



Contract SIEA-2018-3245
**Final Evaluation of the “Skills and Technical Education Programme”
(STEP) and Drafting of ToRs for the Technical Assistance to the
Ministry of Labour under “Zantchito – Skills for Jobs Programme” in
Malawi**

Final Report
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Clemens Romijn - Team Leader
Fidelis Balakasi - Expert 2

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ABBREVIATIONS

AU :	African Union
BRL :	Bricklaying
CNC:	Computer Numerical Control
COVID :	Corona Virus Disease
CoC :	Certificate of Competencies
CRJ :	Carpentry and Joinery
CTC :	Community Technical College
DEC	District Executive Committee
DLO	District Labour Office
DTVT :	Department of Technical and Vocational Training
EIE :	Electrical Installation
EDF	European Development Fund
EU :	European Union
FBW :	Fabrication and Welding
FGDs :	Focus Group Discussions
GBV:	Gender Based Violence
KII :	Key Informant Interview
JCE :	Junior Certificate of Education
LCE :	Learning, Careers and Employability
MANEB:	Malawi National Examination Board
MP:	Member of Parliament
MSCE :	Malawi School Certificate of Education
MGDSIII :	Malawi Growth Development Strategy III
MoE :	Ministry of Education
MoL :	Ministry of Labour
MoG	Ministry of Gender
MoU	Memorandum of Understanding
MUBAS:	Malawi University of Business and Applied Sciences
NPC:	National Planning Commission
NAO	National Authorising Office
NESP :	National Education Sector Policy
NTC :	National Technical College
PLB :	Plumbing
PS:	Principal Secretary
PSTA :	Parent-Student-Teacher Associations
RoA :	Records of Achievement
SADC :	Southern African Development Community
SDGs :	Sustainable Development Goals
STEP	Skills and Technical Education Programme
TEVET :	Technical, Entrepreneurial and Vocational Education and Training
TEVETA :	Technical, Entrepreneurial and Vocational Education and Training Authority
TTC:	Trade Test Centre
ToR :	Terms of Reference

1 INTRODUCTION

This document contains the final report produced within the context of the comprehensive end-of-project evaluation of the STEP programme. The report will inform on the results of the programme detailing the answers to the evaluation questions on effectiveness, efficiency, impact, sustainability. EU added value and gender related issues will also be used and analysed in the report.

- In Chapter 1 a short introduction to the programme will be given;
- In Chapter 2 the results will be presented in terms of effectiveness and efficiency, the impact and sustainability as well as and EU added value and gender related issues;
- In Chapter 3 Conclusions and recommendations are presented.

The chapters will contain a comprehensive overview of the results, in Appendix I detailed answers to the questions will be presented.

The Skills and Technical Education Programme (STEP) evaluated here concerns the support provided by the European Union to the Technical, Entrepreneurial and Vocational Education and Training (TEVET) sector of Malawi. Support to TEVET is an important focus of the European Union Development Policy and Strategy. TEVET has the potential to contribute to the country's efforts to increase economic growth and welfare, and to contribute to create greater social equality and enhance global competitiveness. The objective of the EU support to Malawi is to develop workplace competencies, providing individuals with entrepreneurship skills and providing opportunities to gain access to wage employment or self-employment.

Implementation of the programme has been realised through three different components. These are:

Component 1 Works and Supply Component

As a start of the implementation of this component, experts had carried out an identification and assessment of the specific needs of TEVET training centres in terms of equipment and rehabilitation, following the signing of the financing agreement. After the identification of these sites, the National Authorizing Office (NAO) acting as the Contracting Authority on behalf of the Government of Malawi awarded a contract for supply, delivery and installation of high-quality workshop equipment for a number of these TEVET centres. The tender included a provision for associated rehabilitation/new construction works. Meant to be provided were:

- The supply, delivery and installation of quality workshop equipment.
- Rehabilitation / providing new buildings for the centres where appropriate.

- Training on the use of the new equipment.
- The development of a maintenance programme.

The original tender involved 10 trades, namely, Electric Installation, Tailoring, Plumbing, Welding & Fabrication, Renewable Energy, Computer Numerical Control (CNC), Instrumentation Engineering, Painting & Decoration, Carpentry & Joinery, and Bricklaying. Documentation as provided has shown that 30 sites eventually have been rehabilitated or have received new buildings.

Component 2: UNESCO Soft Component

The UNESCO STEP component was aimed at reaching the three specific objectives of the STEP programme by implementing the so-called soft elements of the project. The following was programmed in realising these three objectives:

Objective 1: Promote equitable and gender balanced access to TEVET

The STEP programme component 1 had as its objective to promote equitable and gender balanced access to TEVET and included two result areas:

- *Result area 1.1: Infrastructure of selected TEVET training and assessment institutions is upgraded to improve access*
- *Result area:1.2: Enrolment and retention rates of female students and vulnerable persons are increased.*

UNESCO was only responsible for the second result area in realising this objective. The first result area was the responsibility of the Government's National Authorizing Office (NAO) – Support Unit.

Objective 2 Improve the quality and relevance of TEVET.

The STEP programme component 2 had the objective to improve the quality and relevance of TEVET, and included three results:

- *2.1: Harmonization of the assessment and certification system is improved.*
- *2.2: TEVET teachers' and instructors' technical and pedagogical skills are upgraded.*
- *2.3: Formal training programmes are reviewed to be more demand-driven and experiential models for entrepreneurship are developed.*

Objective 3: Strengthen the governance and management of TEVET regulatory bodies and training institutions.

- *3.1: Partnership and collaboration between stakeholders strengthened.*
- *3.2: Governance and management capacity in the TEVET sector, including the training provider level, is improved.*

Component 3: Grants Component

A specific result is dedicated to training by private TEVET providers, which is implemented through a call for proposals. The Grants component is the implementation modality used to improve access to and quality of TEVET. It is supported through formal and informal training and innovative research and is directly managed by the EUD. Under the call there are 2 components:

- Support private initiatives (private sector) to increase access. This component is related to the design and delivery of innovative and interactive training activities which are appropriate to the needs of unemployed, females, and vulnerable groups, and develops their potential for engaging in income-generating activities;
- An innovative research projects component.

Eligible to apply for grants were Malawian legal entities, international and inter-governmental organisations, national and international NGOs. The maximum possible rate of co-financing for grants is 80% but may be increased to 100%.

A consultant developed the guidelines, held information sessions, launched the call for proposals and assisted with the evaluations. Monitoring was done by narrative reporting, on-site field visits by the EUD twice a year per project, and email exchanges. All 7 projects have been carried through.

