

Capacity Building Programme 2025

Impact Report



“

“Grab the opportunity with both hands and be open to learn as much as you can because, at the end, the information gained will boost your knowledge, understanding, and confidence as a trainer and in the WorldSkills platforms.”

”

Sanchia Sissing,
Hairdressing, WorldSkills Namibia



Contents

Message from the President of WorldSkills	4
Overview	7
Programme at a glance	8
Goals	9
Programme in detail	11
Participating countries	13
Actions and milestones	15
Spotlight on skills	17
Hairdressing	18
Plumbing	22
Impact	27
WorldSkills Africa Assessment Framework	28
Outcomes and benefits	30
Looking to the future	36
Thanks and acknowledgements	38

Message from the President of WorldSkills

Africa is leading a skills revolution.

According to the UN, Africa has the youngest population in the world, with 70% of sub-Saharan Africa under the age of 30. This presents extraordinary potential, but only if we equip young people with the skills they need to thrive. The WorldSkills Africa Capacity Building Programme 2025 responds directly to this opportunity, offering a new pathway for transformation through Technical and Vocational Education and Training (TVET).

This programme is about building a practical, African-designed framework that empowers Experts, educators, and policymakers to lead change from within. Through a unique mix of mentorship, co-design, and real-time learning, we are supporting seven WorldSkills Africa Member countries to increase their capacity, improve the way they train students, and elevate their own TVET systems in a way that is both locally relevant and globally informed.

I have seen the value of this firsthand, when I was CEO of WorldSkills Belgium through our close collaboration and knowledge sharing with WorldSkills Democratic Republic of Congo. Adapting skills training and assessment standards

to reflect local and national needs is essential. By reflecting on real world challenges and opportunities, we can ensure that skills development now matches industries' needs tomorrow.

WorldSkills Africa, African Union Development Agency (AUDA-NEPAD), the German Development Cooperation (GIZ), and WorldSkills International have invested in this programme because we all value skills as the building blocks of more dignified lives, more resilient communities, and healthier, more prosperous countries. By building the capacity of our educators, more young people can access better quality skills training and thrive in their chosen careers.

Our intention is that this scalable, adaptable Assessment Framework will allow WorldSkills Africa Member countries to set new standards and build stronger TVET systems that are more reflective of the needs of its industries and fulfil the ambitions and aspirations of its next generation of skilled youth.

Francis Hourant
President of WorldSkills



Overview





Programme at a glance

When it launched in February 2024, WorldSkills Africa placed capacity building for trainers, teachers, and instructors at the centre of its vision for sustainable TVET systems.

In 2025, the WorldSkills Africa Capacity Building Programme has advanced this goal by strengthening the skills and confidence of 13 TVET trainers and introducing an adaptable Assessment Framework to further build trainer capacity and connect skills development and assessment to real-world needs.

Funded by the German Development Cooperation (GIZ) and the African Union Development Agency (AUDA-NEPAD) the programme brought together seven WorldSkills

Africa Member countries. The goal? To co-design and test a new competition-based training model that can be adapted and tailored for a country’s skills needs.

Running from March to September 2025, the programme focused on two skills, Hairdressing and Plumbing, and moved through three phases: framework design, online and in-person training, and a final showcase in Lusaka, Zambia.

The programme will now become a replicable blueprint that can be scaled across more skills and countries, elevating the quality of TVET at a national, regional, and global level.

“A replicable blueprint that can be scaled across more skills and countries.”

Goals

The programme was conceived with three clear goals:



Create adaptable and scalable Assessment Framework for Africa

The key deliverable of the programme was an adaptable Assessment Framework that builds on WorldSkills Occupational Standards, Test Projects, and Marking Schemes but is tailored to better reflect real world learning environments and industry needs across WorldSkills Africa Member countries.

Empowering Experts with the right tools

The programme gave Experts, who are the TVET trainers representing their countries, the opportunity to engage in hands-on training with WorldSkills Africa Chief Experts and understand the applications of WorldSkills tools and methodologies. By taking part in online skill sessions, peer-led assessment, Test Project design, and even going through the competition experience themselves, the Experts had the chance to increase their confidence and gain a deeper insight into how to improve their own training techniques.

