

Analysis of Vocational Education and Training

Malawi



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March 2006

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Malawi

“ If Malawi genuinely intends developing a training policy, the process of development itself would be the first step in the road to capacity building. The current situation is reflected in the existence of several institutions which presuppose co-ordination and co-operation among providers of training which, however, do not take place. This is because the concept of ownership has not yet been truly accepted. A great many good ideas and proposals already exist but have not been acted upon.”

Mrs. Phekani (Ministry of Education) and Mr. Mtambo (Ministry of Labour and Manpower), 1997

General

About 12 million people live in the Republic of Malawi. 79 % of them is Christian, 12, 8 % is Muslim and the remaining 7,3 % has another or no religion. The official language is Chichewa, spoken by 57,2 % of the people. There are many other languages spoken in Malawi. Of the total population over 15 years, 62,7 % is literate (male: 76.1%, female: 49.8 %) (2003 est., CIA, 2006)

Table: Age structure

0 – 14 year	46,9 %
15 – 64 year	50,4 %
65 year and over	2,8 %

CIA, estimation 2005

Malawi has a young population and therefore a very high growth rate.

Economy

Malawi is one of the least developed countries in the world. With a GDP of 600 USD (purchase power parity) and 156 USD (net income per year) it is one the poorest countries as well. The government faces strong challenges, including developing a market economy, improving educational facilities, facing up to environmental problems, dealing with the rapidly growing problem of HIV/AIDS, and satisfying foreign donors that fiscal discipline is being tightened (CIA, 2006).

The labour force consists of about 4,5 million people. Recent statistics show that currently there are about 300,000 new entrants (educated and semi-educated) in the job market per year. Moreover, there are only about 35,000 new jobs created per year. This indicates that at least 80% of the new job seekers will have to look for other forms of employment, particularly in the informal sector or rural non-farm activities (AfDF, 2001). Unemployment rates are unavailable (CIA, 2006)

	% labour force	% GDP
Agriculture	90	35,9
Industry	Na	14,5
Services	Na	49,6

Source: CIA, 2006

The main products in the agricultural sector are tobacco, sugarcane, cotton, tea, corn, potatoes, cassava (tapioca), sorghum, pulses; groundnuts, Macadamia nuts; cattle and goats. The main industrial products are tobacco, tea, sugar, sawmill products, cement and consumer goods (CIA, 2006).

From experiences from the labour offices and school enrolment figures, it seems that the dominating features of current labour market trends in Malawi are limited employment opportunities in the formal sector, a growing need to find (self) employment in the formal sector, the important role of agriculture as regards labour absorption, an extreme gender imbalance in employment opportunities, and an increasingly dramatic rate of youth unemployment (Phekani and Mtambo, 1997).

Malawi has a young population with about 50% below 20 years of age. This accounts for a high dependency ratio of 1:0.1 for economically active adult. The working group is generally understood as those capable of employment between the age of 17 and 65 and is estimated at 50.9% of the total population, of these 0.38% are women working outside home.
<http://ecb.jrc.it/natprof/malawi/malawi.htm>

Education

The literacy rate is 41.6%. The majority of these have attained the Primary School Leaving Certificate.

Malawi has experienced some major changes in education over the past six years. Many of these changes were triggered by the introduction of Free Primary Education as a result of which primary school enrolments rose dramatically. Expansion of the primary sub-sector has in turn put pressure on the secondary sub-sector, which has also experienced some rapid expansion. Likewise, the tertiary education sub-sector has witnessed some growth, the most notable of which has been the establishment of Mzuzu University. Another significant development has been the re-allocation of technical and vocational education to the Ministry of Labour.

Malawi has an 8-4-4-education system consisting of primary school, secondary school and university education with few opportunities for pre-school. The education system in Malawi faces many challenges in most areas including areas of access, equity, quality and internal efficiency. In its publication; ***A Policy and Investment Framework for Education in Malawi 1995-2005***, the Ministry of Education has covered most of these challenges and problems and also outlined government policy being put in place to address them.

Primary School

This is the duration of compulsory education. Most children start formal education at primary school at the age of six. The primary school takes 8 years from Standard 1 to 8 at the end of which pupils write the Primary School Leaving Certificate examinations. These are jointly set, conducted and marked by the Ministry of Education and the Malawi National Examinations Board (MANEB). Students have to pass and get selected if they are to attend secondary school education in a government secondary school.

The introduction of Free Primary Education in Malawi has seen a large increase in the number of pupils going to primary school but this increase in access has also brought major infrastructure problems and a big decline in quality

(<http://www.sdn.org.mw/edu/new/education-in-malawi.html>).

Just over 4,000 primary schools enrolling nearly 3 million pupils offer primary education. Although the official age allowed for primary school enrollees is 6 years, up to 16-year-olds are accepted in standard 1. The primary cycle is categorized into: the infant level which comprises of the first two years of formal school education; junior primary comprising of the next three to five years; and senior primary consisting of standards 6 to 8. Pupils who are able to reach standard 8 sit the Primary School Leaving Certificate Examination (PSLCE),

which determines their eligibility for entry into secondary school. All of Malawi's primary schools have been deemed Community Schools, which in effect places the community in a position of central partnership with the Government (<http://www.sdn.org.mw/~phindu/min-education/whole.htm>).

The current training system has no policy geared towards the vast majority of primary school-leavers. The situation should be considered as crucial with regards to the fact that about 80,000 pupils are receiving the primary School Leaving Certificate annually, and only about 10% out of these can enter secondary education. Training responsibilities towards this group are passed on to parents, small enterprises, and NGOs without even the slightest supportive interventions. On the contrary, the government does not seem to be aware that its own institutions initially designed to train people from that level have more or less ceased to do so (e.g. MEDI). Neither do they pay due respect to the NGO initiatives, and are ignorant of their problems, and thus of the problems in a region where such initiatives may have played an important role (e.g. Nazarene) (Phekani and Mtambo, 1997).

Secondary School

Secondary school education takes 4 years from Form 1 to Form 4. Students can attend secondary school in public schools run by the government (conventional secondary schools and Community Day Secondary Schools (CDSSs)) or in private schools run by the private sector and individuals (<http://www.sdn.org.mw/edu/new/education-in-malawi.html> and <http://www.sdn.org.mw/~phindu/min-education/whole.htm>). The quality of secondary education varies widely in both sets of schools. In general, fees in private schools is more than 50 times that in public schools. For a long time, secondary education was very restrictive in Malawi but this situation is changing positively due to rapid expansion of private schools as well as government run community day secondary schools.