7 projects were financed:

- The Solar Photovoltaic Electrical Technician (SPVET) Project – consortium led by Mzuzu Technical College (tot EUR 1,875,000 EU contribution 80%)
- The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism - consortium led by Prison Fellowship Malawi (tot EUR 960,000, EU contribution 75%)
- Constructing jobs / Building lives – consortium led by SOS Children's Villages Netherlands (tot EUR 666,667 – EU contribution 60%)
- Vocational Skills Development in Malawi - funded by the EU through the Skills and Technical Education Programme (STEP) and Decent work and informal economy

(DANIDA) - consortium led by Danish Trade Union Development Agency (tot EUR 375,000 – EU contribution 80%)

- Action for Empowering Street Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project - consortium led by the Samaritan Trust (tot EUR 381,000 – EU contribution 79%)
- Hope for Youth - consortium led by the Scottish Catholic International Aid Fund - SCIAF (tot EUR 1,092,000 – EU contribution 80%)
- Capacity building of vulnerable youth in Dowa - consortium led by “There is Hope” (tot EUR 500,000 – EU contribution 80%)

2 ANSWERED QUESTIONS, FINDINGS

2.1 Findings and Outputs as achieved

To be able to adequately answer the evaluations questions we will need to detail what outputs have been achieved in relation to the three components. A concise overview is given in the tables below. Detailed overviews of these achievements as to the Works and Supply Component and Grants Component are given in appendix I.

2.1.1 Outputs under the works and supply component

In table 1 below a concise overview is given of outputs as achieved within the framework of the works and supply component.

Table 1. Achieved outputs of the works and supply component

Technical colleges	Equipment delivered	Management operational	Instructors hired, trained and operational	Students recruited	Support by government
Lilongwe Technical College	yes	yes	yes	yes	Full support by the Ministry of Labour
Soche Technical College	yes, however half of the equipment not used	yes	yes	yes	Full support by the Ministry of Labour
Nasawa Technical College	yes	yes, also Board of Directors has been installed	yes	yes	Full support by the Ministry of Labour
Salima Technical College	yes, however electrical installation	yes	yes	yes	Full support by the Ministry of Labour

	equipment not yet delivered				
Mzuzu Technical College	yes	yes	Yes, problems in hiring qualified instructors are expected in the medium term	Yes, problems are expected in recruiting students in the future	Full support by the Ministry of Labour
Community Colleges					
Zorokere Community College	yes	yes	yes	Yes, sufficient students recruited	Full support of the District Government
Mpamba Community Skills Development Centre.	yes	yes	yes	yes	Insufficient support of the District Council
Nkhatabay Old Town Hospital.	yes	yes	yes, syllabus to teach all sources of renewable energy is missing	yes	No support of the District Council
CBO Kurya Ndiko Uko in Mzimba	yes	yes	yes	yes	Support of the District Council available
Nyambi Community Skills and Development Centre (CSDC), Machinga district	yes	yes	yes	yes	Full support of the District Council available
Ukalanga Community Skills Development Centre (CSDC) in	yes	yes	yes	yes	Full support of the District Council

Mangochi district, Southern Region.					available
Ntchisi Community Technical College, Ntchisi District in the Central Region.	yes, however some equipment not functioning	yes	yes	yes	Full support of the District Council available
Mgawi Community Technical College in Nathenje, Lilongwe.	yes	yes	yes	Yes, for an important part students with disabilities have been recruited	More support by the government is wished for.
Nankhudwe Community Skills Development Centre, Mwanza	yes	yes	yes	yes	The centre is not recognized by TEVETA and thus not functional: students diplomas are not recognized
Khwisa Community Technical College, Balaka	yes	yes	Yes, however teaching is hampered by the fact that TEVETA has not issued adequate curricula to guide teaching	yes	Full support by District Council
Chapananga Community Skills Development Centre,	yes	No, Principal not active	No, instructors as recruited have left	no	Failing support by District Council,

Chikwawa					Ministry of Labour and TEVETA
Chinyasa Community Technical College (CTC), Machinga district in Southern Region	yes	No, Principal not active	No, instructors not hired	no	Failing support by District Council, Ministry of Labour and TEVETA
Nkhwazi Community Skills Development Centre, Mchinji	Yes, however some equipment not functional	yes	yes	Not yet	Sufficient support by local and central government
Nkazimasika CSDC in Mzimba	No, most equipment not delivered	yes	No, instructors have left	yes	This centre was built close to large TVET centre constructed by China Aid and will be relocated
Kasungu CSDC.	Yes, partly	No, principal not active	yes	yes	Failing support by District Council, Ministry of Labour and TEVETA
Kapoti Community Skills Development Centre in Lilongwe.	Yes, most equipment cannot be used through lack of electricity. Some equipment is not working	yes	yes	yes	Sufficient support by local and central government

	properly				
Galamukani Community Technical College, Chikwawa	yes	yes	no, instructors were moved to Soche TVET institute	no	Failing support by District Council, Ministry of Labour and TEVETA
Chitala Community Skills Development Centre, Salima	yes	no, Principal not active	No instructors were moved to Salima TVET institute	no	Failing support by District Council, Ministry of Labour and TEVETA
Trade Test centres	<p>The Blantyre Trade Test Centre, The Lilongwe Trade Test Centre The Mzuzu Trade Test Centre.</p> <p>Equipment in all three sites proves to lie idle and was not being used for some time. The main reason for this appeared the phasing out of the centres by TEVETA, the latter fulfilling the role of trade test centre, apparently without using the equipment as provided. The centres are thus not effective at this point in time.</p>				

2.1.2 Outputs achieved under the UNESCO component (component 2)

Building on and adapting a summary as given in the draft final evaluation report as produced by UNESCO, highlights in the realisation of activities are as shown below. It shall be noted that the final report is due only by early 2022 and therefore in some cases information outlined below are outdated, because not made available by UNESCO as the final report by UNESCO was not finalised at the time of the evaluation.

As to objective 1: Promote equitable and gender balanced access to TEVET

- 600 scholarships were to be awarded, and a new activity was to be introduced that responded to an identified need to take action on gender-based violence.
- A comprehensive Code of Conduct for instructors, administrative staff and students was to be developed and introduced, and an orientation programme for all new entrants into TEVET was realized.
- A new programme for instructors called “Gender Responsive and Inclusive Pedagogy” was to be developed and all Principals and instructors targeted under STEP were to receive this training. So too were instructors and Principals trained in

how to run the orientation programme for new TEVET entrants and apply the new regulations for dealing with cases of GBV.