Strengthen national TVET systems through benchmarking and peer learning

The inclusion of Official Delegates and Technical Delegates in the final phase of the programme increased their understanding of the value of the Assessment Framework and encouraged them to embed it into TVET curricula and policy-level improvements. This level of engagement is meant to help the framework scale to more skills and Member countries and help close the skills gap across the region.

Programme in detail





Participating Member countries

The WorldSkills Africa Capacity Building Programme 2025 welcomed Experts from seven WorldSkills Africa countries, each bringing unique motivations and national priorities to the collaborative initiative.



WorldSkills Ethiopia joined the programme to advance its ambitious National TVET Strategy. With a focus on high-demand sectors, WorldSkills Ethiopia aimed to build trainer capacity and improve youth employability across the country, aligning technical education with labour market needs.

For **WorldSkills Malawi**, represented by the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA), the programme was a valuable opportunity to reinforce its national skills agenda. Participation enabled WorldSkills Malawi to engage in knowledge exchange and adopt global best practices that can strengthen local training systems.

WorldSkills Namibia brought to the table its experience as the host of WorldSkills Africa Swakopmund 2022. Having organized the regional competition, WorldSkills Namibia sought to collaborate with WorldSkills Africa Members to drive TVET excellence.

WorldSkills Rwanda, through Rwanda Polytechnic, embraced the programme's focus on competency-based learning and strong industry linkages. It recognized the mentorship component as especially valuable, positioning the initiative as a launchpad for greater workforce readiness and participation in future skills competitions.

As the host country for this programme, **WorldSkills Zambia** reinforced its strategic goal to accelerate skills development and revolution across the continent. Its involvement reflected a national commitment to raising TVET educator standards and setting a benchmark for regional collaboration.

WorldSkills Zimbabwe, under the leadership of its Ministry of Higher and Tertiary Education, joined the programme as part of a broader shift toward practical, outcomes-based technical education. The initiative aligned closely with Zimbabwe's industrialization goals and youth empowerment policies, making it a key component of its national development strategy.

WorldSkills South Africa, represented by the Department of Higher Education and Training (DHET), joined the programme to strengthen the country's TVET ecosystem and support the broader delivery of its strategy to deliver greater economic inclusion and youth employment through world-class vocational training.

Actions and milestones

The WorldSkills Africa Capacity Building Programme followed a structured approach from March to September 2025. Ten main actions, each designed to build upon the last, were spread across four phases to ensure a coherent journey.



Assessment Framework co-design

The programme was based on a generic Assessment Framework which can be applied to all occupations. Throughout March, the consultants in the project team worked with the Chief Experts to apply the Assessment Framework to two occupations, Hairdressing and Plumbing. This created a ladder from Africa’s TVET to mastery, as set out in the WorldSkills Occupational Standards.

The adaptable Assessment Framework design centred around the progression based on the International Standard Classification of Education (ISCED) levels, particularly on ISCED level 2 to 4 and how this applied to the training. The design process also included reviewing the implications of the new Framework on planning, assessment, and reporting, especially as it relates to the WorldSkills Competition Information System (CIS).

Throughout April, all elements of the competition experience had been collaboratively defined and drafted, using the WorldSkills Competition tools as an exemplar for assessment design. The Assessment Framework now became the foundation of the Experts’ online training. Their input across the various elements was crucial to ensure the standards are relevant to the African context.

In-person workshop

The first in-person workshop took place in Lusaka, Zambia, from 20-22 May. This workshop brought together all participating Experts and Chief Experts to relate the Framework to national-level conditions and performance

standards, and to engage in practical training and peer assessment. The workshop served several key purposes, including understanding infrastructure and training quality, clarifying achievement targets, and collaboratively measuring the space between on-the-ground realities and professional practice. It also helped to build trust and alignment among participants, laying the foundation for the mentorship phase that followed.

Personal professional development and online training continued

Following the workshop in May, the Experts received one-on-one personal professional guidance. The online training also resumed, focusing on practical skills, best practices, and growing occupational and teaching practice through the medium of competitions. Led by the Chief Experts, these sessions covered technical training techniques, the use of instructional resources, and performance benchmarking.