Students in secondary schools sit two examinations, a Junior Certificate Examination (JCE) at Form 2 and a Malawi School Certificate Examination (MSCE) at Form 4. Performance or pass rate at MSCE have been falling sharply in the last few years reaching a low of around 16% in 1999 prompting a Presidential Commission of Enquiry into the dismal performance. In these recent years MSCE administration has been beset with many serious cheating cases resulting in government cancellation of the examination in 2000 less than one week before commencement of sitting and dismissal of the head of MANEB (<http://www.sdn.org.mw/edu/new/education-in-malawi.html>).

Approximately 140,000 students (1997 figure) are enrolled in public secondary education (40,000 in conventional secondary schools, and almost another 100,000 are enrolled in CDSSs). Secondary school students sit two national selection examinations. The first, the Junior Certificate of Secondary Education (JCE) after two years of secondary school education and the second, the Malawi School Certificate Examination (MSCE) after four years of secondary education (<http://www.sdn.org.mw/~phindu/min-education/whole.htm>).

Selection takes place at Form 4 to various colleges including vocational colleges, technical colleges and to the only two universities, the University of Malawi and the University of Mzuzu. A few private high schools are available mostly in Kasungu, Blantyre and Lilongwe that run British style A-Level courses and examinations. However most of these require fees which are well outside the reachability of almost all Malawians.

HIGHER EDUCATION

University

The University of Malawi, opened in 1965, offers a wide range of bachelors degree and a few masters degree courses through its 5 constituent colleges widely spread out in the Central and Southern Regions of Malawi. The recently opened Mzuzu University situated in the

Northern Region, offers an education degree course and other areas of training.

Technical and Vocational Education and Training

How is VET defined? Formal, informal and non formal?	“ a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. It applies to all forms of technical and vocational education provided in educational institutions or through cooperative programs organized jointly by educational institutions at one hand, and industrial, agricultural, commercial and any other undertaking related to the world of work, on the other.” In Malawi cooperation between educational institutions at one hand and trade & industry at the other hand is not a matter, although we have to promote that cooperation, of course (Questionnaire 06).
% children in general education, regional differences	3 million pupils in primary education, 140.000 students enrolled in public secondary education.
% Youngsters in vocational education and training, regional differences	Approximately 1,400 students are enrolled in formal technical and vocational education institutions, which are now run by the Ministry of Labour and Manpower Development. About 18000 students are enrolled in private VTCs.
Share of flow from regular education to vocational education and training	Demand for TEVET places has also been limited by a number of factors. Firstly, lack of basic education, high illiteracy and lack of knowledge, exposure and information pertaining to the provision of vocational training. Secondly, cultural factors have led to lack of exposure to the prospective subsistence and carrier opportunities. Thirdly, lack of access to funds catering for tuition fees, boarding fees, transport and utilities. Finally, limited recognition of vocational skills has led to poor investment in human resources and infrastructure. (MPRS, 2002)
Gender ratio in VET on national level, regional differences	Malawian girls are also relatively under-represented in vocational training institutions. Malawian girls are more prone to repetition and dropout than boys and women form the majority of the country's illiterates. Government tries to motivate girls to attend TVET. This happens in 'specific male trades', like carpentry, welding and plumbing; however for girls it is difficult to find jobs once graduated. More specific 'girls trades' attract more attention from girls.
Which institutions pay attention to VET? (private actors (local NGOs, Churches, private institutions), commercial (organised by trade and industry companies) and public actors)	The Malawi Polytechnic operates diploma and degree technical programs under the umbrella of the University of Malawi. It also provides technical teacher training. As such, it is a TEVET provider and a supplier of technical teachers to the TEVET system.
In which regions are they active, share urban / rural?	Urban

Malawi is aware that it can only absorb a very tiny fraction of those who come to the labour market because of the relatively small size of the wage economy and the rapid growth in the number of the labour force entrants. This imbalance has existed for a long time now, and

that is why the Government of Malawi (GOM) encourages informal training for self-employment and rural development. Salima Rural Trade School and Phwezi Rural Polytechnic are some institutions that provide informal TVET for selfemployment and rural development (Phekani, Mtambo, 1997).

In terms of providing places, the current annual capacity within the public technical colleges is 1,441 and capacity within private provider institutions is 18,000. These capacities are not adequate to cater for prospective entrants into the TEVET system.

Malawi has a variety of vocational training and skills development activities currently being implemented and coordinated by the Ministries of Commerce and Industry and Vocational Training and Labour. However, the skills development activities at the community level are mainly being conducted as part of the Government community development programme through the Ministry of Gender, Youth and Community Services (For more details see Appendix 1) (AfDF, 2001).

Other vocational and skills development training activities are being carried out on a cost sharing arrangement between the public and private sector. Among these are: the skills training in a range of vocational skills such as carpentry, metal works, auto repair, bakery as well as business and entrepreneurship training packages offered by the Malawi Entrepreneurship Development Institute (MEDI); on and off campus with periodic follow-up training programmes for NGOs or other donor driven projects by MEDI; technical skills for entrepreneurship and business management training for illiterate or semi-literate beneficiaries a range of skills by Salima Rural Vocational Training College. This training involves hands-on practical courses to prepare the participants to work in rural communities using the skills they have learnt to train others in the skills that they have learnt; training for rural and urban poor as well as youth in basic business skills by Development of Malawian Enterprise Trust (DEMAT). The aim is to train target beneficiaries and to link them to micro-finance services for receiving loans. The beneficiaries are selected, trained, connected to micro-finance services and also followed-up on their repayments and savings. Approximately 60% of the 2,800 beneficiaries that benefited from the training by DEMAT in 2000 were women. The training by DEMAT also includes refresher courses and following-up on the CDAs in the regional and district offices implementing the community outreach and monitoring of community development activities under the MOGYCS (AfDF, 2001). From tracer studies conducted on the 1992/1993 graduates from Salima Rural Trade School, 41% of the graduates are self-employed, 32% are wage employed, and 27% are inactive: i.e. they are either doing nothing or their whereabouts are not known. From Phwezi Rural Polytechnic, 36% are self-employed, 28% are wage employed, and 36% are inactive (Phekani, Mtambo, 1997).