- Six important research studies were to be completed and published and training modules in construction and other programmes were to be put through a gender lens to reflect a more inclusive portrayal of persons in these occupations.
- Objective 1 worked closely with several NGOs engaged with training persons with disabilities.

The tables below show what has been realized in relation to objective 1.

ENROLMENT AND RETENTION RATES OF FEMALE STUDENTS AND VULNERABLE PERSONS ARE INCREASED

Indicator	Performance against overall performance indicators
25% increased enrolment and retention of females in male dominated trades	<p>Not measurable</p> <p>Data not collected by MoL on retention and graduates for 2018 or 2019 in the public TEVET system</p> <p>With agreement from the EU, the focus of increasing enrolment of women in male dominated trades was decreased and more emphasis was put on creating a safe and conducive learning environment, particularly for female students. Initiatives such as code of conduct, orientation programme, terms of reference of disciplinary committee, gender responsive pedagogy, GBV prevention programs were implemented to ensure safe learning environment for female and male students and to support retention of female students in male dominated trades.</p> <p>Radio program and outreach events were held to break gender stereotypes and inform women about technical trades.</p>
600 female students and vulnerable persons to be awarded scholarships and retained in TEVET	<p>Surpassed</p> <p>712 female and 219 male students (total 931 vulnerable persons) have been awarded a bursary. Of those who received bursaries, 929 completed their courses. Examples of support to bursary holders was provided through business start-up kits, apprenticeship opportunities, support services and information in GBV prevention, access to sexual and reproductive health services, information on nutritional health, opportunities to design and conduct community services.</p>
At least 80 % of teachers and instructors targeted by the programme improve their delivery	<p>Achieved</p> <p>In 2019, TEVET administrators and instructors (218) (91 female, 131 male) received training in gender responsive pedagogy and 245 TEVET instructors and principals (91 female, 154 male) were provided training in the implementation of the codes of conduct and how to run the trainee orientation programme.</p> <p><i>Based on 2019 data provided by MoLSI (201 government hired instructors for NTCs and CTCs), 100% of instructors have received training in gender responsive pedagogy and 100% of instructors have</i></p>

	<p><i>received training in orientation and code of conduct. Additional instructors were also trained from CSDCs and private institutions.</i></p> <p>100% of instructors trained in gender responsive competency-based training were assessed as proficient. In 2020, instructors who had received gender responsive and inclusive training were mentored and assessed to understand if there was improvement in teaching delivery. Of the 40 (14 female and 26 male) assessed, all had improved their training ability however many were still not able to fully apply all teaching strategies that they had been taught related to gender responsive and inclusive pedagogy.</p>
At least 30% of secondary schools targeted to receive capacity building for counselling and guidance by 2020	<p>Not achieved</p> <p>MoE not able / interested to address guidance and counseling curriculum.</p> <p>Through partnerships, approximately 2,000,000 potential TEVET trainees were reached through radio programs and 10, 041 (5266 female, 4875 male) through face-to-face outreach guidance and counselling events. Over 68 events were held.</p>
At least 30% of secondary schools have institutionalized and conducted regular counselling and guidance activities by 2020	<p>Not achieved</p> <p>Course on provision of guidance and counseling to secondary school students delivered to secondary school teachers at Domasi College of Education.</p> <p>Not fully achieved due to MoE not able / interested to address guidance and counseling curriculum</p>
A new guidance and counselling programme is in place and functional in 21 Community Day Secondary Schools supported by the EU-funded project Improved Secondary Education in Malawi (ISEM)	<p>Not achieved</p> <p>Research conducted and report <i>Guidance and Counselling – the bridge from secondary school to tertiary institutions</i> written and presented to MoE.</p> <p>Not achieved due to MoE not able / interested to address guidance and counseling curriculum</p>
Impact of initiatives determined and scale up activities in place for sustainability	<p>Achieved</p> <p>Impact assessment and recommendations for next steps and scale up completed in the following areas:</p> <ul style="list-style-type: none"> • implementation of TEVET trainee orientation and code of conduct; • bursary programs; • breaking gender stereotypes and TEVET outreach activities; • gender responsive and inclusive pedagogy; and • GBV prevention program

As to objective 2 Improve the quality and relevance of TEVET, the major activities that were to be realized are

- the development of a new assessment manual, near completion of the Malawi Qualifications Authority Bill inclusive of a National Qualifications Framework,
- upskilling of most construction instructors and those teaching entrepreneurship.

- a new apprenticeship system documented, two business incubators established, and revised curricula developed in five construction trades, and in four new Level 4 technology or supervision programmes. Development was to be in consultation with industry and TEVETA.
- the development of numerous pages of training materials including instructor guides, learner guides, PowerPoint presentations, assessment exercises, handouts, and other relevant material. These are to be printed and distributed in consultation with the DTVT and TEVETA.

Realized has been the following:

Harmonization of the assessment and certification system is improved

Indicators	Performance against overall performance indicators
Approved draft NQF by 2020	Not achieved Status: All documentation is developed in the final draft form but has not yet been presented to parliament for approval due to the COVID 19 pandemic. Project aims at delivery of the MAQUA bill and NQF in 2020
20% of qualifications are accredited in 2020	Achieved 21% (4 out of total 19) qualifications are accredited- (Level 1-3 (Bricklaying, Carpentry, Plumbing, Painting); one to be resubmitted for approval Q1 2020. An additional 4 new Level 4 curricula developed and ready for approval by the TEVETA board and have been officially submitted.
20% of students (thereof 50% of females) assessed and certified against new standards/procedures in 2020	Not achieved A delay in curriculum development did not enable implementation of the curricula according to scheduled work plan
TEVET Curriculum Framework in place 2020	Achieved Training course development manual with curriculum development process completed in 2018. TEVET curricula for 5 of 6 programmes endorsed by TEVETA Board in December 2019. Curriculum frameworks developed for 5 trades level 1 to 3 and 4 trades level 4
Review report of CBET system accepted	Achieved Output Report of first TEVET conference in December 2016)
Existence of unified TEVET assessment and certification system with agreed certification procedures	Achieved Output: National Malawi Assessment Handbook developed in close collaboration with MoLSI and TEVETA
60 assessors / verifiers conducting credible CBET assessment/ certification	Achieved Outputs: A total of 22 assessors from trade test centres (21 male/1

