



GOVERNMENT OF MALAWI

TECHNICAL, ENTREPRENEURIAL AND VOCATIONAL EDUCATION AND TRAINING (TEVET) POLICY

Second Edition 2013

TECHNICAL, ENTREPRENEURIAL AND VOCATIONAL EDUCATION AND TRAINING (TEVET) POLICY

SECOND EDITION, 2013

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Foreword

This is a second edition of the Technical, Entrepreneurial and Vocational Education and Training (TEVET) Policy which replaces the 1998 TEVET Policy. The policy was reviewed in order to incorporate a number of developments that had taken place since the inception of 1998 TEVET Policy. The purpose of the review was to identify skills gaps and develop options and strategies for enhancing TEVET objectives and improving efficiency and effectiveness of the TEVET system. Furthermore, the review was aimed at aligning TEVET to broader socio-economic objectives of the country as a way of addressing existing skills gaps. The second edition, therefore, aims at mainstreaming TEVET in all potential sectors of economic growth and development. The mainstreaming would enhance integration of TEVET in all sectors thereby improving employability, job creation and productivity.

Malawi Government believes that sustainable economic growth and development require action on multiple fronts and this can only be attained with sustainable pool of skilled human resources. Human Resource is the most critical element in the socio-economic development process. Without the human element, all other resources cannot be of any tangible use. However, human resource can only be effective in harnessing the deployment of other resources if it is provided with the necessary techniques and skills to do so. The concept of TEVET, therefore, aims at contributing towards skills development.

For TEVET to be effective in developing skills for the Malawi population, the Policy provides objectives of what is to be attained. The realisation of these objectives is provided for through appropriate guidelines and strategies articulated in the implementation, monitoring and evaluation plan.

Malawi Government is committed to spearhead the implementation of specific strategies and focused actions pursued to ensure that TEVET becomes the pinnacle of sector development strategies within the Malawi Growth and Development Strategy II (MGDS II) priority areas.

I, therefore, call upon all stakeholders and development partners to use the TEVET policy as a firm basis upon which practical interventions on skills development will be designed for improved productivity among Malawians.



Honourable Grace Maseko, M.P.
MINISTER OF LABOUR

Preface

TEVET in Malawi is characterised by the existence of supportive public – private partnership. The private sector contributes to TEVET growth by participating in designing and implementing programmes as well as financing through TEVET levy. The Policy, therefore, enhances this partnership. However, the reform of TEVET in Malawi is still in its infancy as a result it faces a number of challenges.

The economy of Malawi will benefit by the existence of an environment conducive to public and private sector growth promoted by a responsive and sound TEVET Policy. The private sector growth involves large-scale, medium and micro enterprise development both at formal and informal levels. This requires a responsive TEVET system that is able to meet current and future skills demand of all sectors.

The policy review involved a step by step approach. Situation analysis that benefitted from a variety of stakeholders was performed. This was done with technical and financial support from UNESCO through the Malawi Capacity Development for Education for All (Malawi CapEFA) Project. Stakeholder consultative meetings and workshops were conducted involving employers, TEVET Providers, Civil Society, International Organizations and Government Ministries. Furthermore, a study tour to Zambia and Tanzania was undertaken. The main guides to the policy review and development process were: the Malawi Growth and Development Strategy II (MGDS II), Millennium Development Goals (MDGs), TEVET Policy (Malawi Government, 1998), The Education System of Malawi (World Bank, 2010), Guidelines for TVET Policy Review Draft (UNESCO, 2010), Malawi Decent Work Country Programme (DWCP) and the TVET Policy Review in Malawi (UNESCO, 2010).

The TEVET Policy subscribes to various conventions and instruments to which Malawi is party. Some of the conventions and instruments are the Education for All (EFA), the SADC Protocol on Education, The African Union TVET Policy and ILO Convention 159.

It is my sincere belief that the revised TEVET policy will enhance the existence of an enabling environment for efficient and effective skills development systems which will contribute to socio-economic growth and sustainable wealth creation in Malawi.