Participants deepened their understanding of assessment and evaluation, while also refining their own training strategies. This hands-on, skills-specific coaching ensured that each Expert could confidently prepare learners for national and international competition formats, as well as apply these insights in broader TVET contexts.

Final showcase and delegate training

The programme culminated in a four-day in-person showcase in Lusaka, from 2 - 5 September. Here, the Experts participated in masterclasses by the Chief Experts to understand skills excellence in action. To put

their learning into practice, the Experts worked on completing a series of Test Projects under timed, competition-like conditions. By assessing one another’s work, they gained a deeper understanding of assessment in practice.

In parallel, Official and Technical Delegates of WorldSkills Africa took part in dedicated training sessions focused on integrating programme insights into national planning. These sessions facilitated peer exchange, strategic reflection, and discussion of ways to close performance and planning gaps in TVET systems. To fully engage in the programme, the Official and Technical Delegates joined a hands-on assessment exercise with the Experts. The objective was for them to understand how assessment works in competitions and pay attention to various human and unconscious factors that affect the results.

After the showcase, a comprehensive package of resources, training guides, and technical videos are to be shared with Members and Partners, including the WorldSkills Africa Assessment Framework. These tools will support further scaling and application of the Assessment Framework across additional skills and national contexts.

Spotlight on skills





Skill Spotlight: **Hairdressing**



Anel Detering,
Chief Expert, Hairdressing

Hairdressing was selected for its broad relevance across African Member countries and its strong potential to generate employment, especially for women and youth. Recognized by WorldSkills as a skill that combines creativity and precision, it provided Experts with the chance to refine their technical practice. A key part of the journey was creating space for the Experts to work specifically with African hair textures and styles, ensuring the framework not only met international standards but also reflected cultural relevance and market demand across the continent.

Participants described both professional growth and personal confidence. Patience Lungu, Hairdressing Expert from WorldSkills Zambia, added, "The workshop was so helpful for my own skills development. There is a saying that goes: to teach is to change lives, and

I want to shape the future of the next generations. The Test Project wasn't easy for me, but I've been able to grasp the most important concept."

Key outcomes included improved knowledge of assessment frameworks, strengthened ability to adapt WorldSkills Occupational Standards to national contexts, and the development of practical strategies for classroom and competition training.

Experts



Miriam Tawakali, WorldSkills Malawi

Miriam has been an instructor in Hairdressing for almost 13 years. She has been working with DAPP Mikolongwe Vocational School since 2012 and currently trains 50 informal students and 15 formal students.

"I have always wanted to upgrade my professional skills as a hairdresser and this opportunity has helped me to improve. I was also able to assess my students practically following the standards."



Shawn Nicholas, WorldSkills South Africa

For the past 20 years, Shawn has worked in and owned a hair salon in Cape Town, combining hands-on expertise with a passion for the craft. He also collaborates with colleges to mentor and prepare students for WorldSkills Competitions.

"My participation deepened my understanding of WorldSkills standards and assessments, knowledge I now carry forward into my teaching and Competition preparation."



Silia Chinyanga, WorldSkills Zimbabwe

Silia has been an Expert in Hairdressing for 30 years, after completing her training in Harare. She currently works at Industrial Training & Trade Testing Department, looking after 28 apprentices.

"I have always believed in continual professional development and so seized this opportunity to improve my own training skills and how I can get better at assessing my apprentices' skills."



Patience Lungu, WorldSkills Zambia

Patience is an aspiring hairdresser with foundational training and hands-on experience, passionate about hairstyling, customer care, and continuously developing her skills to excel in the beauty industry.

"I hope to gain the skills, confidence, and creativity to transform hair into art, while building a professional foundation that will allow me to inspire beauty, lift confidence, and grow into a successful hairdresser."

Experts



Sanchia Sissing, WorldSkills Namibia

Sanchia completed her hairdressing training in Windhoek, Namibia in 2011. She owns a Hair and Beauty salon and, for the last 12 years, has offered training to private students and apprentices, normally coaching between four to six students at a time for 3 years.