	<p>female¹), 62 internal verifiers (56 M, 6 F), 75 external verifiers (70 male 5 females) and 19 workshop assistants (16 M, 3 F) were trained in competency-based education (CBE) assessment.</p> <p>A group of 24 assessors and verifiers within bricklaying (22 M, 2 F) were introduced to accreditation of prior learning (APL)</p> <p>As an extra activity, an examiner workbook has been developed and 65 examiners and subject matter experts undertook a guided self-study session in May-June 2020.</p> <p>Training manuals and manuals completed for assessment training, workshop assistant training, internal and external verifier training.</p>
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TEVET teachers' and instructors' technical and pedagogical skills are upgraded

Continuous Professional Training Strategy adopted by 2020	<p>Not achieved</p> <p>Continuous professional training (CPT) strategy developed and submitted to MoLSI in 2019.</p> <p>Working group review and revision before approval of the strategy prevented due to the COVID 19, and any adjustment still under discussion with MoLSI DTVT .</p>
Upgrading programmes embedded in the TEVET system by 2020	<p>Achieved</p> <p>Enhanced CBE programme piloted including face to face training supervision and assessment managed by Domasi College of Education. Curricula and training materials developed, master trainers and assessors trained and practising, and Domasi College of Education engaged in training.</p> <p>Technical upskilling programmes developed for bricklaying, carpentry, electrical installation and plumbing. Training materials developed and piloted.</p> <p>Bridging courses developed by Malawi Polytechnic piloted and validated by the assignment reference group. Training modules and materials developed and piloted, and Polytechnic assigned to deliver the training.</p>
60% of TEVET teachers and instructors have benefitted from upgrading programmes by 2018 ²	<p>Achieved</p> <p>112 TEVET instructors trained in CBE (2 weeks face to face, 3-month practicum and final assessment) of which 97 who were still employed in the TEVET³ all passed the final assessment.</p> <p>11 CBE master trainers and assessors trained, and are functioning in the assessment of TEVET instructor</p>

¹ The reason for only one female assessor to participate is that most assessors are males.

² Baseline includes the TEVET instructors within the government system

³ CBE training included TEVET instructors from TEVETA managed Community Skills Development Centres. After the CBE training in 2018, these were handed over to MoLSI by TEVETA. As part of the process all vacancies were readvertised, and some of the TEVET instructors who were employed under TEVETA management, were not found qualified to be reemployed. 23 of the TEVET instructors participating in the CBE training in 2018, were not reemployed or had left their job, at the time of the assessment. Hence 97 instructors participated in the supervision and assessment.

	<p>supervision and assessment. (M:9/F:2))</p> <p>72 TEVET instructors trained in Occupational Health and Safety (5 days) (M:62/F:10)</p> <p>72 TEVET instructors completed 10 days of technical upskilling in four construction trades (M:62/F:10)</p> <p>72 TEVET instructors trained in entrepreneurship (8 days) (M:58/F:12)</p> <p>16 entrepreneurship master trainers trained (M:14/F:2)</p>
All female teachers and instructors benefitted from the upgrading activities ^[4]	<p>Achieved</p> <p>All female trainers within construction and entrepreneurship within government institutions have been trained in one or more of:</p> <ul style="list-style-type: none"> Entrepreneurship trainer training Health and safety Technical upskilling CBE Bridging courses DACUM training Curriculum training
60 trainers and master craftsmen benefitted from the training [8]	<p>Achieved</p> <p>70 instructors completed bridging courses in Math, Science and/or Technical drawing (10 days)</p>

Formal training programmes are reviewed to be more demand-driven and experiential models for entrepreneurship are developed

4 'Level "4" programs implemented	<p>Achieved</p> <p>Level 4 construction supervisor, renewable energy, instrumentation and CNC standards were submitted for TEVETA and approved, and draft training materials are submitted to UNESCO / STEP. These will undergo a gender review and will be printed as part of the exit plan⁵.</p> <p>It has not been possible to implement the curricula due to delay in the development and approval.</p>
5 new regular apprenticeship programs implemented	<p>Achieved</p> <p>On request from MoLSI and TEVETA the outcome for this activity was changed to include the development of a detailed report for scenarios for enhancement of the apprenticeship system in Malawi. EU has been informed about this change.</p> <p>Output: Report - Enhancing the Effectiveness of the Apprenticeship System in Malawi</p>
10 approved entrepreneurship programs piloted [9]	<p>Partly achieved as it has not been possible to implement the curricula</p> <p>Outputs: Entrepreneurship Level 1-4 programmes approved by the TEVETA board and comprehensive training materials for each</p>

⁴ Baseline includes government institutions National Technical Colleges, Community Technical Colleges and Community Skills Development Centres.

⁵ The development of entrepreneurship curricula have been affected by the lack of an expert for a total of 12 months in the STEP programme.

	<p>module to be distributed to colleges. A group of entrepreneurship experts have built their capacity in revision and development of entrepreneurship curricula. MoLSI has prioritised to roll out the curriculum but will only be rolled out in all colleges by January 2021 meaning that it will not be possible to pilot these under STEP.</p>
50 instructors trained on entrepreneurship	<p>Surpassed Outputs: 73 instructors trained on entrepreneurship 20 master trainers trained Master trainer modules and training materials Coaching concept for mobile phone coaching and monitoring of TEVET instructors developed and implemented</p>

As to objective 3: Strengthen the governance and management of TEVET regulatory bodies and training institutions, the major activities that were to be realized are

- Through activities as organizing stakeholder fora as well as inter-ministerial meetings, research on management needs and decentralization efforts, in combination with capacity building at all levels, it was expected that component 3 would contribute significantly to the strengthening of governance and management of TEVET in Malawi.
- Research and follow-up action generated two new TEVET Institution Management Handbooks, a New College Model and strengthened capacity of training providers and industry to access and use the new TMIS and LMIS systems.
- The private sector has been made more engaged in determining and monitoring TEVET training programmes, and interactions between Government and the private sector are enhanced with better respect and understanding.
- Support for organizing regional reviews of the draft revised TEVET Policy, and support to the TMIS establishment.
- Support for the greening TEVET and support for a national skills competition.

