3914	874	446

The pass rates for males and females were 89.09% and 89.77% respectively. The pie charts in Figure 10 and 11 shows this breakdown:

Figure 10: Male Performance –Trade Test Programmes

Figure 11: Female Performance –Trade Test Programmes



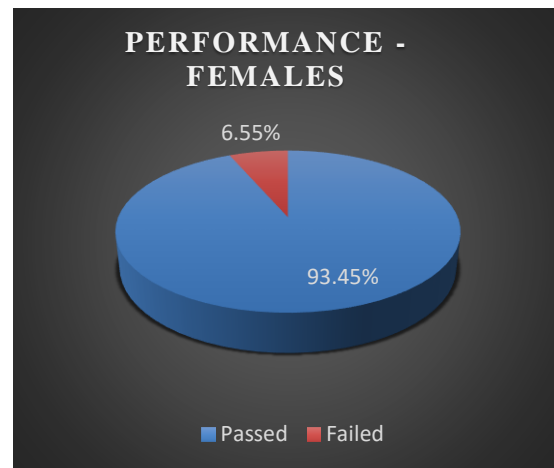
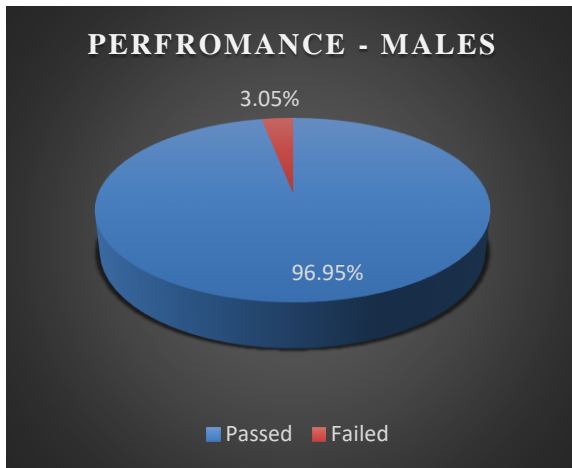
VI) OVERALL PERFORMANCE SKILLS AWARD

Table 12: Overall Performance –Skills Award Programmes

Registered	Sat	Absent	Male Passed	Female Passed	Male Failed	Female Failed
1182	899	283	572	257	52	18

The pass rates for males and females were 96.95% and 93.45% respectively. The pie charts in Figure 12 and 13 shows this breakdown:

Figure 12: Male Performance –Skills Award Programmes. **Figure 13:** Female Performance –Skills Award Programmes



VII) RESIT CANDIDATES

The number of Re-sit candidates increased from 2,045 in 2017 to 3,752 representing a 45.49% increase. The highest number of resit candidates previously recorded in 2016 was at 2,969 and the lowest in 2017 which was at 2, 045. Refer to Table 13.

Table 13: Resit Candidates

	2016	2017	2018
No. of Resit Candidates	2969	2045	3752

VIII) RESIT SUBJECTS

The number of subjects that were re-sat increased from 609 in 2017 to 812 in 2018 representing a 25% increase. The highest number of resit subjects previously recorded in 2017 which was at 651, whilst the lowest was in 2017 which was at 609. Refer to Table 14.