The large number of illiterates and semi-illiterates is a group that needs to be integrated into a national training strategy. Functional literacy, that is basic education combining with occupation-effective skills is the key intervention on this level. There are already a lot of NGOs activities in this subsector. Skills training though is not easily translated into selfemployment due to weak linkages with markets, business training, credits and follow-up services. In addition, the lack of capacity as regards administrative as well as technical skills and poor co-ordination with other organisations and institutions may easily stand in the way of training success (Phekani, Mtambo, 1997).

There is a lack of skills development due to inappropriate education curricula at all levels and low access and intake into technical, entrepreneurial and vocational training institutions (MPRS, 2002).

The curriculum would need a much more profound revision than merely incorporating the teaching of entrepreneurial skills, which again are taught outside the real and highly competitive market environment prevailing in Malawi (Phekani and Mtambo, 1997).

A strategy is needed to develop and sustain nonformal training activities. Just as with the private sector, this would include intensive dialogue, defined roles and responsibilities, co-ordination of activities, and the government accepting a role as facilitator of this process (Phekani and Mtambo, 1997).

Current statistics show that the majority of the poor have no access to formal technical vocational education and skill training. Therefore, the development of skills and competencies for self-employment will be an essential contribution to the empowerment of the Malawian population.

Vocational training targets MRPS 2002

	Status 1999	Target 2005
Public training capacity % of population	0.01	0,03
Public vocational training % of districts	21,43	28
Private training capacity % of population	0,18	0,2
Private vocational training % of districts	75	78
Enrolment ratio female	20	26
Enrolment ratio male	80	74
HIV infection rate students	15	13,5
HIV infection rate teachers	15	14,2
Boarding capacity (% of training capacity)	22,7	20,5

Source: MRSP 2002

Financing

The most prevalent financing system for vocational training and skills development is based on a co-sharing arrangement with the public and private sector contributing proportionally. The private sector contributes about 2% to the vocational training fund, which covers the cost for training staff. The Government contributes only 1% of the funding to cover the running costs of the training institutions. The responsibility for this funding is shared by the Ministries of Education, Works and Supply, Youth, sports and Culture, Industry and Commerce, and Labour and Vocational Training.

Financing the Informal and Non-formal Vocational Education and Training in Malawi is divided into two different ways: financing institutions is one, and financing the trainees is the other. Although both ways are being practised, it is difficult at this time to specifically state the magnitude of each. Below is a summary of how each is financed:

Financing institutions that provide non-formal TVET

1 Allocation from government

This is perhaps the largest financing source through its various organisations which include DEMAT (Development of Malawian Entrepreneurs Trust), SEDOM (Small Enterprises Development of Malawi), MEDI (Malawi Entrepreneurship Development Institute), Salima Rural Trade Schools, Nasawa Technical Training Centre, MOWCACDSW (Ministry of Women and Children Affairs, Community Development and Social Welfare), and MACOHA (Malawi's Council for the Handicapped). These organisations belong to line Ministries where, when outlining their training costs, a selection of the most optimum option is made.

2 Fees from trainees

Trainees pay fees for tuition, boarding and other forms to master crafts persons, training providers for profit, and several other NGOs.

3 Commercial activities

Most non-formal institutions, especially those that belong to NGOs, offer their facilities for hire to other organisations as one way of generating their supplementary income. These facilities include seminar halls, workshops for production, and other activities.

4 Donations

Several non-formal TVET institutions receive donations from various organisations, local and foreign. These donations are in the form of equipment, training materials, personnel or even cash.

Financing trainees

1 Grants from families

Most trainees pursuing non-formal TVET get much of the support from their own families. This is in fact the oldest system in Malawi.

2 Sponsorship

Other trainees get their sponsorship from their churches, employers NGOs, from other people, etc.

3 Loans

Some trainees cannot solicit any free help from anywhere. They therefore borrow money from at least somewhere and pay it back at some latter date.

4 Subsidies

Most trainees, especially in more organised non-formal TVET institutions are also financed by way of subsidies through the provision of food, accommodation, transport, recreation, and through other means. This is very common in church organisations.

Other sources

Other means of financing the informal and non-formal TVET in Malawi come in as funded projects, such as those from SADC, or as external sponsorship from GTZ, DANIDA, the British Council, USAID, etc. The point to emphasise here, however, is the fact that the volume of informal and non-informal TVET in Malawi is so vast that only very little of it is explored. To effectively fund/finance the whole of it is beyond the imagination of some of us. It should be pointed out here that formal TVET in Malawi, through the National Apprenticeship Training Scheme, is funded through the levy/grant system, just as is the case with most other countries.

Policy and organisation of VET

The Ministry of Labour and Vocational Training took over the policy responsibilities for TEVET in Malawi from the Ministry of Education in 1996. It is also responsible for operating the country's seven technical colleges and for registering private technical vocational providers. A Directorate of Technical Education and Vocational Training (DTVET) within the Ministry oversees the implementation and delivery of formal TEVET (Source: <http://www.siastr.sk.ca/international/malawietop/partners.htm#ministry>).

Technical, Entrepreneurial and Vocational Educational and Training Authority (TEVETA) was established in 1999 through an act of Parliament. Their mandate is to facilitate the formal TEVET system in Malawi through, among others, these objectives:

- To promote an integrated, demand driven, competency based modular, technical, entrepreneurial and vocational education and training system
- To support the adoption and application of appropriate technologies

- To promote managerial and business skills and a spirit of entrepreneurial culture with regard to both wages and self-employment

By facilitating technical education in the country TEVETA, through its training providers, trains and improves the skills of local Malawians who, in turn, produce quality goods and services appreciated by both our tourists and the local and export markets. TEVETA also:

- a) Sponsors students to Technical Colleges in Malawi
- b) Runs Private Sector Training for companies that comply to provisions of the TEVET Act over levy payment
- c) Works to revise curricula for training modules to make it relevant to the needs of Malawi's economy

TEVETA has been facilitating and implementing a number of training programmes namely:

- Apprenticeship Scheme
- Private Sector Training Programme
- Skills Development Initiative (SDI)
- Small Enterprise Development (informal TEVET)
- On-the-Job Training
- Curriculum Development and Assessment
- Registration and Accreditation of TEVET Providers and Trainers
- Projects in Cooperation with Local and International Partners
- Enhancing TEVETA Outcomes (ETO) Project
- TEVETA/MACOHA/NAD (Norwegian Association of People with Disabilities) Project

(Source: <http://www.sdn.org.mw/edu/new/teveta/>)

For more information on TEVETA and her programs see Appendix 4.