James D. Kalilangwe
SECRETARY FOR LABOUR

List of acronyms and abbreviations

| | |
|-----------------|--|
| AIDS | Acquired Immune Deficiency Syndrome |
| CapEFA | Capacity Development for Education for All |
| CBET | Competence Based Education and Training |
| DWCP | Decent Work Country Programme |
| DHRMD | Department of Human Resource Management and Development |
| DTEVET | Department of Technical, Entrepreneurial and Vocational Education and Training |
| EMIS | Education Management Information System |
| GDP | Gross Domestic Product |
| HIV | Human Immuno-deficiency Syndrome |
| ICT | Information and Communication Technology |
| ILO | International Labour Organisation |
| IMF | International Monetary Fund |
| M and E | Monitoring and Evaluation |
| MDGs | Millennium Development Goals |
| MGDS II | Malawi Growth and Development Strategy II |
| MoEST | Ministry of Education, Science and Technology |
| MoIT | Ministry of Industry and Trade |
| MoJCA | Ministry of Justice and Constitutional Affairs |
| MoL | Ministry of Labour |
| NESP | National Education Sector Plan |
| NQF | National Qualifications Framework |
| OPC | Office of the President and Cabinet |
| PPP | Public – Private Partnership |
| RPL | Recognition of Prior Learning |
| SADC | Southern Africa Development Community |
| TAC | Trade Advisory Committee |
| TEVET | Technical, Entrepreneurial and Vocational Education and Training |
| TEVETMIS | Technical, Entrepreneurial and Vocational Education and Training Management Information System |
| TVET | Technical and Vocational Education and Training |
| TQF | TEVET Qualifications Framework |
| TQC | TEVET Qualifications Committee |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |

Glossary of Key Terms

Access: A set of strategies to make technical, entrepreneurial and vocational education and training available to the populace

Award: A formal recognition of the achievement of the required number of, type and proportion of credits at specific levels of the qualification framework.

Competencies: The required skills, knowledge and attitudes that need to be demonstrated to support effective job performance

Competence Based Education and Training: A training approach where emphasis is placed on ability of learners to perform tasks to the standards set by the industry.

Equity: A set of strategies to increase access and participation of traditionally under represented or excluded groups especially women, people with disabilities, the vulnerable, the marginalised and people from rural areas, in technical, entrepreneurial, vocational education and training

Modular Approach: Competence Based Education and Training that is organised in packages of related skills, knowledge and attitude required to achieve a learning outcome.

Public – Private Partnership: A relationship whereby the private and public sectors join and put up joint efforts to pursue national economic development agenda

Policy: Broad guidelines

Recognition of Prior Learning: The comparison and acceptance of previous learning and experiences obtained against learning outcomes for a specific qualification for purposes of certification

Technical, Entrepreneurial and Vocational Education and Training (TEVET): Any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self employment. TEVET serves here as an overarching term to describe all kinds of formal, informal and informal training and learning provided by or in all different institutions, providers and learning locations.

TEVET Qualifications Framework: A ladder where TEVET standards and qualifications are registered

TEVET Provider: A body / institution which delivers TEVET programmes.

Vocational training: A system which aims at providing recipients with the necessary knowledge and skills to exercise a profession in order to be integrated in the labour market.

Technical Education: A structured system aimed at providing recipients with the necessary knowledge and skills to continue their studies at tertiary education level or to exercise a profession in order to be integrated into the labour market. Technical Education, on the other hand puts more emphasis on theoretical education.

PART ONE

1.0 Introduction

The Technical, Entrepreneurial and Vocational Education and Training (TEVET) policy seeks to mainstream TEVET in all sectors of socio-economic growth and development. The mainstreaming would enhance productivity and the quality of products and services which is in line with national development agenda of turning Malawi from predominantly importing and consuming to a producing and exporting economy.

For TEVET to be effective in developing skills for the Malawi population, the Policy identified four priority areas with each area providing policy statements on what is to be attained. The realisation of these policy statements is provided for through appropriate guidelines and strategies articulated in a separate but complementary document known as TEVET Policy Implementation, Monitoring and Evaluation Strategy.

1.1 Background

When the 1998 Technical, Entrepreneurial and Vocational Education and Training policy was developed, the intention was to reform TEVET from a supply to a demand-oriented system capable of integrating learning and training occurring in different contextual set-ups. The policy and the 1999 TEVET Act established TEVET Authority as an independent and autonomous body to improve the quality of the operational management of TEVET and enable TEVET to be developed in partnership with industry.

The TEVET sector has undergone several reforms over the years including: Establishment of Department of Technical and Vocational Training (DTVT), Establishment of Technical, Entrepreneurial and Vocational Education and Training (TEVET) Authority, Establishment of Assessment and Certification Unit at Malawi National Examination Board (MANEB) and introduction of various TEVET curricula.