Table 9: Resit Subjects

Year	2016	2017	2018
No. of Resit Subjects	651	609	812

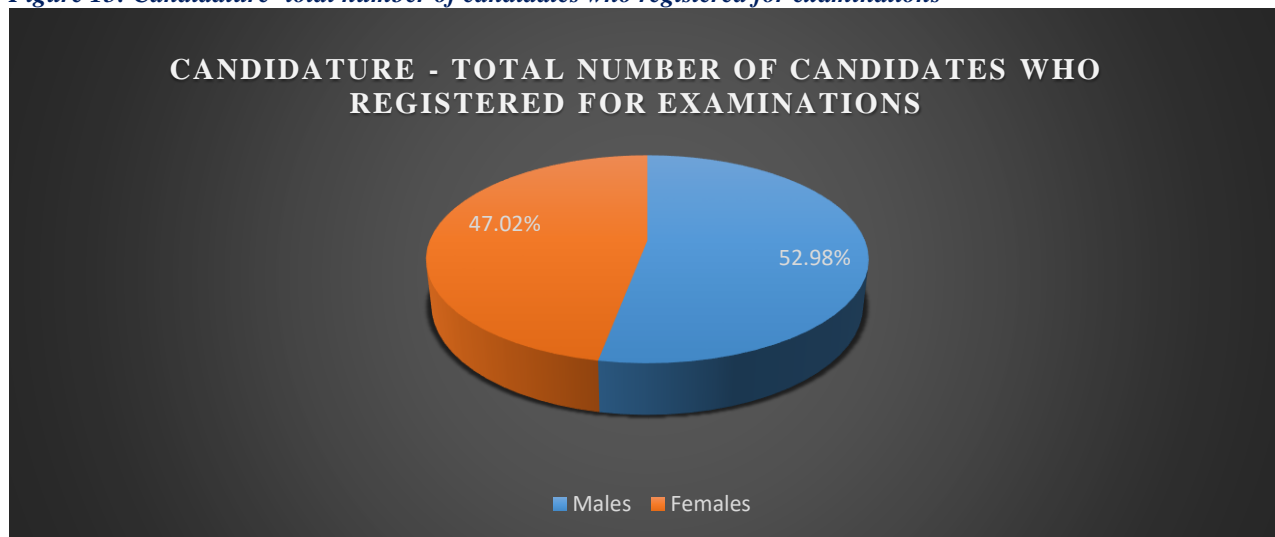
IX) CANDIDATURE – Secondary School Vocational Education and Training (SSVET)

A total of 10,922 candidates registered to sit for September – October, 2018 JSSVET examinations. From this, 5,786 were males whilst 5,136 were females, representing a percentage of 52.98% and 47.02% respectively. Refer to Table 10 and figure 1.

Table 15: Candidature- SSVET

Registered	Sat	Absent	Male Passed	Female Passed	Male Failed	Female Failed
10922	10319	603	4707	4383	709	520

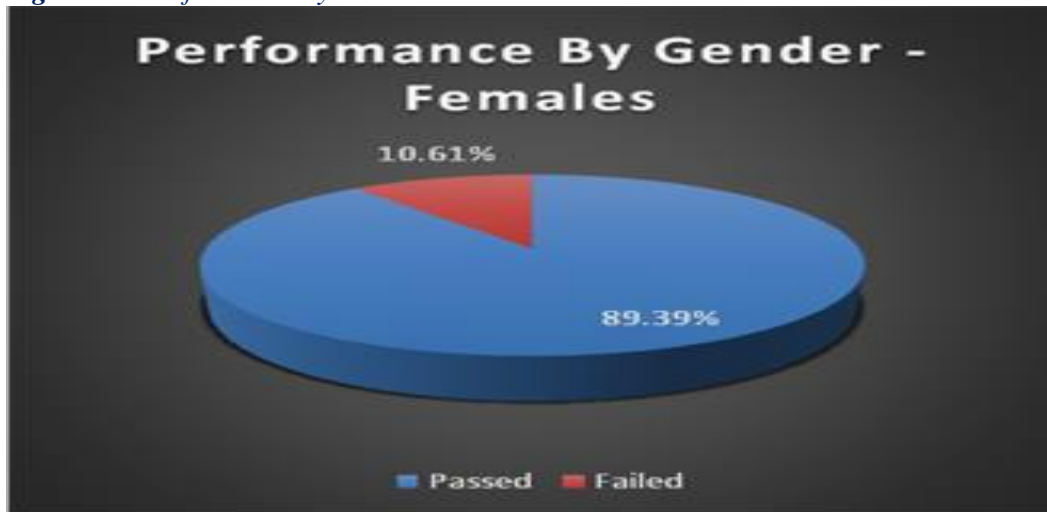
Figure 15: Candidature- total number of candidates who registered for examinations