Although the government has, as a policy, accepted vocational training as one of the tools for promoting economic growth and poverty alleviation, there is a tendency to give it a minor role as compared to other factors influencing development. Thus, there are no clear guidelines on how the vocational training system should be functioning in order to equip people with the knowledge and skills required to meet labour market demands (Phekani and Mtambo, 1997).

To enhance the relevance of the human resource development policy to the National Poverty Reduction Strategy, the Government launched a National Policy on Vocational and Skill Development in January 1999. The policy presents the strategic plan for the implementation of vocational training and skills development programmes with an increased focus on technical, entrepreneurial, vocational education and training to improve the quality of the workforce. The main objectives of the national vocational and skills development policy are the following:

- To promote an integrated, demand driven and effective technical, entrepreneurial and vocational training and skills development system;
- To monitor gaps between supply and demand for skills;
- To promote managerial and business skill development and a spirit of entrepreneurial culture with regard to wage and self employment; and
- To facilitate sound and sustainable financing and funding mechanisms.

The government policy for vocational training and skills development also encompasses a strategy for poverty reduction and other crosscutting issues of gender, HIV/AIDS and environment.

The main aims of this strategy include;

1. developing technical, entrepreneurial and vocational competencies and capacities, which are essential for socioeconomic participation to contribute towards poverty reduction;
2. increase options for a wider segment of the society for sustainable and effective economic participation and generation of income;

3. developing new and appropriate technologies and related competencies that will help the Malawi population to engage in economic livelihoods to generate incomes outside the traditional agriculture sector;
4. provision of skills to the formal and informal economy to mitigate bottlenecks in skills of high labour demand;
5. developing special support programs for disadvantaged groups;
6. integrating formal and non formal training modules for vocational training and skills development;
7. promotion of information sharing and dissemination;
8. improving quantity and quality of training services; and,
9. bridging mechanisms and creative solutions to expose and finance necessary skills development to promote equal access to technical and vocational programmes (AfDF, 2001).

Informal and non formal TVET

Government intervention in stimulating the informal and non-formal TVET in Malawi is carried out through various programmes, but the major one is known as the 5 th Country programme. The programme management by the Malawi Government as a National Execution Programme operates through the Small Enterprise Development Programme (SEDP), and is run under the auspices of the Ministry of Commerce and Industry. For information in further detail on the SEDP see appendix 3. (Phekani and Mtambo, 1997)

A coherent national strategy can provide a framework for micro-level interventions. The micro level comprises individual target groups, communities and regions where the specific skill demands and realistic labour-market opportunities will need to be analysed.

The main goals on VET in national policy

The overall goal of TEVET is to offer practical and usable skills to the youth especially those coming out of the formal education system. Emphasis is on creating an environment that enables the youth to be self-employed through provision of skills and entrepreneurial development initiatives (IMF, 2005).

The MPRS (Malawi Poverty Reduction Strategy 2002) focuses on promoting self-employment through skills development initiatives, particularly in rural areas, and on improving the quality and relevance of all TEVET activities. The target population is not just school drop-outs, but covers all persons interested in acquiring new skills.

Relation government and trade and industry (private) companies and private initiatives in VET

Although micro and small enterprises are important and, by far, the largest mediator of skill transference, they will, if left alone with this task, not be able to raise the standard of performance required to meet consumer demands. The productive sector in Malawi has a very small tradition and was restricted in its development due to former government policies. New policies try to foster micro and small-scale development without paying enough attention to the training needs of these enterprises. Thus, the existent apprenticeship practice should be built upon and advanced in conjunction with in-service training and upgrading of master craftspersons (Phekani and Mtambo, 1997). Government/Chamber of Commerce try to involve private sector in TVET activities like offering apprenticeships, jobs etc and to communicate desired qualifications/skills to VTCs (Questionnaire, 2006).

International donors / INGOs involved in VET

Support for the informal and non-formal TVET in Malawi come in as funded projects, such as those from SADC, or as external sponsorship from GTZ, DANIDA, the British Council, USAID, etc. (Phekani, Mtambo, 1997)

International NGOs, like SOS children's village and other organisations, often linked up with orphanages. Some of them are also actively involved in finding jobs, income opportunities. Other countries, e.g. The South Korean government supports one of the biggest Vocational Training Centres of Malawi (Questionnaire, 2006)

Networks around VET

NA

There is not a very powerfull network to promote the interests of vocational training institutes. Most of networking is done by VTCs and TVET providing NGOs in an informal way (Questionnaire, 2006)

Education of teachers

Almost 8,000 students are enrolled in 6 national primary teacher-training colleges and slightly over 500 at the Domasi College of Education, which trains secondary school teachers.

<http://www.sdn.org.mw/~phindu/min-education/whole.htm>

The major constraints of working on any of the levels of skill transference is the lack of qualified teachers/instructors. Only the MOWCACDSW has tried to instil in their community workers the practical skills pertaining to the needs of their specific target groups. Therefore, special efforts will be needed to build the capacity of trainers/instructors to fulfil the practical requirements of vocational skills training as well as to identify people with appropriate competencies in industry. More female instructors would need to be trained and/or upgraded, and employed to specifically motivate women to enter the technical training field (Phekani and Mtambo, 1997).

% of qualified teachers

Primary (diploma or certificate)	51
Secondary (holders of diploma or above)	37
CDSs (holders of diploma or above)	1
Teacher Training Colleges (degree holders)	25
Technical/Vocational institutions (degree holders)	35
University (Ph.D. holders)	20

(Source: <http://www.sdn.org.mw/~phindu/min-education/whole.htm>)

The Malawi Polytechnic operates diploma and degree technical programs under the umbrella of the University of Malawi. It also provides technical teacher training. As such, it is a TEVET provider and a supplier of technical teachers to the TEVET system

(Source: <http://www.siastr.sk.ca/international/malawietop/partners.htm#ministry>).