“The capacity to learn is a gift; the ability to learn is a skill. With these new skills and knowledge I can confidently say that I would deliver better hairdressing lessons to students.”



Esther Mutinta Malambo, WorldSkills Zambia

Esther is a qualified Hairdressing Expert in Zambia, trained through the 2025 Capacity Building workshops in Lusaka and Chongwe. She is dedicated to advancing skills and empowering future professionals.

“I hope to inspire excellence, uplift fellow hairdressers, and contribute to raising Zambia’s standards in beauty and skills development.”



Israel Birhanu Tesfaye, WorldSkills Ethiopia

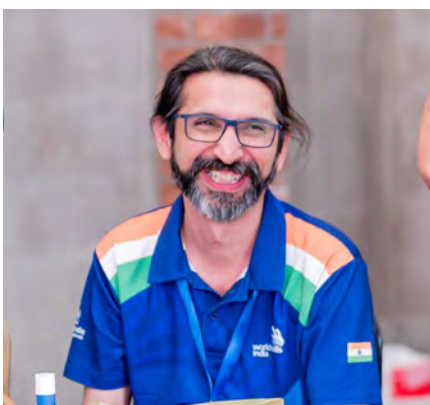
Israel has over 17 years’ experience in Hairdressing and has enriched his expertise through international training in Ethiopia, Dubai, and Kenya. He has been training aspiring students for over five years and is an instructor at Jordan Beauty Academy.

“I hope this programme will elevate hairdressing standards across Africa. I look forward to using my insights and tools to better mentor the next generation of stylists and contribute to the growth of our industry.”





Skill Spotlight: Plumbing



Chintan Daiya,
Chief Expert, Plumbing

Plumbing was chosen for its essential role in safeguarding public health, supporting infrastructure, and driving sustainable development. As a highly technical trade with strong labour market demand, the programme allowed Experts to deepen their understanding of competition-based training, precision in workmanship, and fair assessment practices.

Casper Katjiova from WorldSkills Namibia highlighted the value of peer learning, “I learned that other African countries use CPVC more while in Namibia we use copper. The WorldSkills Marking Scheme will help us assess every aspect of the project fairly.”

Dennis Ndalameta from WorldSkills Zambia underlined the broader purpose, “The main purpose is to create a structured plumbing guide for Africa which can ensure consistency, objectivity,

and alignment with standards in evaluating learners’ performance, especially in TVET.”

Through Test Projects, mentorship, and peer learning, Experts strengthened their technical skills, grew confident in using structured assessment tools, and built a collaborative network that can support national TVET reforms.

Experts



Alphonse Niyonzima, *WorldSkills Rwanda*

Alphonse has been an Expert in Plumbing for 11 years, after completing his training in IPRC Kigali. He currently works at Rwanda polytechnic Ngoma College, delivering modules to 53 students.

“I am consistently seeking opportunities to learn new skills and excel in my career, both academically and professionally. This workshop perfectly aligned with my desire to expand my skills to global standard.”



Leah Mtaya, *WorldSkills Malawi*

Leah has been an Expert in Plumbing for 12 years. She trained at Lilongwe Technical College in Malawi, after which she went on to work with Tapita Building Construction. Leah became an instructor at Kapondo Community Technical College and has been teaching Plumbing for six years.

“I am looking after nearly 30 students and I want to empower them to achieve their goals. My wish is to gain more skills and knowledge in Plumbing and start an organization very soon.”



Casper Katjiova, *WorldSkills Namibia*

Casper has been a TVET Trainer in Plumbing and Pipe-Fitting at Zambezi Vocational Training Centre, Namibia since 2018. He has six years’ industry experience and 10 years as a TVET trainer. He has been a WorldSkills Expert in Plumbing and Heating since 2023.

“The programme has enhanced my professional skills and given me confidence and determination to use my knowledge to empower others, foster innovation, and create sustainable impact within my community.”