X) PERFORMANCE – Junior Secondary School VET

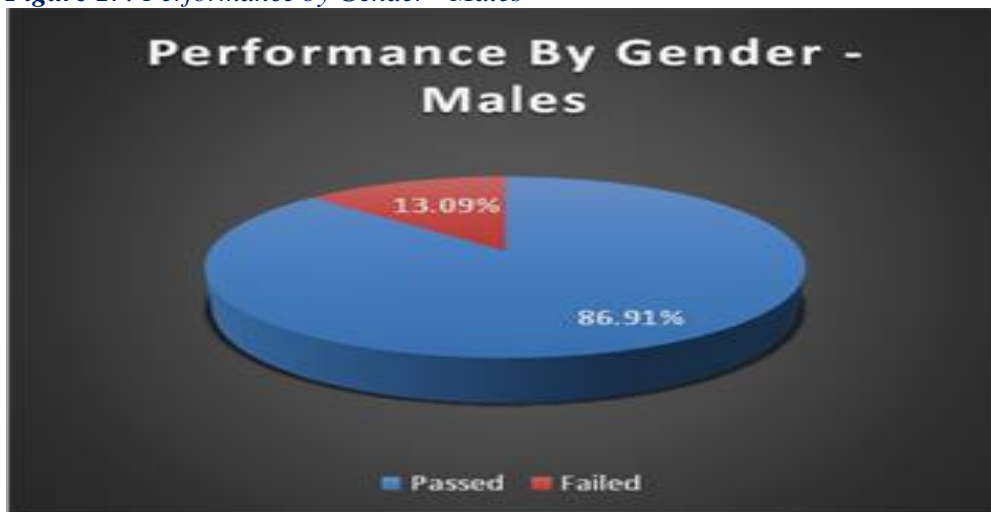
From 4,903 female candidates who sat for examinations, 4383 passed making the pass rate at 89.39% whilst 520 failed with failure rate at 10.61%. Figure 16 shows this distribution:

Figure 16: Performance by Gender - Females



From 5,416 male candidates who sat for examinations, 4,707 passed making the pass rate at 86.91% whilst 709 failed with failure rate at 13.09%. Figure 17 shows this distribution:

Figure 17: Performance by Gender - Males



The overall pass rate for JSSVET assessments for 2018 was at 88.15%

XI) ENHANCEMENTS

Learner Data Management system (LDMS) development which started in 2017 has seen the On-line platform for student examination registration and Continuous Assessment upload being implemented by seven institutions namely: Northern Technical College, Mufulira Technical Training Institute, Evelyn Hone College, Solwezi Trades Training Institute, Luanshya Technical and Business College, Lusaka Business and Technical College and Chipata Trades Training Institute.

6.3.4. FINANCE AND ADMINISTRATION DIVISION

HUMAN RESOURCES AND ADMINISTRATION

I) STAFFING

The total number of staff employed for the period ended 31 December 2018, stood at 66 (85) made up as follows:

Contract Duration	Total Number of Staff		Directors		Managers		Specialists		Officers		Support Staff	
	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017
5 Years	58	52	4	3	11	10	28	25	10	10	5	6
2 Years	2	1	0	0	0	0	2	1	0	0	1	1
1 Year	1	1	0	0	0	0	0	0	1	1	0	0
6 Months	5	10	0	0	0	0	0	0	0	8	0	0
Total	66	64	4	3	11	10	30	26	11	11	6	7

There was a marginal increase in staff by 2 compared to the previous year due to new positions were filled in at Specialist and Manager Level, and the recruitment of short-term contract staff to cater for seasonal increases in workloads. Staff members holding long-term appointments in the professional categories comprised approximately 43%. Women accounted for approximately 44% of staff total members.

II) Appointments

Five (5) staff were appointed to Director (2) and Manager (3) positions, respectively during the period.

IV) Recruitments

Nine staff were recruited to fill vacant positions at Specialist level.