VET specialisations

Training is provided in bricklaying, carpentry/joinery and metalwork, lasting for two years. Successful students receive a loan in the form of a toolkit. Although agriculture is the main activity for more than three-quarters of Malawi's rural population, informal TVET graduates also engage in non-farm activities to supplement household income or community development. Activities include tinsmithing, furniture making, producing of utensils, ox-cars, farm equipment, etc. (Phekani, Mtambo, 1997)

The University of Malawi comprises of five constituent colleges. These are: Bunda College offering training in the agricultural sciences; Chancellor College which focuses on the arts, liberal arts and natural sciences; Kamuzu College of Nursing which trains nurses; the Polytechnic which offers courses in the fields of business studies, engineering, construction, telecommunications, welding and architecture; and the College of Medicine where medical doctors are trained. Mzuzu University offers training for would-be secondary school teachers (www.sdn.org.mw/~phindu/min-education/whole.htm).

Non-university level post-secondary studies (technical/vocational type): Technical and training colleges offer courses in such fields as Forestry, Marine Science, Social Welfare and Hotel Management, as well as in various trades. These courses lead to certificates awarded after studies lasting between six months and four years (<http://www.sdn.org.mw/edu/new/education-in-malawi.html>).

Strengths and weaknesses

Due to the absence of pre-training-needs analyses and post-training tracer studies, detailed assessment about the effectiveness of certain training offers is problematic. However, it is safe to say that, to date, nonformal training in Malawi is rather fragmented in its spread and quite narrow in the fields being offered. Without donor support, non-formal training would virtually not exist (Phekani, Mtambo, 1997).

Malawi requires development of relevant competence based curricula at primary, secondary and post-secondary levels as well as the development and acquisition of appropriate teaching and learning materials and equipment. In addition, qualified teachers will be necessary to impart the vocational and technical skills.

A strategy is needed to develop and sustain nonformal training activities. Just as with the private sector, this would include intensive dialogue, defined roles and responsibilities, co-ordination of activities, and the government accepting a role as facilitator of this process (Phekani and Mtambo, 1997).

Current statistics show that the majority of the poor have no access to formal technical vocational education and skill training. Therefore, the development of skills and competencies for self-employment will be an essential contribution to the empowerment of the Malawian population.

Strengths	Weaknesses
The main activities of vocational training and skills development are designed for the target beneficiaries and are aimed at linking them to employment creation systems to enable them to engage in sustainable livelihoods (AfDF, 2001).	There is a lack of skills development due to inappropriate education curricula at all levels and low access and intake into technical, entrepreneurial and vocational training institutions (MPRS, 2002).
	The inadequacy and irrelevance, or indeed, the absence of any Training Policy on Non-formal TVET and the implications for initiating and implementing such a policy at a national level ¹ .
Pledges of support have been received from several donors such as the EU and UNDP to address some of the constraints affecting the delivery of vocational training and skills development in Malawi. The support of the donors will enable DEMAT for example to expand its training activities that are critical to the development of the credit industry in Malawi (AfDF, 2001).	The labour market trends are not at all reflected in the existing national vocational training scheme. The system exclusively prepares for later wage employment in the formal sector. This fact cannot be changed merely by the injection of entrepreneurship training into technical schools (Phekani, Mtambo, 1997).
NGO-run courses represent a significant share of skills training for disadvantaged target groups. Recent programmes have	Lack of sustainability of training programmes due to poor mobilisation and utilisation of resources. The poor utilisation and ad hoc implementation of training

¹ For solutions mentioned in Phekani and Mtambo see appendix 2

assisted greatly in enhancing female participation. Notwithstanding these gains, enrolment patterns continue to reflect traditional male domains (men: technical areas, women: home economic areas).	programmes could be due to the inappropriateness of some training programmes, the lack of training needs analyses, and the lack of review and follow-up in programmes. There is an inadequate mechanism for a follow up on the beneficiaries (AfDF, 2001)
At micro level, many activities pertaining to small-enterprise promotion and skills training are already taking place.	Weak relationships between government, private sector, NGOs, entrepreneurs and workers. That is to say, non-formal training in Malawi is rather fragmented. There are no unified standards, no national checks among the various training providers.
	Biggest problem is to find work afterwards. The unemployment rate is very high in Malawi (Questionnaire, 2006)
	The training institutions often select the potential beneficiaries to be trained with little consultation with the institutions that would grant the trainees access to employment creating facilities to enable them to start income generating activities (AfDF, 2001).
	Previously all courses were offered free of charge and thus many of people benefited from the training. However, more recently, due to budget cuts, fees are charged for courses offered. Due to this the number of people trained has reduced as compared to the numbers trained under the earlier systems ² (AfDF, 2001).
	Inadequate physical and technical infrastructure (AfDF, 2001). Another major problem is the poor, or indeed, lack of a proper transport network (Phekani, Mtambo, 1997).
	Lack of updated training for staff (AfDF, 2001)
	Inadequate promotion support from the Government (AfDF, 2001)
	Limited market due to seasonal incomes from agricultural produce (Phekani, Mtambo, 1997).
	The equipment that is used in these training centres is not available in the rural communities, so that the graduates have to find their own equipment which has got a short lifespan (Phekani, Mtambo, 1997).
	The curriculum would need a much more profound revision than merely incorporating the teaching of entrepreneurial skills, which again are taught outside the real and highly competitive market environment prevailing in Malawi (Phekani and Mtambo, 1997).
	The majority of the poor have no access to formal technical vocational education and skill training.
	The analysis of the failures of micro level activities reflect the lack of coherent guidelines. The lack of co-ordination in this field leads to duplication of some tasks, while others fall under the table.
	In many fields, no effective needs analyses have been conducted; as a result of which, the loan and entrepreneur development programmes have not had the hoped-for success. Without studies of this sort to examine impact at micro level, the policy level cannot have the feedback it needs to correct measures in good time.
	In terms of providing places, the current annual capacity within the public technical colleges is 1,441 and capacity within private provider institutions is 18,000. These capacities are not adequate to cater for

² For instance, DEMAT, one of the main training agency for micro-credit activities, that has a strong role in retraining and following-up on the CDAs under the Ministry of Gender, Youth and Community Services, has suspended most of its training activities due to lack of funding.

	prospective entrants into the TEVET system.
	The focus on formal, full-time residential training, particularly in public technical colleges, has undermined the possibilities of achieving better coverage and outreach, and at the same time, has taken attention away from the potential offered by more flexible, demand-driven training, such as that provided by the Malawi Entrepreneurship Development Institute (MEDI).