The implementation of the reform process has faced challenges such as the frequent change of management role of TEVET between Ministry of Education and Ministry of Labour, insufficient funding, unavailability of accurate information management system, weak quality management system and limited access. This has been compounded by limited understanding of TEVET scope among stakeholders.

Situation analysis on the TEVET sector indicates that Malawi is still in its infant stage in TEVET development. According to Education System in Malawi, World Bank (2010), the enrolment into formal TEVET institutions at 35 per 100,000 inhabitants is substantially lower than other SADC countries with Lesotho at 110, Mozambique at 130, Botswana at 1228 and Mauritius at 1561. The same study also indicated that the unit cost of technical education and training is very high as compared to other nations within the SADC region. Remarkably, girls are underrepresented in all segments of the system with less than 30% of the total enrolment in public and private technical colleges due to among others; stereotypes and cultural beliefs.

1.2 Linkages with other Policies

The socio-economic development programme of Malawi is implemented within the framework of the Malawi Growth and Development Strategy II (MGDS II). The strategy identifies among others education and youth development as key priority areas. TEVET contributes to attainment of the national strategy through creation of skilled and competent workforce. Primarily, the TEVET policy is founded on the understanding that reforming Malawi from a predominantly import to export based economy as indicated in the MGDS II and Labour and Employment Policy requires skilled, competent and productive workforce capable of producing quality goods and services that can compete favourably at local and international markets.

The effectiveness of the TEVET policy is dependent on integration and mainstreaming of TEVET in a wider spectrum of policies. As such it aims at consolidating and promoting skills development for the nation.

1.3 Problem Statement

The Malawi Growth and Development Strategy II (MGDS II) aims at consolidating the macroeconomic environment to transform the country from an import-based agrarian economy to an export-oriented economy. The MGDS II also recognises the significant shortage of skilled workers and technicians in Malawi which indicates that the TEVET system is not producing enough graduates to meet current and future labour market demands. The available training is inappropriate for business needs and there are insufficient facilities for TEVET opportunities. The MGDS II further shows the absence of the effective and efficient mechanisms for monitoring the availability of skills necessary to support the economy. The National Education Sector Plan (NESP) summarises these as challenges of governance and management, access and equity, and quality and relevance. These challenges called for review of TEVET Policy.

1.4 Purpose of the Policy

The policy is intended to promote the development of formal and informal skills in the public and private sectors in rural and urban areas. The policy further intends to develop an efficient and effective TEVET system that provides the economy with skilled and competitive workforce.

2.0 Broad Policy Directions

2.1 Overall Goal

To make TEVET System more accessible, responsive and relevant to the labour market.

2.2 Policy Outcomes

- I. A properly regulated TEVET Sector;
- II. Increased skills among the workforce in all sectors of Malawi economy;

- III Enhanced Entrepreneurial culture among Malawians; and
- IV. Increased production in the formal and informal sectors.

2.3 Policy Objectives

The policy objectives shall be:

- I. To contribute to human resource development and respond to labour market demands by providing quality TEVET for both wage and self employment;
- II. To establish sound and sustainable funding and financing mechanisms for TEVET; and
- III. To enhance public- private partnership in TEVET.

3.0 Policy Priority Areas

The policy will focus on four priority areas as follows: access and equity; quality and relevance; research and development and governance and management. The first three priorities areas are in line with NESP while Research and Development has been included because of importance of labour market dynamics associated with TEVET. The four priority areas are also linked to Malawi Decent Work Country Programme (DWCP).

3.1 Policy Priority Area 1: Access and Equity

Access and Equity is based on expansion of service, increased efficiency and provision of TEVET in a fair and just manner. TEVET in Malawi is characterised by among others: limited access particularly for females and vulnerable groups; who are less than 30% of the total population. Access is seen to be more favourable to the selected few as formal programmes accommodate mostly those with access to postal and modern communication services and those who can meet costs associated with recruitment processes; lack of recognition for the informal sector skills development; and inadequate infrastructure, appropriate tools and equipment. The country has limited TEVET institutions however many young men and women and people with disabilities could access vocational skills if more TEVET programmes were targeting the informal sector. The government has not constructed a technical college since 1971 therefore existing infrastructure is inadequate and available equipment mismatch with the modern technology found in the labour market.