Realized has been the following:

Result indicators and performance against indicators

Indicators	Performance against indicators
Annual forum organized (four in the lifetime of the project)	<p>Achieved 3 stakeholder meetings were conducted. The 4th one could not take place due to the Covid-19 outbreak.</p>
Establishment of comprehensive consultative monitoring frameworks with participation of private sector representatives held annually	<p>Achieved Consultative monitoring framework was established, documented and piloted. The M&E framework was also adopted by SADC as an important reference document. The region is working to establish a regional TEVET M&E Framework,</p>
One inter-ministerial meeting held once every year	<p>Achieved Two inter-ministerial committee meetings were conducted and third one was conducted virtually due to Corona outbreak.</p>

Result indicators and performance

Indicators	Performance against indicators
Decentralization procedures approved and implemented in all the TEVET institutions targeted under result 1.1 by end of the project	Achieved
Training manuals for CSDS, Community Colleges (CCs) and Technical Colleges (TCs) approved and implemented	Achieved
30 administrators from the CSDCs, CCs and TCs targeted under Result 1.1 trained (to include 50% women)	Surpassed

2.1.3 Outputs of the Grants Component

In the table below a short description is given of the outputs as achieved under this component.

Table 2: Output of Grants component.

Project	Achievement
The Solar Photovoltaic Electrical Technician (SPVET) Project	This project has successfully designed curricula in this field, where a significant number of competent technicians are educated and trained.
The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism.	The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism Project has provided training to a total of 382 beneficiaries.
Constructing jobs / Building lives– consortium led by SOS Children's Villages Netherlands	In the Constructing jobs / Building lives project 538 trainees graduated with fewer females (20% instead of 50 as aimed for) graduating.
Vocational Skills Development in Malawi funded by the EU through the Skills and Technical Education Programme (STEP) and Decent work and informal economy (DANIDA) - consortium led by Danish Trade Union Development Agency	The project has implemented the planned activities and achieved the intended results. The introduction of short modular courses in TEVET colleges has been achieved and a number of informal economy construction workers have been trained.
Action for Empowering Street	The Action for Empowering Street Children and

<p>Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project - consortium led by the Samaritan Trust</p>	<p>Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project enrolled 560 beneficiaries against a target of 480, and 469 completed training of which 29% were female.</p>
<p>Hope for Youth - consortium led by the Scottish Catholic International Aid Fund - SCIAF</p>	<p>The Hope for Youth project was able to increase access to TEVET by youth, specifically female and vulnerable groups. The project enrolled 2,205 against a target of 3,000 beneficiaries of which all completed training against a target of 2,000 beneficiaries. The project delivered the training through an innovative approach of compacted periods of three to four months to reduce time spent in training.</p>
<p>Capacity building of vulnerable youth in Dowa - consortium led by "There is Hope"</p>	<p>The capacity building of vulnerable youth in Dowa project has trained and graduated 394 people surpassing the target of 260 students that was planned at the start of implementing the program. Project was successful in also involving district authorities and gender/refugee component.</p>

2.2 Answered questions

Having delineated the various outputs of the three component we can now turn to answering the various evaluation questions.

2.2.1 Effectiveness

As indicated, effectiveness is defined as the extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

The questions, as formulated regarding effectiveness, relate to:

Attainment of objectives, expected results and meeting the needs of beneficiaries by the programme as well as factors that have influenced this, including the support by the government in achieving these objectives if any.

The relevant questions as formulated are the following

- 1. To what extent have the specific objectives and expected results of the Programme been achieved? What are the tangible results?**

Component 1: Works and Supply Component

Reviewing the sites as presented above and in Appendix I, it can be concluded that the sites as (re) reconstructed in the technical colleges have all come to fruition and contribute to increase access to the TVET system as a major objective of this component. The same goes for about half the sites in (remote) communities. These sites have increased access to TEVET and play a beneficial / positive role in the communities mainly as result of informal training they are providing. Evidently students in both cases benefit from this as well as the communities they live in. Further, the training as provided in handling equipment has greatly benefited the instructors as well as indicated by them. Details as to extent of access realized are given in answer to question 4 below, details as to the relevance (and the extent to which students are gainfully employed) are given when discussing the impact of the programme.

Component 2: UNESCO soft Component

In principle, we can conclude that the project has been effective in at least realising most outputs as were put forward in project planning. Interviews indicate that these outputs indeed have led to an improvement of the quality of instruction and relevance of the curricula, especially those in construction management of individual institutes. These are important objectives of the programme. However, interviewees consulted attribute little influence on the quality of governance of TEVET regulatory bodies and efforts to decentralise. A better view on the effectiveness of the programme will come forward when studying the impact of this component. Some outputs have not led to reaching important objectives, most notably at central government level of the country.

This issue will be further addressed below and when discussing the impact of this component.

Component 3: Grants component

The 7 projects have all reached their objectives and expected results:

- The Solar Photovoltaic Electrical Technician (SPVET) Project has been able to enrol 144 students in the formal part of the programme of which 27 are women, and 362 in the informal part with 140 women. Dropout rate for men has been 8% and for women 14%, which is to be considered quite low. The project is a good example of collaboration between a donor and the TEVETA in funding TEVET led projects. The action was co-funded by TEVETA for 20%.
- The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism Project has provided training to a total of 382 beneficiaries. This represents 71% of the targeted 540. 79% of the beneficiaries have successfully started living independent and self-reliant lives owing to the skills and knowledge acquired from the project. The few that are yet to find their feet, graduated recently and are getting settled.
- In the Constructing jobs / Building lives project 538 trainees graduated with fewer females (20% instead of 50 as aimed for) graduating. Of the graduates 31% reported they had a wage employment and 27% had started their own business while 6 % were both employed and had start-ups.
- The Vocational Skills Development in Malawi project has implemented the planned activities and achieved the intended results. The introduction of short modular courses in TEVET colleges has been achieved where a number of informal economy construction workers have been trained. The graduates from the short modular courses appear to be able to generate income from the jobs that they carry out after the short course modular training even though it was difficult to prove the levels of monthly incomes they are getting.
- The Action for Empowering Street Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project enrolled 560 beneficiaries against a target of 480, and 469 completed training of which 29% were female. Of the 469 who completed training, 82% secured employment surpassing the employment rate of 57% for regular government supported training beneficiaries. Unemployment among the beneficiaries was reduced from 73% to 17%. The average income for the graduates was MK 40,783 per month which was higher than the statutory minimum wage of MK 32,304 per month.
- The Hope for Youth project was able to increase access to TEVET by youth, specifically female and vulnerable groups. The project enrolled 2,205 against a target of 3,000 beneficiaries of which all completed training against a target of 2,000 beneficiaries. The project delivered the training through an innovative approach of compacted periods of three to four months to reduce time spent in training. Out of the 2,205 beneficiaries that completed training, 70% (1,544) were employed (self/wage) against a target of 2,100 which the project planned to attain.

- The capacity building of vulnerable youth in Dowa project has trained and graduated 394 people surpassing the target of 260 students that was planned at the start of implementing the program. Project was successful in also involving district authorities and gender/refugee component. The centre is now certified by TEVETA and sustainability is ensured through various initiatives.