Chongo Moses Mutumpa, *WorldSkills Zambia*

Moses has over 25 years of experience. He trained at Mansa Trades Training Institute in Zambia and currently teaches Plumbing and Pipefitting to over 30 students at Thorn Park Construction Training Centre, part of Lusaka Business and Technical College (LBTC).

“My focus is Continual Professional Development, specifically to enhance my teaching skills and student assessment methods.”



Dennis Ndalameta, WorldSkills Zambia

Dennis has been a plumber since 2017 and a lecturer in Plumbing since 2019, working at Lusaka Vocational and Technical College in Zambia. He trains over 100 students per year.

"The programme has sharpened my profession. I am looking forward to more training which will help me deliver more to my African youth as an Expert in plumbing and pipe fittings."



Samuel Muzingo, WorldSkills Zimbabwe

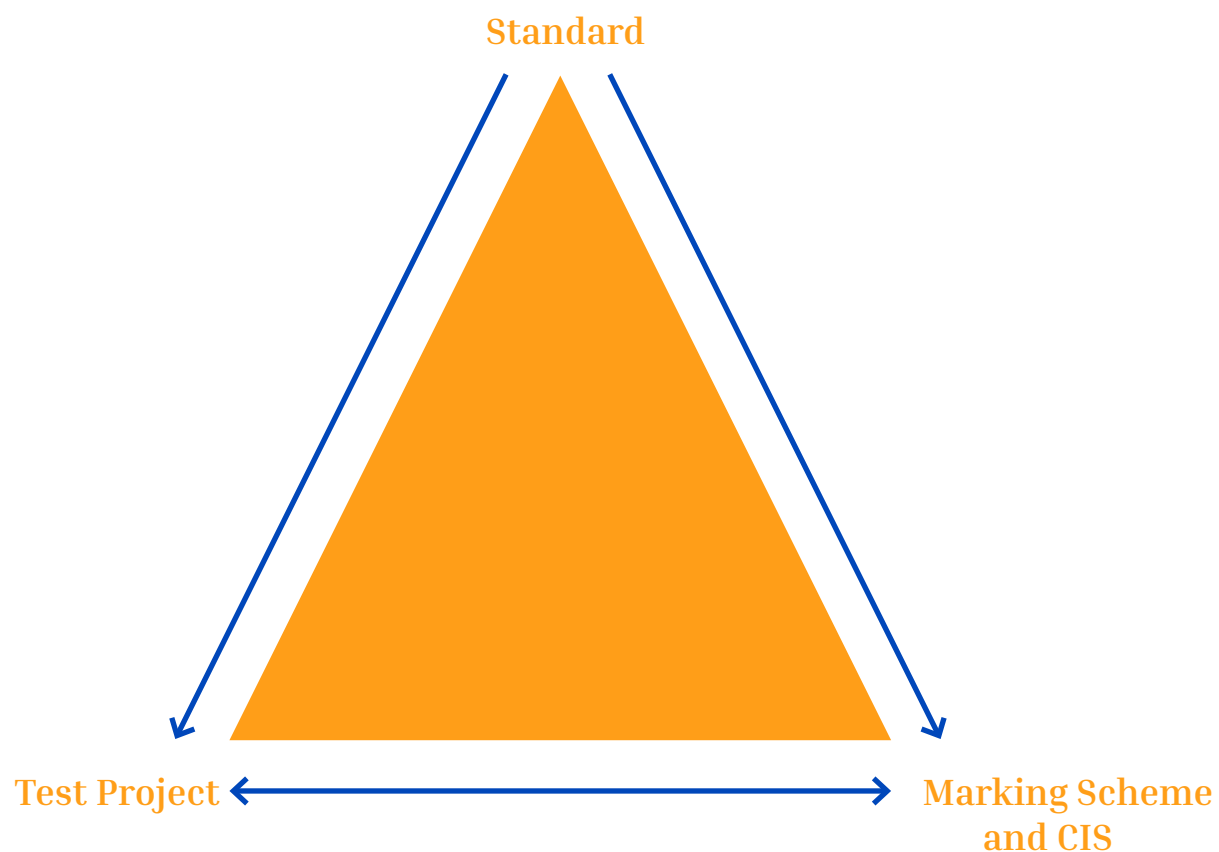
Samuel is a Plumbing Expert. He has been working as a Human Capital Planning and Skills Development Officer since 2022, and trains more than 100 apprentices.