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Appendix 1 Community training centres

Among these are the community development courses being offered by the Magomero Community Development Training College. These include; the certificate course in Community Development and Social Work for Community Development Assistants (CDAs), short courses in basic business management, appropriate technology; and community leadership for CDAs and participants from local communities, particularly women and youth. The CDAs trained by the college are used as extension workers to transfer skills and provide technical support to the beneficiaries of Government and donor interventions for the empowerment of the poor. Vocational and skills training activities directly related to the creation of employment for the out of school youth activities and poor women are also being carried out at several other MOGYCS community development training facilities. Two community training centres, Neno in the Southern Region and Karonga in the Northern Region are carrying out activities directly related to the training for self-employment and employment generation activities for the out of school youth. The other community training centre, Liwonde in the Southern Region, provides training to various beneficiaries, including women and youth aimed at developing the capacity of the poor to create employment opportunities in the formal and informal sector through access to credit and technical support. Another related community development centre, Appropriate Technology for Income Generation Activities (ATTIGA), in the Central Region provides training in appropriate technology skills to support small scale income generating activities and specialised services related to the research, development and promotion of appropriate technologies as well as training of trainers. A key related activity for the community vocational and skill development training is the production and distribution of the required teaching and training materials being carried out at the National Centre for Literacy and Adult Education (NCLAE), in Lilongwe (AfDF, 2001).

Appendix 2 Problems and solutions

Problems and possible solutions relating to non-formal TVET

Problem 1

The inadequacy and irrelevance, or indeed, the absence of any Training Policy on Non-formal TVET and the implications for initiating and implementing such a policy at a national level.

Possible solution

The objective should be pursued to ensure that a policy which addresses appropriate non-formal and formal TVET be developed. Operational steps could include the following:

1. To identify areas and aspects that will need to be included in the TVET policy.
2. To identify all institutions and organisations who should be involved in the TVET policy planning.
3. Identify strategic measures for successful policy implementation.

Some areas and aspects to be included in the TVET policy should be the:

- Definition of TVET,
- Relevant curricula,
- Certification procedures,
- Training courses,
- Target groups,
- Duration,
- Gender,
- Linkage to credit institutions, etc.

Problem 2

Lack of sustainability of training programmes due to poor mobilisation and utilisation of resources. The poor utilisation and ad hoc implementation of training programmes could be due to the inappropriateness of some training programmes, the lack of training needs analyses, and the lack of review and follow-up in programmes.

The major cause for this problem is partly due to the high dependence on government and donor resources, and partly due to the lack of qualified human resources. The ensuing problems after the donors have handed over include inadequacy of financial resources, lack of clear vision of their own mandates, and poor co-ordination and co-operation.

Solution

The seminar workshop to provide possible solutions.

Problem 3

Weak relationships between government, private sector, NGOs, entrepreneurs and workers. That is to say, non-formal training in Malawi is rather fragmented. There are no unified standards, no national checks among the various training providers.

Possible solution To establish realistic co-operation and co-ordination mechanisms amongst all training providers, a coordinating body is required. Better co-ordination is an important contribution to achieving all non-formal training objectives. Of course, there are several questions to answer in this regard such as:

- What is to be co-ordinated?
- By whom?
- How?

The operational steps to follow in forming such a body would include:

1. Identifying needs for co-operation and co-ordination and outline respective areas.
2. Identifying roles and responsibilities of the individual institutions and training providers,
3. Designing appropriate mechanisms for the structure of this body.

(Phekani, Mtambo, 1997)

Appendix 3 SEDP

The SEDP is aimed at creating alternative off-farm income opportunities, and is mainly divided into five components:

1. Policy, Promotion and Co-ordination

The purpose of this component is to create a more enabling environment for micro and small enterprises. This is based at the Ministry of Commerce and Industry Headquarters that has the responsibility of formulating policies for the sector, establishing a data base on the sector, and creating and servicing centres in the Local Impact Areas.

2. Entrepreneurship Development and Skills Training.

The objective of this component is to strengthen the business and technical skills of entrepreneurs in order to enable them to run their businesses successfully. This component is based at the Development of Malawian Enterprise trust (DEMAT).

3. Credit

The objective is to improve access of the target beneficiaries to credit by establishing an appropriate credit delivery system. Under the component, a Micro and Small Enterprise Credit Guarantee Fund has been established at the Commercial Bank of Malawi using funds from the United Nations Capital Development Fund (UNCDF). The loans under this Guarantee Fund are given to groups. This component is also based at DEMAT.

4. Appropriate Technology

This is one of the cross-programme strategies and its objective is to improve access of micro and small enterprises to appropriate and low cost technologies. This component is based at the Malawi Industrial Research and Technology Development Centre (MIRTDC).

5. Marketing

The objective of this component is to increase market opportunities for goods and services from the micro and small enterprise sector, and strengthen the capacity of marketing groups of micro and small enterprises. This component is again based at DEMAT.

(Phekani, Mtambo, 1997)

Appendix 4 TEVETA

TRAINING PROGRAMS TEVETA

TEVETA has been facilitating and implementing a number of training programmes since the birth namely:

- **Apprenticeship Scheme**

TEVETA is implementing a reformed National Apprenticeship Scheme since 2000 in order to make it more flexible and responsive to the demands of the Labour Market. The competency based education and training (CBET) is the main feature of training methodology.

As from 2004, a total of 1362 students have been recruited into the Public and Private Technical Colleges in Malawi. The numbers would have been higher than the current standing had it not been for the limitation of space and capacity in the existing Colleges. There are only seven established, public colleges in Malawi which accommodate less than 300 students each year against an enormous demands every year.

- **Private Sector Training Programme**

In a bid to promote skills development at the work place, TEVETA embarks on in-house upgrading courses for all companies that pay TEVET levy through the Private Sector Training Programmes (PSTP).

Private Sector Training Programme in the TEVET System supports training needs analysis and development and organization of training for staff already employed in the private sector. The process has three levels namely: Training needs analysis; facilitating the development of training programmes; Upgrading, refresher and specialized training and the reimbursements of training costs.

Currently, TEVETA reimburses 33% of the total training costs incurred by the employer for approved training. In a way, this is a direct benefit to companies that are levy compliant. To date, TEVETA has facilitated this kind of training to over 45 companies, reaching over 200 employees.