3.1.1 Policy Statement:

The policy will ensure that:

- I. Increased opportunities for females, vulnerable, marginalised and disadvantaged groups are created in TEVET;
- II. Formal and informal provision of TEVET are integrated; and
- III. TEVET is integrated into the mainstream education system.

3.2 Policy Priority Area 2: Quality and Relevance

Quality and Relevance entails provision of TEVET based on standards according to industry demands. A number of challenges hinder delivery of quality TEVET. TEVET provision in Malawi is highly diverse, fragmented and uncoordinated. This is manifested by: existence of multiple curricula and qualifications; outdated curricula still in use in the sector; outdated technology still in use in some training institutions, and weak mechanisms to properly enforce the TEVET Qualifications Framework (TQF).

Existence of multiple curricula; National Trade Test, Malawi craft and Competency Based Education and Training, affect students, instructors as well as the employer because none is aware of which curricula to learn or teach or certificate to recognize.

3.2.1 Policy Statement:

The policy shall ensure that:

- I. TEVET system produces adequate and skilled graduates who are relevant to the Labour Market;
- II. A functioning TEVET Curriculum Framework is in place;
- III. Technology in training institutions matches with the available technology in the labour market;
- IV. Monitoring and evaluation of the implementation of TEVET programmes is reinforced.

3.3 Policy Priority Area 3: Research and Development

Research and Development involves collection and analysis of data on labour market in order to make evidence based policy decisions. Research and Development ensures that TEVET programmes are competitive, relevant and tailored to industry and economic development demands. Lack of proper statistics severely hampers evidence based policy making and efficient use of scarce resources. This is evidenced by among others: lack of creativity and innovation in the sector; lack of demand orientation in programme design and delivery; and lack of coordination and information sharing between and among TEVET stakeholders and Research and Development institutions. Due to lack of creativity and innovation, some skills that the sector is providing are irrelevant to labour market. TEVET institutions are expected to develop new technologies needed by industries.

3.3.1 Policy Statements

The policy will ensure that:

- I. TEVET system is an effective and efficient system capable of promoting innovation and applied research in TEVET is in place; and
- II. An effective TEVET Information Management System is in place and operational.

3.4 Policy Priority Area 4: Governance and Management

Governance and Management is identified by existence of functional units such as the Department of Technical, Entrepreneurial and Vocational Education and Training (DTEVET) in the Ministry of Labour, TEVET Authority and Training Providers. Effective implementation of TEVET programmes has been affected by challenges associated with governance and management of which among others are: lack of autonomy among public TEVET providers; rigid and lean governance and management structures; poor coordination among government ministries providing TEVET; limited sources of funding; insufficient numbers of qualified instructors, assessors, verifiers and managers; unavailability of a technical teacher training institution and lack of instructor recruitment policy.

3.4.1 Policy Statement

The policy will ensure that:

- I. Harmonized governance and management of public TEVET institution.; Governance and management of public TEVET institutions is coordinated.
- II. TEVET instructors are adequate, well qualified and are retained;
- III. An effective funding and financing mechanism is in place.

4.0 Implementation Arrangements

4.1 Institutional Arrangements

TEVET system will be structured in such a way that there is a well-functioning coordination framework that will facilitate establishment of strategic relationships and linkages among stakeholders.

4.1.1 Ministry of Labour

DTEVET will provide oversight to policy implementation, plan and coordinate infrastructure development, coordinate development partners' support towards TEVET sector and manage public TEVET provision under the ministry.

4.1.2 Technical, Entrepreneurial and Vocational Education and Training (TEVET) Authority

The TEVET Authority will be a regulatory and facilitation body in the implementation of TEVET programmes. TEVET Authority will also be responsible for provision of oversight on quality assurance, assessment and certification of TEVET programmes.

4.1.3 National Trade Testing Services

Department of Trade Testing Services will align the National Trade Testing Certification to the TEVET Qualifications Framework and assume roles of Recognizing Prior Learning (RPL). Further, the ministry will put in place a national mechanism for monitoring the trends in the labour market and facilitate alignment of TEVET qualifications to entry points in the industry.

4.1.4 TEVET Providers

TEVET Providers will be those training institutions - private and public – which provide short, medium and long term TEVET programmes and follow the prescribed curriculum and assessment systems. Each provider shall be required to register with TEVET Authority.

4.1.5 Ministry of Education, Science and Technology (MoEST)

The Ministry of Education, Science and Technology will be responsible for skills development in primary and secondary education. The Ministry will also be responsible for quality assurance, assessment and certification of skills at those levels.