"I always have a strong desire to impart knowledge and skills development. This programme has equipped me with relevant and up-to-date know-how on international skills standards in Plumbing that I can be practiced by my candidates."



Impact





WorldSkills Africa Assessment Framework

To build our own capacity, we must own the tools that define and assess achievement. The Assessment Framework links Africa's TVET outputs to the WorldSkills Occupational Standards and international Competitor performance. By using it, participants can measure achievement gaps, enhance learning, and climb the ladder to excellence, occupationally and professionally, over time.

As a short version of other respected international Assessment Frameworks, this Assessment Framework has the scope to define each occupation globally, and as they are interpreted by regional

qualification systems and the WorldSkills Competition. It shows how the tools of assessment used by WorldSkills International – its Marking Schemes, Test Projects, and assessment methodology – can stimulate realization and give practitioners powerful tools for teaching, learning, and assessment.

Over six months, under the leadership of skilled and experienced WorldSkills Experts, the Assessment Framework has allowed participants to take the roles of designers, contributors, competitors, and experts. It has enabled them to gain a 360 degree view of their occupation and profession, build

their own agency and ambition, and prepare to help build Africa's TVET capacity.

The Assessment Framework has been designed both for Africa and for other nations or regions that may otherwise lack the opportunity to own, use, and benefit from the scope of assessment. With the Capacity Building Programme having proved its value and potential, it is now time to prepare the Assessment Framework for wider use, and to capture the accompanying teaching and learning processes in accompanying guidance.

“

“My professional practice and teaching methodology are fundamentally improved through this programme.”

”

Israel Birhanu Tesfay,
WorldSkills Ethiopia





Outcomes and benefits

Throughout the WorldSkills Africa Capacity Building Programme, Experts were asked to complete evaluation surveys to measure their levels of skills and confidence at the start of the programme, midway, and then at the end when the programme was complete. The data and feedback revealed very positive benefits and outcomes.

Participants entered the programme with clear goals and expectations. They all said they wanted to improve or learn new technical skills. Most said they wanted to improve the way they assess and teach, as well as gain a deeper understanding of the WorldSkills Occupational Standards.

By the end, every Expert said their understanding of the purpose of the Assessment Framework has significantly improved through the programme. But the experience was not only informative it was transformative. Almost all participants reported greatly improved technical

skills, with many saying the programme gave them new insights, tools, and confidence to improve the way they work with their students and use assessment standards in their training.

They also reported the format of the course to be effective. All the Experts valued the peer learning as useful or very useful and said the online training met their expectations. Almost all participants rated the guidance as very clear. Importantly, 100% would positively recommend the programme to others.

The next pages present these outcomes in more detail, highlighting what participants hoped to gain, how they progressed, and the lasting impact of the programme from their own perspectives.

Expectations at the start

- 100% shared specific technical goals such as bridal styling (Hairdressing) and how to work with copper materials (Plumbing)
- 83% said they were looking for ways to improve their teaching, such as responding to new trends in industry or making their courses more practical and reflective of the real world



Expectations met at the end

- 83% said they had “greatly improved” technical knowledge
- 92% found the content “very useful” or “useful” for their professional practice



Improved understanding of Assessment Framework

- 92% rated their ability to use standards as “high” or “very high”
- 92% rated their ability to apply the Assessment Framework to their own teaching as “high” or “very high”
- 92% rated their understanding of the Marking Scheme, the Test Projects, and the Infrastructure List as “high” or “very high”





Overall value of the programme

"I am able to teach trainees plumbing lesson without difficulties."

Leah Mtaya, Plumbing, WorldSkills Malawi

"I had the opportunity to work with CPVC pipes that I had never dealt with before."

Niyonzima Alphonse, Plumbing, WorldSkills Rwanda

Reflections on the benefits of the programme

"This workshop is very interesting, and we get a lot of knowledge, skill and work [from] others. Very useful for peer learning opportunities."