- **Skills Development Initiative (SDI)**

Skills Development Initiative (SDI) is one of the popular programmes for the informal sector. TEVETA provides training outreach programmes to the youth in the programme in order to promote the provision of training through the enhanced Traditional Apprenticeship Scheme.

The initiative is now being implemented through some selected training providers, which are called SDI Facilitation Units. In order to make programmes easily accessible, Units are spread across the country like DAPP Mikolongwe College in the Southern Region, Don Bosco Technical College in the Central Region and St John of God in the North. Under the initiative, since the year 2000, about 2,500 people have been trained in different occupational fields such as tailoring, bakery, soap making, carpentry and bricklaying.

- **Small Enterprise Development**

The Small Enterprise Development (SED) is also one of the programmes addressing that strives to cater for the informal sector. It is targeting small enterprises that employ between 5 to 20 people at any time of the year. The overall goals of the project is to identify stakeholders within the SME sector and facilitates the development of strategies that would support the emergence of a more conducive business development environment for the Sector.

Under this programme, youths have learnt modern skills of making cane and bamboo furniture. Through one of the Training Centre in Blantyre called Binali Cane Furniture and Basketry, over 40 youths have received training. A sizeable number has embarked on their own enterprises.

- **On-the-Job Training**

TEVETA also facilitates the implementation of on-the-job training through cooperation with partner organizations that are involved in the construction of infrastructures such as schools and markets centers in the towns and Assemblies. In this programme, TEVETA attaches the youths from within the area where the project the project sites are. Provided to the youths is a modularised training. TEVETA is currently cooperating with the Department for International Development (DFID) of Britain, Malawi Social Action Fund (MASAF) and Secondary Centres Development Programme (SCDP). So far, over 300 youths have been trained under this programme.

- **Curriculum Development and Assessment**

In response to modernize technical and vocational training TEVETA, has been embarking on reviews and development of standards and curricula using CBET approach. This approach emphasizes on competency and industry provides a lead in the whole development process.

Standard Modules and Assesment Materials

Carpentry and Joinery Level 1

Joinery Level 2 -3

Bricklaying Level 2 -3

Food Production Level 1 -3

Motor Vehicle Mechanics Level 1 -3

Refrigeration and Air Condition Level 1 -2

Tailoring Level 1 -3

Welding and Fabrication Level 1 -3

- **Registration and Accreditation of TEVET Providers and Trainers**

The TEVETA Act gives the provision for registration and accreditation of providers and trainers to ensure quality delivery of TEVET programmes. To date, TEVETA continues to update the Profiles of the Training Providers.

- **Projects in Cooperation with Local and International Partners**

TEVETA is working with its local and international development partners in the improvement of the TEVET System in Malawi. Examples of which are:

- **Enhancing TEVETA Outcomes (ETO) Project**

The Enhancing of TEVET Outcomes is a Canadian International Development Agency (CIDA) funded Project which was launched in August 2003 in Malawi. Its main objective is to assist Government to build capacity within the formal and informal TEVET training system, Increase effectiveness and producing highly skilled graduates who will take their place as economic developments agents.

Currently, the project has bought various pieces of technical equipment to some of the Public Colleges, relevant books for different occupations, and 20 Technical College Instructors are undergoing an intensive two-year Diploma Program in Technical and Vocational training. Ultimately, over 100 Technical College Instructors would have been trained by 2008. The partners in the project are, TEVETA, Ministry of Labour and Vocational Training and Malawi Polytechnic as local Partners, and Saskatchewan Institute of Applied Science and Technology (SIAS), Red River College, and Bow Valley College as International Canadian Partners.

- **TEVETA/MACOHA/NAD Project**

TEVETA, in collaboration with the Malawi Council for the Handcapped (MACOHA), through the Ministry of People living with disabilities, has secured funding form the Norwegian Association for the Disabled (NAD) to assist youths with disabilities to undergo community based vocational training. The project commenced in June 2003.

About 260 people have been trained in various skills areas and have received start-up capital. Other than offering the training to the youths, the Project also will rehabilitate Soche Technical College to a standard model College where it shall be able to accommodate youths with disabilities wishing to undergo Technical and Vocational Training.

Source: <http://www.sdn.org.mw/edu/new/teveta/>

Appendix 5

MRSP 2002 solution strategies for problems in TEVET

MPRS will address some of the problems in TEVET. To achieve this, the following strategies will be implemented:

1. Promote Self Employment through Skills Development Initiatives

The MPRS will empower the poor in the informal sector through establishment of skills development initiatives in the rural areas. Government will expand and increase outreach and coverage of TEVET programmes through mobile village polytechnics 49 in all districts. This will involve establishing and running polytechnics, mounting and running mobile training units, and linking decentralised units to designated resource colleges in catchment areas. Further, skills development will involve implementing on the job training programs in specific occupations for the youth in collaboration with MASAF and other stakeholders, conducting demand-driven specialised skills training programmes, and training of trainers for entrepreneurship development in the informal sector. Youth specific skills development will be achieved through developing multipurpose youth centres and providing resource and educational information, training youth patrons and leaders and providing actual vocational training.

2. Improve Quality and Relevance of TEVET

The relevance and quality of TEVET will be improved by reviewing, developing and implementing competency-based curricula. This will involve revising all existing curricula in primary and secondary schools and within the TEVET sector, developing new curricula within all occupations (including HIV/AIDS prevention messages and the use of appropriate technologies), and training teachers in using new curricula. The quality of TEVET will also rely on the development of appropriate and sufficient human capacity by establishing a flexible and cost effective technical teacher training system.

3. Rehabilitate Existing Infrastructure and Equipment

The MPRS will ensure sustainability and quality standards by promoting maintenance and effective operation of equipment in education institutions and other training colleges. Strategies include taking stock of existing equipment and assessing needs within public technical colleges, training staff from public colleges and private providers in preventive and corrective maintenance, and rehabilitating classrooms, workshops and existing public colleges.

4. Strengthen Management and Financing of TEVET

Government will strengthen the partnership between the public and private sector, and take measures to improve compliance with the TEVET Levy.