4.1.6 Ministry of Industry and Trade

Through the Forum for Public – Private Sector Dialogue, the ministry will provide a window for joint sector reviews on challenges of skilled labour availability for the private sector.

4.1.7 Quality Assurance, Assessment and Awarding Bodies

Quality assurance, assessment and awards in TEVET will be done by established bodies accredited by the government.

4.2 Implementation Plan

The TEVET policy has been comprehensively developed such that it allows both public and private stakeholders to participate in the delivery of programmes. The government will take a leading role to ensure that the policy is implemented. To effectively implement this TEVET policy, an elaborate and flexible implementation framework has been prepared as a complimentary part of the policy.

5.0 Monitoring and Evaluation

The implementation will be monitored on regular basis.

Policy evaluation will take place after a five year period.

Monitoring and Evaluation strategy has been developed as a complementary document to the policy.

PART TWO

1.0 Introduction

Implementation, Monitoring and Evaluation strategy is a complimentary document to the second edition of TEVET Policy. It includes the Implementation Plan and Monitoring and Evaluation Framework.

2.0 Strategies for Policy Priority Areas

Policy Priority Area 1: Access and Equity

Policy Objective 1: To increase opportunities for females, vulnerable, marginalised and disadvantaged groups in TEVET.

Strategies

- i. Intensify career guidance and counseling in schools.
- ii. Create conducive and friendly environment for female, vulnerable, marginalised and disadvantaged learners.
- iii. Promote infrastructure development in the TEVET sector.
- iv. Expand TEVET outreach programmes

Policy Objective 2 To integrate formal and in-formal provision of TEVET.

Strategies

- i. Integrate formal and in-formal assessment and certification systems.

Policy Objective 3: To integrate TEVET into the mainstream education system.

Strategies

- i. Enhance TEVET in both primary and secondary levels.
- ii. Improve capacity of TEVET instructors at all education levels.

Policy Priority Area 2: Quality and Relevance

Policy Objective 1: To ensure that TEVET system produces adequate and relevant skilled graduates to labour market.

Strategies

- i. Improve quality assurance services.
- ii. Strengthen participation of industry in provision of TEVET.
- iii. Provide TEVET institutions with adequate and relevant training equipment and materials.
- iv. Ensure availability of adequate and qualified TEVET instructors.

Policy Objective 2: To develop a functioning TEVET Curriculum Framework.

Strategies

- i. Establish TEVET curriculum framework.
- ii. Ensure national and regional recognition of TEVET curriculum framework.
- i. Establish a unified TEVET Assessment and Certification Board.

Policy Objective 3: To ensure that technology in training institutions matches with available technology in the labour market.

Strategies

- i. Procure modern training tools and equipment.
- ii. Attach instructors to industry.
- iii. Link training institutions to industry

Policy Objective 4: To enhance monitoring and evaluation of the implementation of TEVET programmes.

Strategies

- i. Conduct monitoring and evaluation of TEVET programmes.

Policy Priority Area 3: Research and Development

Policy Objective 1: To develop TEVET system that is capable of promoting innovation and applied research in TEVET.

Strategies

- i. Promote innovation and applied research in TEVET
- ii. Enhance utilisation and documentation of indigenous knowledge and skills in

- iii. Support development, adoption and adaption of appropriate technology in TEVET.
- iv. Develop research findings dissemination system.

Policy Objective 2: To establish and operationalise effective TEVET Information Management System.

Strategies

- i. Enhance conduct of Labour Market Surveys.
- ii. Strengthen management of TEVET Information.

Policy Priority Area 4: Governance and Management

Policy Objective 1: To ensure that governance and management of public TEVET institutions is coordinated.

Strategies

- i. Enhance coordination among TEVET key stakeholders.
- ii. Enhance inter – ministerial communication on TEVET.
- iii. Develop supportive legal and institutional framework in TEVET sector.
- iv. Promote devolution of governance and management functions of public TEVET institutions.
- v. Strengthen public – private partnerships in TEVET