Together with these achievements, important improvements in curricula and infrastructure have been achieved.

<p>2. What were the major factors influencing the achievement or non-achievement of the objectives?</p>
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For each of the components different factors have been in play:

In relation to component 1, the works and supply component, sites are likely to be less or not effective in realising more access to TEVET as a result of.

Lack of necessary action by the government / TEVETA.

This is the case in relation to

- Nankhudwe Community Skills Development Centre, Mwanza, where the examination are not recognized by TEVETA;
- Chapananga Community Skills Development Centre, Chikwawa and Chinyasa Machinga district. In both cases the government fails to act accordingly.

Failing equipment and/or lack of electricity

This is the case in relation to

- Khwisa Community Technical College, Balaka some equipment is idle,
- Khwazi Community Skills Development Centre Mchinji, some equipment is not working since installation.
- Kapoti Community Skills Development Centre in Lilongwe, there is no electricity.

Closure by government / resigning / lack of instructors

This is the case in relation to

- Nkazimasika CSDC in Mzimba
- Galamukani Community Technical College, Chikwawa
- Chitala Community Skills Development Centre, Salima

Failed management

This is the case in relation to

- Kasungu CSDC

These findings have come about as a result of observations as well as interviews with personnel active on these sites by the evaluation team.

Support by the government has decidedly been conducive in realizing successful implementation of the sites having come to fruition.

In relation to **component 2, the UNESCO soft component**, in principle, most outputs have been achieved. As will be detailed later, the component has failed to have influenced the governance of the sector. Failure to do so can be attributed to the strategy followed by UNESCO: UNESCO aimed to ensure a speedy development of the outputs relying on international consultants to take the lead on this task. This had resulted in a low or inexistent involvement of local government personnel, thus not realizing influencing the government in the administration of the TEVET sector. Government has not taken on board the new TEVET bill and NQF, for instance. The project has worked from a parallel structure. This issue will be further addressed in question 3 below.

In relation to **component 3, the grants component**, important innovations have been achieved in the design of curricula and the organisation of TEVET that prove to be effective. An important factor hindering -further- implementation of these innovations is the slow or absent recognition of these innovations by authorities such as TEVETA. This has been communicated to the evaluation team by representatives of institutes involved in the implementation of the innovations. This issue will be further elaborated when discussing the sustainability of this component.

3. Did the support to the MoL by the STEP programme achieve its intended outcome? In which way it did, or it did not?

Support to the MoL was one of the objectives of the UNESCO component 2 in their effort to improve the governance of the TEVET system of the country. A number of interviewees indicated, interviewed at Ministry level, that UNESCO has operated in a parallel structure, basically leaving Ministry staff behind and uninformed.

Interviewee of the MoL indicates:

A very central criticism concerns the curriculum development by the project, basically in curriculum development the project has created a parallel structure.

Similarly, another respondent indicated:

The gender initiative the project brought was good and it helped me to open up our eyes. However, the curriculum development part we have had many problems with, most importantly that they come up with a parallel structure. In the end, we have discarded / have not recognized the curricula as developed by UNESCO and we and TEVETA reworked and adapted it. UNESCO came up with their own design, a design different from ours, we talked endlessly with them to no avail. The central problem in all this is that the team was employed

by UNESCO and not by the Ministry, so the team feels it has only to answer to the UNESCO management in Harare / Paris and not to the Ministry in Malawi. For a further programme, it would be good to have project funding go through an account in the Ministry so it is clear for a team whom they (also) have to answer to: The Ministry.

Another respondent at the Ministry of Education is critical as well:

The coordination of key stakeholders of this project has been lacking by project management, while the Minister of Education administers the overall policy in all education in Malawi, of course, including skills. Despite this the Ministry of Education has summarily been involved and up to now it doesn't know what the policy as developed is and how the policy looks like.

An important mechanism for coordination has been the inter-ministerial committees. These have taken place with the directors only, while the PSs and the Ministers should have been involved in decision making as well. The ministers have more leverage. The reason for failure to organize the committees in this way is most likely a failure to properly understand how to effectively get policy direction for the project.

Interviewees assert that proposals around governance, the NQF and the Bill as developed by UNESCO have little chance of being adopted at central level as a result of this.

Similar concerns have been voiced by informants in TEVETA as well as the planning section of the Ministry of Labour.

Additionally other outputs as identified as to the UNESCO component are likely to have less of an impact as expected:

This concerns

- the TMIS/LMIS. We have not been able to determine if these are fully operational. For guidance to the future TA these are essential to be able to have sector data for planning purposes.
- the “code of conduct” has mainly remained a tool for training at institute level but has limited impact on policy, due also to limited UNESCO capacity in establishing policy dialogue and influence the policy/politics at central level.
- In general, policy discussion and coordination has not come off the ground, with no follow-up by UNESCO with EU on pushing this forward. This entails that the overall Technical assistance to promote coordination amongst TEVET stakeholders as a tangible outcome has not come off the ground.
- We have not seen references to the research studies as planned.

The team has interviewed UNESCO staff around this issue. The UNESCO informant indicated that UNESCO has sought to speedily implement outputs using international consultants to do so, with limited involvement of local government personnel, boosting the efficiency in this way.

Please note that the team has experienced a deep felt resentment of government personnel as interviewed against this approach. The finding as such is valid as it is triangulated across

various different informants. It does not concern the opinion of one or more isolated individuals holding a grudge.

4. Did the project make a difference to improve access to TVET education?

In the tables below an overview is given of students enrolled in community centres (component 1, the works and supply component), those in Technical Colleges (component 2, the UNESCO soft component) and those in the various projects under the grants component (component 3). Data have been provided by TEVETA and were collected within the framework of the World Bank SAVE project. The Technical Institutes depicted in table 2 have come about as a result of random sampling among all 28 TVET institutes as targeted in the country. Findings as presented of the 11 institutes can thus be generalized to all institutes as targeted. Data on component 3 have been derived from the various final reports provided by the various contractors.