1. TEVET FUND UNIT

During the year 2018, the TEVET Fund signed contracts with eighty four (84) TEVET sector to finance training in support of SME and Informal Sector training under Window 3. The funding was conducted in two (2) phases; the first phase of funding was in January 2018 with support provided by the Skills Development Fund (SDF) through the Ministry of Higher Education (MoHE). The second phase of funding was in October 2018 financed by both the Africa Development Bank (AfDB) through Support to Science and Technology Project (SSTEP) and the SDF.

2. TECHNICAL REPORT

The following issues are addressed in this report under the numbering as shown below;

- 3 Performance and progress of programmes were undertaken by the Division.
- 4 Training outcomes and implications on the priority sectors in relation to the Seventh National Development Plan (7NDP).
- 5 Highlights of the achievements in line with the agreed (Contractual) skills areas.

3. Performance and progress of programmes undertaken by the TEVET Fund

A total of eighty five (85) TEVET institutions were undertaken across the country in the year under review as detailed below:

No.	Name of Institution	Targeted Enrolments	Actual Enrolments
1	Audio Visual Unit	25	18
2	Auxilium Skills Training Centre	20	20
3	Bauleni Special Needs Project	220	258
4	Chama Youth Resource Centre	90	92
5	Chawama Skills Training Centre	40	40
6	Chelstone Skills Training Centre	20	20
7	Chikowa Youth Development Centre	60	39
8	Chikupi Vocational Training Centre	120	67
9	Chingola School for Continuing Education	130	146
10	Chinsali Youth Resource Centre	40	44
11	Chipata Central Skills Training Centre	80	82
12	Chipata School for Continuing Education	80	80
13	Chipata Trades Training Institute	350	406
14	Chipembi Farm College	20	26
15	Chisangwa Youth Resource Centre	100	105
16	Chiyota Youth Resource Centre	180	196
17	Chodort Training Centre	70	76
18	Chrismeyas CBMT Institute	40	48
19	Craw Hammer Trades Training Institute	40	53
20	Dzithandizeni Trust Trades School	95	106
21	Gemstone Processing & Lapidary Training Centre	50	30
22	Glory Academy	20	20
23	Industrial Training centre	125	139
24	Kabwe Institute of Technology	275	299
25	Kabwe Skills Training Centre	80	81
26	Kalomo Youth Resource Centre	40	44

27	Kamfinsa Skills Training Centre	50	50
28	Kamwala Skills Training Centre	40	40
29	Kansenshi Skills Training Centre	50	49
30	Kaoma Youth Resource Centre	60	89
31	Kaputa Skills Training Centre	100	72
32	Kasama School for Continuing Education	160	182
33	Kasiya Business & Secretarial College	50	50
34	King George VI National Youth College	105	139
35	Kitwe Trades School	100	101
36	Kitwe Vocational Training Centre	200	235
37	Kwilimuna Youth Resource Centre	90	105
38	Livingstone Institute of Business & Engineering Studies	400	400
39	Livingstone Skills Training Centre	295	315
40	Luanshya School for Continuing Education	60	60
41	Luanshya Technical and Business College	115	113
42	Lukashya Trades Training Institute	125	152
43	Lusaka Central Skills Training Centre	80	80
44	Lusaka Vocational Training Centre	325	362
45	Lusaka Youth Resource Centre	175	229
46	Luwingu Youth Resource Centre	140	147
47	Makeni Vocational Training Centre	25	25
48	Mandevu Youth Project	40	47
49	Mansa Skills Training Centre	200	205
50	Mansa Trades Training Institute	400	437
51	Manyinga Youth Resource Centre	120	136
52	Mazzarrelo Skills Training Centre	40	55
53	Mobile Mission Maintenance	20	25
54	Mpika Youth Resource Centre	125	171
55	Mufulira Skills Training Centre	220	230
56	Mufumbwe Youth Resource Centre	160	190
57	Mukobeko Skills Training Centre	100	103
58	Mulelemwana Youth Skills Training Centre	40	40
59	Mumbwa Youth Resource Centre	85	107
60	Muoyo Youth Resource Centre	115	113
61	Mushili Skills Training Centre	160	179
62	Mwense Trades Training Institute	100	107
63	Mwinilunga Trades Training Institute	225	256
64	Mwinilunga Youth Resource Centre	40	42