3.0 Implementation Plan

| Policy Priority Area 1: Access and Equity | | | |
|--|---|--|-------------------|
| Policy Statement 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET | | | |
| OBJECTIVE | STRATEGY | RESPONSIBILITY | TIME FRAME |
| | 1.0 Intensify career guidance and counseling in schools. | TEVETA | 2013-2018 |
| | 2.0 Create conducive and friendly environment for female, vulnerable, marginalised and disadvantaged learners | TEVET providers TEVETA, Private Sector | 2013-2018 |

| OBJECTIVE | STRATEGY | RESPONSIBILITY | TIME FRAME |
|---|---|--|----------------|
| To increase opportunities for females, vulnerable, marginalised and disadvantaged groups in TEVET | 3.0 Promote infrastructure development in the TEVET sector | DTEVET TEVETA TEVET providers | 2013-2018 |
| | 4.0 Expand TEVET outreach programmes. | TEVETA, TEVET providers | 2013-2018 |
| Policy Statement 2: Formal and informal provision of TEVET are integrated | | | |
| To integrated formal and informal provision of TEVET | 1.0 Integrate formal and informal assessment and certification systems | TEVETA, Awarding Bodies | 2013-June 2015 |
| Policy Statement 3: TEVET is integrated into the mainstream education system. | | | |
| To integrated TEVET into the mainstream education system | 1.0 Enhance TEVET in both primary and secondary levels. | TEVETA, MoEST | 2013-2018 |
| | 2.0 Improve capacity of TEVET instructors. | DTEVET, TEVETA, MoEST | 2013-2018 |
| Policy Priority Area 2: Quality and Relevance | | | |
| Policy Statement 1: TEVET system produces adequate and relevant skilled graduates to labour market | | | |
| To ensure that TEVET system produces adequate and skilled graduates. | 1.0 Improve quality assurance services. | TEVETA, MoEST | By June 2015 |
| | 2.0 Strengthen participation of industry in provision of TEVET | TEVETA, TEVET Providers, Industry | By June 2015 |
| | 3.0 Provide TEVET institutions with adequate and relevant training equipment and materials. | DTEVET, TEVETA, Industry | On going |
| | 4.0 Ensure availability of adequate and qualified TEVET instructors. | DTEVET, TEVETA | On going |
| Policy Statement 2: A functioning TEVET Curriculum Framework is in place. | | | |
| | 1.0 Establish TEVET curriculum framework. | DTEVET, TEVETA, Quality Assurance Bodies | On going |

| OBJECTIVE | STRATEGY | RESPONSIBILITY | TIME FRAME |
|---|--|--|--------------|
| To develop a functioning TEVET Curriculum Framework | 2.0 Ensure national and regional recognition of TEVET curriculum framework | DTEVET, TEVETA, DHRMD, TACs, Awarding Bodies | By June 2015 |
| | 3.0 Establish a unified Assessment and Certification Board. | DTEVET, TEVETA, DHRMD, TACs, Awarding Bodies | By June 2015 |
| Policy Statement 3: Ensure that technology in training institutions matches with the available technology in the labour market | | | |
| To ensure that technology in training institutions matches with available technology in the labour market | 1.0 Procure modern training tools and equipment. | MoL, TEVETA, Training Institutions | On going |
| | 2.0 Attach instructors to industry | TEVETA, Training Institutions | On going |
| | 3.0 Link training institutions to industry | TEVETA | On going |
| Policy Statement 4: Monitoring and evaluation of the implementation of TEVET programmes is reinforced | | | |
| To enhance monitoring and evaluation of the implementation of TEVET programmes. | 1.0 Conduct monitoring and evaluation of TEVET programmes | TEVETA | On going |
| Policy Priority Area 3: Research and Development | | | |
| Policy Statement 1: TEVET system is capable of promoting innovation and applied research in TEVET is in place | | | |
| | 1.0 Promote innovation and applied research in TEVET | TEVETA, Industry, TEVET Providers | By June 2015 |