Daniel Getachew, Plumbing, WorldSkills Ethiopia

"Interacting with other plumbers from different countries, sharing ideas."

Samuel Muzingo, Plumbing, WorldSkills Zimbabwe

Advice to other Experts considering the programme

"It is quite exciting and challenging."

Patience Lungu, Hairdressing, WorldSkills Zambia

"I would encourage [Experts] to attend the workshop because it improves their skills, learning new skills and interacting with others."

Samuel Muzingo, Plumbing, WorldSkills Zimbabwe

"Your ability to work within the WorldSkills framework will increase tremendously."

Shawn Nicholas, Hairdressing, WorldSkills South Africa

“

"My professional practice and teaching methodology are fundamentally improved."

”

Israel Birhanu Tesfay,
Hairdressing, WorldSkills Ethiopia

“

"The WorldSkills programme has been an eye opener, especially in dealing with the different hair types and styles when doing tinting, cutting, styling and inserting artificial hair. Also, the topic on Communication keeps us working as a team. Imparting knowledge to others has been made easier and well elaborated."

”

Chongo Moses Mutumpa,
Plumbing, WorldSkills Zambia

“

"Grab the opportunity with both hands and be open to learn as much as you can, because at the end the information gained boosts your knowledge, understanding and confidence as a trainer."

”

Sanchia Sissing,
Hairdressing, WorldSkills Namibia



Looking to
the future





Supporting national growth

The future success of this Capacity Building Programme depends on its implementation and adoption by WorldSkills Africa Member countries and beyond. As funders, the German Development Cooperation (GIZ) and the African Union Development Agency (AUDA-NEPAD) are keen to understand how the Assessment Framework can now be used to strengthen national capacity building, skills development, and growth.

Cheryl James, Senior Technical Advisor, GIZ reflects, “National skill strategies need to be multifaceted. Not only must a country align skills development to labour market needs, but they must also support innovation and emerging technologies. This is all while ensuring their skills systems are effective, inclusive, and sustainable.”

“We have always valued capacity building as fundamental to any skills strategy. We must ensure trainers have the right skills and tools to nurture the next generation of talent so they can thrive in future industries. That is why initiatives like the Capacity Building Programme are so important. So while we measure the individual impact on the Experts, we must also consider the broader, real-world application of the Assessment Framework.”

“We have tested this programme and evaluated its success. Now we look to WorldSkills Africa Member countries to put the learning into practice. We encourage them to quickly cascade the training throughout their TVET institutions, use it to update courses and curricula, and think about how many more of their Experts across

more skills can benefit from this support. Because, by raising the bar for our educators and their skills, we can raise the bar for our skilled youth. We can improve their employment prospects and meet the rapidly changing needs of our industries.”

“By raising the bar for our educators and their skills, we can raise the bar for our skilled youth.”

Reflections from delegates

We asked the participating WorldSkills Africa Member countries, how they would integrate programme insights into national planning. Here’s what they shared:

Has this increased your understanding of WorldSkills tools and methodologies?

- **100%** said their understanding of the WorldSkills tools and methodologies had improved through the training
- **100%** rated the usefulness of the training as either “very high” or “high” for inspiring ideas and actions to improve their TVET systems.

“[We have] a better appreciation of relevant systems and Competition tools such as Occupational Standards and how such can contribute to TVET growth at the Member level.”

How will you use the Assessment Framework in your country?

“We will strive to integrate it as part of our assessment methodology in training and national skills competition. We will do our best to ensure that our trainers and Experts are capacitated on the use of the framework.”

“[We will] use it as a benchmark for curriculum standards development, as a benchmark for development of training delivery and assessment standards, and as a motivation towards better achievement of

competences by the trainees.”

How will you empower Experts to transfer their knowledge into your wider network?

“We are organising a Training of Trainers programme to further cascade the knowledge and skills shared at the capacity development programme.”

“The medium-term possibility would be to invite the WorldSkills Chief Expert to carry out these workshops in the audience of our Expert community.”

How will you support the growth of the WorldSkills Africa Capacity Building programme?