Table 3: Access to TVET in remote areas (component 1)

Community Centre	Males	Females	Total
Zorokere Community College	14	8	22
Mpamba Community Skills Development Centre.	14	6	20
Nkhatabay Old Town Hospital.	52	27	79
CBO Kurya Ndiko Uko in Mzimba			
Nyambi Community Skills and Development Centre (CSDC), Machinga district	na	na-	Na
Ukalanga Community Skills Development Centre (CSDC) in Mangochi district, Southern Region.	na	na	na
Ntchisi Community Technical College, Ntchisi District in the Central Region.	15	12	27
Mgawi Community Technical College in Nathenje, Lilongwe.	7	2	9
Nankhudwe Community Skills Development Centre, Mwanza	ma	na	na
Khwisa Community Technical College, Balaka	na	na	na
Chapananga Community Skills	na	na	Na

Development Centre, Chikwawa			
Chinyasa Community Technical College (CTC), Machinga district in Southern Region	na	na	Na
Nkhwazi Community Skills Development Centre, Mchinji	5	7	12
Nkazimasika CSDC in Mzimba	na	na	na
Kasungu CSDC.	13	3	16
Kapoti Community Skills Development Centre in Lilongwe.	4	4	8
Galamukani Community Technical College, Chikwawa	na	na	na
Chitala Community Skills Development Centre, Salima	61	31	92

Table 4 Access to TVET colleges in UNESCO soft-component

TVET institute	year			year			year		
	2019			2020			2021 until March 2022		
	males	females	total	males	females	total	males	females	total
Andiamo NTC	0	0	0	44	17	61	17	5	22
Don Bosco NTC	45	21	66	68	38	106	32	24	56
Lilongwe TC	93	59	152	169	110	279	120	51	171
Miracle NTC	71	62	133	32	23	55	62	57	119
Mzuzu TC	81	33	114	68	39	107	84	31	115
Namitete NTC	30	19	49	44	32	76	19	13	32
Nasawa NTC	80	45	125	89	75	146	86	26	112
Salima NTC	76	31	107	115	97	213	95	35	130
Soche NTC	72	40	112	54	63	117	53	48	101
Thondwe NTC	25	24	49	26	27	53	13	2	15
Zayed	17	4	21	55	43	98	54	40	94

Table 5. Access a result of the grants component

Project	Enrolment
The Solar Photovoltaic Electrical Technician (SPVET) Project	506
The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism.	382
Constructing jobs / Building lives– consortium led by SOS Children's Villages Netherlands	538
Vocational Skills Development in Malawi funded by the EU through the Skills and Technical Education Programme (STEP) and Decent work and informal economy (DANIDA) - consortium led by Danish Trade Union Development	Na
Action for Empowering Street Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project - consortium led by the Samaritan Trust	590
Hope for Youth - consortium led by the Scottish Catholic International Aid Fund - SCIAF	2205
Capacity building of vulnerable youth in Dowa - consortium led by "There is Hope"	394

As can be seen an average of around 15 to 20 students have gained access to TVET in Community Centres in remote areas where around half of those are females.

Table 2 clearly shows a tremendous increase in access to TEVET institutes under component 2 most notably in Lilongwe and Salima TCs, especially evident when comparing the years 2019 and 2020. This holds also in relation to the number of females involved. Access under component 3 is in line with targets as set for these project, especially vulnerable youth has benefitted from this as was intended.

The programme, thus, did make a difference in realising more access to the TEVET system of the country.

5. What was the effectiveness of the programme at the end? Were the targets reached and associated to the objectives?

Referring to the answer to question 1.

- Around half of sites in remote areas is not operational, the rest is operational. Access to TEVET is established;

- Outputs have been achieved and are likely to have positively influenced access, quality of instruction and management of individual institutes as well as the relevance of the education. Impact on the governance has not been established. More details will be provided when discussing the impact of the project.

6. What were the key enablers or disablers that influenced the results of the STEP program, if any? What are the main drivers of change to achieve those results?

Referring to the answer to question 2:

For each of the components different factors have been in play:

- As to component 1: lack of support by the (local) government is considered as disabler. Support by the local government is to be seen as enabler. The local government is helpful for the sites (enables the sites) when they offer support for instance through recruiting students, informing the local communities about how the sites can help them acquiring skills and educate them. Local governments are not helpful (act as disabler) when they refuse to offer such support.
- As to component 2: it concerns the quality of training by UNESCO. As will be indicated in the impact section, this training has clearly positively influenced the quality of instruction and management of the institutes. However, quality of the governance or the system has not been influenced as a result of UNESCO working in a parallel structure.
- As to component 3 lack of support by the government is likely to stand in the way of sustainability of innovations provided as these innovations are not recognized as yet.

7. To what extent the various components of the programme (supply/infra component, the UNESCO component and the grant component) have responded to the needs of the sector and final beneficiaries (students, instructors, staff, employers, etc.)? To what extent has the grant component provided innovative approaches to the sector and whether they are likely to be sustained

As evidenced by respondents (see the impact section below) the programme (in all three components) has clearly responded to the needs of instructors, staff as well as students. Instructors as well as staff attest to the fact that for the first time in their careers they have received a decent training through the programme, clearly responding to their needs. Students learnt to handle modern equipment and experienced having a good chance of

finding decent employment in line with what they need and wish for. Employers welcome qualified personnel to hire and in this way a need is fulfilled.

The issue if sustainable innovations is dealt with is analysed in the sustainability section of the report.

Improvement in the relevance of the TEVET training.

The relevant question as formulated here is:

8. To what extent has the intervention contributed to support the linkages between the TEVET training and the employment component in responding or anticipating the labour market needs? Additionally, to what extent is the Information Management System responding to the needs of the stakeholders both from a supply and demand side?

UNESCO reports that a better understanding has been achieved between employers and TEVET institutes as a result of their efforts. Our assessment -as a result- is that no structural approach to realize an improved connection between education and the world of work has been achieved as was intended for instance with the introduction of Sector Skills Councils. Information systems are at this point not functional.

Governance

9. To what extent the UNESCO Technical Assistance has supported the governance of the TEVET sector?

This question has been addressed above. Activities as entertained within the framework of the UNESCO component have not led to effective support to the governance of the system.

2.2.2 Efficiency

Efficiency has been defined as the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way. First a global overview will be presented as to whether the intervention delivers, or is likely to deliver, results in an economic and timely way. Subsequently the individual questions will be addressed.

An important factor having negatively influenced the efficiency of **component 1 (works and supply component)** lies in the lack of government support in at least half of the sites in rural areas. Component 1 has had a decisive influence on promoting access to TEVET, however it is doubtful whether this has been done in the most cost-effective way possible. Half of the

sites in remote rural areas have not come to full fruition / are not functioning. The situation can be corrected by the government playing a more pro-active role in solving issues regarding these sites. In view of this, it would be better to focus on regional centres to invest in rather than rural ones at this point. Investments are moderately proportional to results achieved. In technical colleges, there is return on investment: companies pay for use of equipment in these colleges.