65	National Vocational Rehabilitation Centre	100	111
66	Ndola Polytechnic	20	20
67	Ndola Skills Training Centre	80	105
68	Ngungu Youth Resource Centre	135	166
69	Nkumbi International College	50	54
70	Northern Technical College	240	230
71	Samfya Youth Resource Centre	100	107
72	Solwezi Skills Training Institute	140	173
73	Solwezi Trades Training Institute	225	236
74	SOS Children's Village	80	79
75	St. Mawaggali Trades Training Institute	200	215
76	St. Paul's Training Centre	155	168
77	Thornpark Construction Training Centre	200	202
78	Tubombeshe Skills Training Centre	20	20
79	Twikatane Ndola Vocational Training Centre	75	94
80	Ukwimi Trades Training Institute	125	130
81	Youth Community Training Centre	60	64
82	Zambezi Youth Resource Centre	100	118
83	Zambia Forestry College	25	26
84	Zgangani Kachinga Youth Resource Centre	135	135
85	ZIBSIP	50	56
	Total	9 660	10 482

4. Training Outcomes and Implications on the priority sectors in relation to the Seventh National Development Plan (7NDP)

The broad goals of the TEVET Sector according to the 7NDP are to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development.

It is in response to this goal that the TEVET Fund provided resources to encourage institutions to adequately offer the skills demanded by the labour market in both the formal and informal sector.

1. Programmes, Objectives and Strategies

Below is a matrix of the programmes, objectives and strategies as they appear in Seventh National Development Plan. The TEVET Fund intervention column is added to state the corresponding output to address the issues raised in the 7NDP.

No	Programmes	Objectives	Strategies	TEVET Fund Intervention
1	Enhance access to skills training	Increase access to basic skills education	Provide financing for SME and Informal Sector skills training through training providers	The TEVET Fund provided financing for training of youth SMEs and informal sector in various skills.
2	Enhance private sector participation	Coordinate provision of skills that match skills demanded by industry/labour market	Promote private sector/industry participation in SMEs and informal sector skills development to improve the link between training and labour market requirements.	The TEVET Fund promoted collaboration with industry/private sector in the provision of quality and relevant skills that match industry needs.
3	Enhance income opportunities for poor and marginalized groups, and enhance access to quality, equitable and inclusive education	Increase trainee absorption capacity in TEVET institutions	Promote trainee absorption capacity in TEVET institutions by providing capacity building to institutions on how to access funding	Financing to institutions through the TEVET Fund has led to an increase in the number of institutions accessing funding thus increasing the absorption capacity as more trainees are able to access training
		Enhance inclusive education and broaden access and participation to education by disenfranchised populations in remote areas	Increase skills access in rural areas	The TEVET Fund has been providing financing to training providers including those in rural parts of the country, which has led to reduction in skills inequality in the economy.

		Promote inclusiveness skills acquisition by youths lacking financial capacity	Promote skills acquisition by providing skills to SMEs and the informal sector at a subsidized cost to the trainees.	The TEVET Fund has promoted inclusiveness and has enabled youths, who are unable to pay tuition fees charged in training institutions, to have access to training.
4	Promote entrepreneurship skills training and development	Enhance decent job opportunities in the economy and promoting entrepreneurship skills training	Integrate entrepreneurship into basic skills and TEVET.	Entrepreneurship training has been integrated into the curriculum for all programmes being financed under the TEVET Fund, thereby enhancing SMEs and informal sector training.
5	Enhance role of science, technology and innovation, and improve production and productivity	Improve quality of products and services and increase innovation	Promote innovation by reskilling and up-skilling of SMEs	Reskilling of SMEs has led to increased productivity and innovation, as entrepreneurs are able to keep abreast with the latest trends in their respective industries.