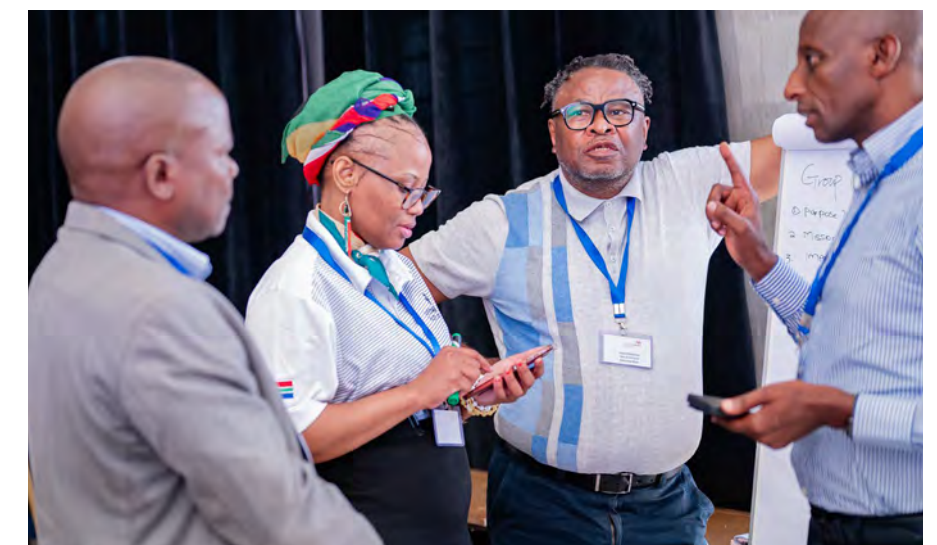
- **86%** of delegates rated the importance of capacity building as “high” or “very high” for the growth of the WorldSkills Africa.

“I will support in making strong advocacy to our officials to provide the required support for our country to participate in the programme.”

“[We will] make available more Experts and mobilize resources to support their participation in the capacity building programme.”

What are the priorities for the WorldSkills Africa Capacity Building Programme in 2026?

“[We need to] increase the number of WorldSkills Africa Members participating in this activity. We also need to agree as Members to make capacity building a permanent activity every year with fixed dates so that Members can plan and budget for these activities in advance.”





Acknowledgements and thanks

The WorldSkills Africa Capacity Building Programme 2025 gratefully acknowledges the support of its funders, the German Development Cooperation (GIZ) and the African Union Development Agency (AUDA-NEPAD). Their support and commitment to skills has made this programme possible.

Sincere thanks also go to WorldSkills Zambia and the Ministry of Science and Technology for hosting the in-person training which would not have happened without their dedicated contribution and leadership throughout the programme.

Thank you to Jenny Shackleton, Sally Messenger, and Andre Vermeulen for

their expertise and support. Their in-depth knowledge of WorldSkills tools and methodologies, as well as the insights of building the WorldSkills movement in Africa, has been invaluable to all the participants.

Special thanks to the Senior Technical Advisor of GIZ, Cheryl James, who was always ready to support and advise on the programme every step of the way.

Thank you to WorldSkills Global Industry Partner, IAPMO, who supported the final showcase in Lusaka.

Our appreciation also goes to Lusaka Business and Technical College and Fountain Gate Crafts and Trades

School who provided their learning space for the in-person training in May and September.

Thank you to Anel Detering, Chief Expert, Hairdressing and Chintan Daiya, Chief Expert, Plumbing for their enthusiasm, guidance and commitment that not only improved the technical skills of the Experts but also inspired them to be a better version of themselves.

WorldSkills Africa also acknowledges the support of the WSI Secretariat in managing and implementing the Programme.

“

Before attending the Capacity Building Programme, I had no clear knowledge of what is considered when setting the Test Project and Marking Scheme used in skills competitions. I now understand the WorldSkills Occupational Standards and types of assessment.

”

Alphonse Niyonzima,
Plumbing, WorldSkills Rwanda



WorldSkillsAfrica.org



@WorldSkillsAfrica



@WorldSkills_AFR



@WorldSkillsAfrica