| OBJECTIVE | STRATEGY | RESPONSIBILITY | TIME FRAME |
|--|---|---|--------------|
| To develop an effective and efficient system capable of promoting innovation and applied research in TEVET | 2.0 Enhance utilisation and documentation of indigenous knowledge and skills in TEVET | TEVETA, Industry, TEVET Providers | By June 2015 |
| | 3.0 Support development, adoption and adaption of appropriate technology in TEVET | TEVETA, Industry, TEVET Providers, MoIT | By June 2015 |
| | 4.0 Develop research findings dissemination system | TEVETA, Industry, TEVET Providers, MoIT | By June 2015 |
| Policy Statement 2: An effective TEVET Information Management System is in place and operational. | | | |
| To establish and operationalise effective TEVET Information Management System | 1.0 Enhance conduct of Labour Market Surveys.. | TEVETA, | By June 2015 |
| | 2.0 Strengthen management of TEVET Information. | TEVETA, Ministry of Labour | By June 2015 |
| Policy Priority Area 4: Governance and Management | | | |
| Policy Statement 1: Governance and management of public TEVET institutions is coordinated. | | | |
| To ensure that governance and management of public TEVET institutions is coordinated. | 1.0 Enhance coordination among TEVET key stakeholders | TEVETA, TEVET Providers | On going |
| | 2.0 Enhance inter – ministerial communication on TEVET. | MoL, TEVETA, OPC | By June 2015 |
| | 3.0 Develop supportive legal and institutional framework in TEVET sector | MoL, TEVETA, OPC, MoJCA | By June 2015 |
| | 4.0 Promote devolution of governance and management functions of public TEVET institutions. | MoL, OPC | By June 2015 |
| | 5.0 Strengthen public – private partnerships in TEVET | TEVETA, Private Sector | On going |

4.0 Monitoring And Evaluation Plan

| Policy Priority Area 1: Access and Equity | | | | | | |
|--|---|---|---|-------------------------|---|--|
| Outcome 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET | | | | | | |
| Objective | Output | Performance Indicator | Target | Baseline | Source of Verification | Assumptions Risks |
| To increase opportunities for females, vulnerable, marginalized and disadvantaged groups in TEVET | More females, vulnerable, marginalized and disadvantaged Malawians access TEVET | Number of females, vulnerable, marginalised and disadvantaged accessing TEVET | 60 % of learners accessing TEVET are females, vulnerable, marginalised and disadvantaged | 30% | Recruitment and enrolment data | Availability of learners from targeted group |
| Outcome 2: Formal and informal provision of TEVET are integrated | | | | | | |
| To integrated formal and informal provision of TEVET | An integrated TEVET system | Number of learners from informal training provision acquiring formal qualifications Number of learners from informal training joining formal training based on RPL | 60% of learners from informal sector acquiring formal qualifications 10,000 learners | 20% | Assessment and certification records College enrolment records | RPL structures in place RPL structures in place |
| Outcome 3: Integrated TEVET in the mainstream education system. | | | | | | |
| To integrated TEVET into the mainstream education system | Provision of TEVET in primary and secondary education | Number of primary and secondary schools providing TEVET | 1 primary & 1 secondary | 1 primary & 1 secondary | Education Management Information System (EMIS). | Availability of resources |

| Policy Priority Area 2:: Quality and Relevance | | | | | | |
|--|---|---|---|----------------------|---|--|
| Outcome 1: TEVET system produces adequate and skilled graduates | | | | | | |
| To ensure that TEVET system produces adequate and skilled graduates.. | Adequate and skilled graduates. | Number of skilled TEVET graduates produced. | 30 000 TEVET graduates | 3600 TEVET graduates | TEVET Management Information System (TEVETMIS) | Availability of resources |
| Outcome 2: A functioning TEVET Curriculum Framework is in place. | | | | | | |
| To develop a functioning TEVET Curriculum Framework. | A functional TEVET Curriculum Framework | Up to date curriculum | 60 TEVET occupations | 28 TEVET occupations | Annual reports on TEVET | |
| Policy Priority Area 3: Research and Development | | | | | | |
| Outcome 1: An effective and efficient system capable of promoting innovation and applied research in TEVET in place | | | | | | |
| To develop an effective and efficient system capable of promoting innovation and applied research in TEVET | Delivery of TEVET programmes based on research. | TEVET courses delivered based on labour market demands | 70% TEVET courses | 20% | TEVET Management Information System (TEVETMIS) | Availability of industry participation |
| Outcome 2: An effective TEVET Information Management System is in place and operational. | | | | | | |
| To establish and operationalise effective TEVET Information Management System | Operational and up to date TEVET Management Information System | Up to date TEVET data | Quarterly updates | Annual | Quarterly reports | |
| Policy Priority Area 4: Governance and Management | | | | | | |
| Outcome 1: Harmonised governance and management of public TEVET institutions is in place | | | | | | |
| To harmonise governance and management of public TEVET institutions | Semi-autonomous public technical colleges Coordination framework developed and operational | Number of semi-autonomous public technical colleges Number of inter-ministerial committee meetings | 90% of public technical colleges Biannual meetings | 0% | Annual Reports from TEVET providers Biannual reports | Stakeholder commitment |

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