2. Highlights of the achievements

Description of Window	Area of Intervention	Proposed Program	Projected Enrolments	Actual Enrolments
		Power Electrical/Domestic Wiring	1025	1134
		Metal Fabrication and Welding/Gas Welding	970	1019
		Plumbing and Sheet Metal	295	390
		Carpentry and Joinery	1325	1353
		Bricklaying and Plastering/Block Making	1265	1344
		General Agriculture	700	748
		Pig production	110	101
		Poultry Production	290	308

Window 3: Training for the Micro and Small Enterprises and Informal Sector	Skills Training	Diesel Mechanics – Hydraulics & Pneumatic maintenance and repair	50	47
		Refrigeration & Air Conditioning Installation, Repair and Maintenance	85	58
		Domestic Refrigeration Equipment Repair	25	22
		Design Cutting and Tailoring	1295	1511
		Mechanical fitting	25	23
		Automotive Mechanics/Driving/Auto Body Repair	525	587
		Automotive Electrical	195	183
		Roof Thatching	20	20
		Cobblestone Paving Technology	25	30
		Horticulture	85	100
		Fish Farming	115	120
		Bee Keeping, Honey Production & Value Addition	65	72
		Beef Cattle Rearing and Meat Processing	25	10
		Goat Production	25	27
		Food Production	790	916
		House Keeping	40	44
		General Hospitality	60	84
		Art & Design	20	21
		Video Production	25	21
		Gemology	25	20
		Gemstone Beads Production	25	20
		Heavy Equipment Repair	25	25
		Scaffolding and Load Movement Skills	20	20
		Wood Finishing Techniques	20	20
		Motor Vehicle Servicing	25	30
		Making Sound Boxes and Crossover	20	24
		Tie and Dye	25	30
		TOTAL	9 660	10 482

5. SECTION B - FINANCIAL REPORT

SUMMARY OF DISBURSEMENTS FOR WINDOW 3

No	Funding Window	Source of Funding	Disbursements as per SLA	Actual Disbursements	Variance	Reasons for Variances
1.	SME/Informal Sector training Window 3 (January 2018 Contracts)	Skills Development Fund	9,936,000.00	7,452,000.00	2,484,000.00	Contractual obligations withheld to be paid on successful completion of training.
2.	SME/Informal Sector training Window 3 (October 2018 Contracts)	Skills Development Fund/SSTE P	13, 248, 000.00	9, 936,000.00	3, 312, 000.00	Contractual obligations withheld to be paid on successful completion of training.
	TOTAL		23, 184, 000.00	17, 388, 000.00	5, 796, 000.00	

Summary of Disbursements to institutions for Window 3 – 1st January, 2018 to 31st December, 2018.

	No. of Institutions	No. of Training Programmes	Total No. of Enrolments	Duration	Contract Value	75% Down Payment	25% Retained Fees
Window 3	84	35	10, 482	12 Weeks	23, 184, 000	17, 388, 000	5, 796, 000

8.0 OUTLOOK FOR 2019

Zambia aspires to carry-out a skills demand and supply survey to form a basis for designing skills development curricula, address skills mismatches and maintain an inventory of skills. The research-based evidence is important in improving training and assessments processes to ensure skills churned out are relevant to industry.

Matching skills and jobs has become a high-priority policy concern in the country, as mismatches result into underutilisation of existing human capital and lead to job vacancies not being filled in due to lack of appropriately skilled persons to fill them. Skills are critical assets for individuals, businesses and societies that is why Zambia is increasingly prioritising skills training to ensure human capital that drive national aspirations was developed.

The Learner Data Management System (LDMS) will enhance a conducive and well-structured information capturing and statistics generation for different planning and performance knowledge of the TEVET sector. The LDMS will be extended to other training institutions for ease capturing of learner enrollments, learner demographics, learner progression rate, and learner graduation quantities and failure rates in the TEVET system