Improving TEVET GOAL 2.2 worked out in MPRS, 2002

Objective (in order of priority)	Strategy (in order of priority)	Activity (in order of priority)	Lead institution	Other resp. instns
Promote self employment through skills development initiatives	Promote self employment and thereby reduce poverty in the informal Sector through establishment of skills development initiatives in rural areas	Implement on the job training programs in specific occupations for the youth in collaboration with MASAF and other stakeholders	TEVETA	
		Expand the skills development initiative for self employment rural areas	TEVETA	
		Conduct demand-driven specialized technical, entrepreneurial and business development skills training programs	MEDI	
		Train a pool of trainers of entrepreneurship training for the informal sector	MOLVT ministry of labour and vocational training	
	Ensure access to skills development by expanding and increasing outreach and coverage of technical entrepreneurial vocational education and training programmes through villagpolytechnics in all districts	Establish village polytechnics	MOLVT	
		Mount mobile training units	MOLVT	
		Run village polytecncs	MOLVT	
		Run mobile training units	MOLVT	
		Link decentralisation units to designated resource colleges in catchment area	MOLVT	
	Increase the quality, productivity and marketability of indiginous skills by developing, esposing and promoting appropriate technologies in all districts	Introduce appropriate technology traning in training institutions	MOLVT	MIRTDC, NRC
		Establish research units in training institutions	MOLVT	MIRTDC, NRC
		Carry out research on appropriate technology and integrate in formal and nonformal training	MOLVT	
		Run research units	MOLVT	
	Ensure awareness and knowledge of provision of productive skills training programmes by promoting and Facilitating Vocational Career guidance and Counselling	Conduct career guidance and counselling on TEVET in all levels of education	TEVETA	MOEST, MOLVT
		Conduct information, education and communication about TEVET programs and career opportunities for the public	TEVETA	MOLVT
	Promote recognition and appreciation of	Training of assessors	TEVETA	

Objective (in order of priority)	Strategy (in order of priority)	Activity (in order of priority)	Lead institution	Other resp. instns
	indigenous skills and competences by establishing a decentralised competency based assessment and certification system			
		National assessment and certification system developed and approved	TEVETA	
		National assessment and certification unit established and running	TEVETA	
Improve quality and relevance of TEVET	Increase relevance, access, equity and quality of Technical, Entrepreneurial, Vocational Education and Training by reviewing, developing and implementing competency based curricula	Revise all existing curricula within Technical, Entrepreneurial, vocational education and training	TEVETA	
		Develop new curricula within all occupations	TEVETA	
		Train teachers in using new curricula	TEVETA	
	Ensure appropriate and sufficient human capacity within vocational training by establishing a flexible and cost-effective Technical Teacher System	Design a concept of national flexible technical Teacher training	MOLVT	
		Train Trainers of Trainers	MOLVT	
		Establish a national unit for planning, managing and accrediting technical Teacher training	MOVL	
		Develop curricula for technical teacher training	MOLVT	TEVETA
		Develop and print learning and teaching materials for Technical teacher Training	MOLVT	TEVETA
		Train Teachers Teaching methodology and cross cutting issues	MOLVT	TEVETA
		Train Teachers upgrading technical, entrepreneurial and vocational skills	MOLVT	
		Run national unit for Technical Teacher Training	MOLVT	
		Register and accredit Trainers	MOLVT	
	Improve quality, relevance, impact and cost-effectiveness of Technical, Entrepreneurial, Vocational Education and Training through reform of public technical Colleges	Establish College Boards as supreme bodies for Technical colleges	MOLVT	
		Training of College Boards	MOLVT	Technical Colleges
		Running of College Boards	MOLVT	Technical Colleges
		Establish Effective Governance and Management system	MOLVT	Technical Colleges

Objective (in order of priority)	Strategy (in order of priority)	Activity (in order of priority)	Lead institution	Other resp. instns
		Training of Management and staff	MOVLT	Technical Colleges
		Grants to train capacity in public colleges	MOLVT	Technical Colleges
		Subsidies to train capacity Private providers	MOLVT	Technical Colleges
	Limit the impact of the HIV pandemic on the future labour force by ensuring access to HIV/Aids information, counselling and testing services while monitoring its impact on the VET sector	HIV/aids national TEVET program designed and planned	TEVETA	
		HIV/Aids national mobile unit(s) established (annual capacity 4000)	NAC	MOLVT
		HIV/aids natinal mobile unit running	NAC	MOLVT
		National monitoring and impact-analysis system in operation	NAC	
Rehabilitate existing infrastructure and equipment	Increase cost-effectiveness, sustainability and quality standards by promoting maintenance and effective operation of equipment in public technical colleges and other training institutions	Take stock of existing equipment and needs assessment within public technical colleges	MOLVT	Technical Colleges
		Rehabilitate existing public colleges	MOLVT	Technical Colleges
		Train staff from public colleges and private providers in preventive and corrective maintenance	MOLVT	Technical Colleges
		Rehabilitate classrooms public providers	MOLVT	Technical Colleges
		Rehabilitate Workshops public providers	MOLVT	Technical Colleges
	Facilitate development of quality goods and services by promote Access to Business Development Services	Facilitate the formation of sector specific associations of producers and service providers	MOLVT	
		Conduct training in formation of associations and cooperatives	MOLVT	Technical Colleges
		Link small enterpises to business development service providers	MOLVT	Technical Colleges
		Facilitate access to demand driven training	MOLVT	Technical Colleges
		Facilitate access to credit facilities	MOLVT	Technical Colleges
		Facilitate access to markets	MOLVT	Technical

Objective (in order of priority)	Strategy (in order of priority)	Activity (in order of priority)	Lead institution	Other resp. instns
				Colleges
		Facilitate access to quality exposure	MOLVT	Technical Colleges
		Establish Technical Information and facilitation centres	MOLVT	Technical Colleges
		Run technical information and facilitation centres	MOLVT	Technical Colleges
Strengthen Management and Financing of TEVET	Strengthen effective Funding and financing of the TEVET system	Strengthen partnership between public and private sector	MOLVT	
		Compliance public Sector TEVET Levy	MOFEP	TEVETA
		Extend bursaries to needy students	MOLVT	Technical Colleges
		Develop mandate of Directorate of training and ensure adequate funding for effective implementation	TEVETA	
		Extend micro-credit to TEVET graduates starting small scale business	TEVETA	
		Extend tool-box loans TEVETA apprentices	TEVETA	

MPRS, 2002