Sites that have not come to full fruition and are likely to be discontinued. It concerns the following sites:

- Nankhudwe Community Skills Development Centre, Mwanza
- Chapananga Community Skills Development Centre, Chikwawa and Chinyasa Machinga district.
- Khwisa Community Technical College, Balaka
- Khwazi Community Skills Development Centre, Mchinji
- Kapoti Community Skills Development Centre in Lilongwe.
- Nkazimasika CSDC in Mzimba
- Galamukani Community Technical College, Chikwawa
- Chitala Community Skills Development Centre, Salima
- Kasungu CSDC

A further issue has to do with the non-adherence to organisational arrangements and coordination mechanisms having been put in place to ensure implementation of the Component. A close interaction was to be ensured between the company responsible for the supply part and the one responsible for the works part. Also, close supervision was organised. In principle, this set-up should have been sufficient to prevent several issues from happening, most notably issues of insufficient space in some workshops for hosting equipment. Correcting these issues have had some, however not decisive, negative bearing on the efficiency of the programme. This deficiency has timely been corrected.

Component 1 has been moderately cost-effective as a result of the fact that half of the sites in remote areas have not come to fruition, most likely leading to a loss of investment of around EUR 3 million (of the 16 million invested in component 1)

As seen, within the framework of **the UNESCO-STEP component (component 2)** UNESCO has undertaken a long list of activities which have been described above and can also be found described in detail in the action proposal document. Also an overview has been given of what activities have been realised, what activities are underway and what activities have not been realised. As indicated, almost all activities as programmed have been realized. This picture of realisation is largely in line with the budget expenditures. As was also noted during the MTR, the component is perceived to work in isolation, despite the fact that it is situated in the Ministry itself. We have touched on this issue in discussing the effectiveness of this component (see question 3) in supporting the MoL: this situation has compromised the cost-effectiveness of this component.

In relation to **component 3, the grants component**, two of the seven initial projects running under this component have experienced some delays in implementation at the beginning, the other five have been well on course from the outset. This grants component has proven to be fully efficient and achieving active involvement of the private sector and involvement of vulnerable youth (among them females) in its programmes as intended and has done so in cost-effective way.

The relevant individual questions and their answers to them are as follows:

1. What factors influence the programme costs and benefits?

We have identified factors having *had a negative influence*. In relation to component 1 these are twofold:

- Not following the results of the original needs assessment and
- Lack of support by local governments in relation the sites based in remote communities of the country

Especially the last point is likely to lead to significant loss of investment in relation to this component.

In relation to component 2 this lies in the strategy by UNESCO in implementing the soft component creating a parallel structure in doing so. The central government has only marginally been involved. As a result, the project has had little influence in relation to the governance of the sector.

A decisive *positive influence* has been the effective training in management, as well as quality / relevance of instruction as delivered to the individual institutes involved as delivered by UNESCO.

2. What was the contribution of the programme to the TVET sector plan?

The evaluation team has not seen a sector plan being influenced by UNESCO as UNESCO has had little influence on the governance of the sector.

3. Did the STEP programme contribute to improve the access to quality of TVET education in a cost effective way? Is investing in TVET facilities in remote communities more cost effective than following a regional approach?

As has been seen, the sites as created through component 1 have increased access to (quality and relevant) TEVET in relation to around two-thirds of the sites. About half the sites in community colleges are not likely to do so in the medium / long term. It is most cost-effective to invest in regional TVET centres as a result. Remote communities are an option

but only when proper enforcement of an original assessment of the needs is strictly adhered to and local governments prove supportive.

Institutes serviced under component 2 and 3 have clearly increased access to (quality and relevant) TVET. The team refers to the answers to question 4 under the effectiveness section for the reasoning behind these answers.

4. Did the STEP program contribute to the access of TVET teachers to preservice and in service training?

The evaluation team has learned that the Malawian TVET sector is in dire need of a facility for training instructors: training for instructors as such is not provided at this point. Numerous instructors and managers interviewed indicate they have had no significant training before receiving training by UNESCO. When available the UNESCO training certainly contributes to creating access to training: managers and instructors have become expressly motivated to participate in further in-service and pre-service training.

5. To what extent are outputs/outcome achieved proportional with an economic use of resources/inputs (funds, expertise, time, administrative costs – consideration should be given to possible alternative approaches)?

As already indicated above, funding as to component 1 is disproportional in relation to the outcomes as achieved: around half of the sites in remote communities are not functional. A regional approach would be best to be adopted. Funding as to component 2 (except governance) and component 3 are proportional to the investment as done.

6. To what extent were the various components of the programme appropriate and adequately coordinated? In particular, to what extent has the supply/infrastructure component been cost effective?

The elements of the programme were silos and not coordinated as one single programme, as asserted by the UNESCO informant among others. Component 1 on infrastructure has been moderately cost-effective as indicated above.

2.2.3 Impact

Impact of the programme is understood as the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. First a global overview will be presented as to whether the intervention has

generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects. Subsequently the individual questions will be addressed.

In relation to **component 1 (the works and supply component)** we expect impact in terms of increased access to TEVET and relevance of the trades for the labour market to be realized in roughly two-thirds of the sites as (re) constructed, most notably those in the technical colleges and community colleges in the North of the country. It is not expected that the remainder of the sites will come to fruition in the short or medium term.

The sites that have been successful in contributing

- To linking skills with the labour market requirements
- To strengthen the collaboration between the VET providers and the private sector especially in relation to technical colleges
- To provide final beneficiaries such as young graduates decent employment especially in rural areas. This constitutes a real difference.
- Component 1 and especially the training in use of the equipment has improved the quality of instruction.

In relation to **component 2 (the UNESCO soft component)**, it appears that activities as implemented have had an impact on the quality of instruction and the quality of management of the institutes as well as the relevance for the labour market of the construction related trades. To able to determine this the following institutes have been visited where management, instructors and in some cases students have been interviewed in the following institutes:

Andiamo, Don Bosco, Lilongwe, Miracle, Mzuzu, Namitete, Nasawa, Salima, Soche and Thondwe.

The selection of these institutes is the result of a random sampling procedure of all 28 institutes as targeted in the country. This ensures that the findings can be generalized to the whole population of institutes as targeted.

All institutes as visited indicate improvements in the **quality of instruction as well as the management of the institutes**. Also, **the Code of Conduct** as well as instructions on **Gender Based Violence** and pedagogical skills are seen as key elements of these improvements.

As indicated by informants:

STEP helped in upgrading of instructors through trainings: I attended 2 trainings by STEP. The first one concerned how to manage training institutions and the other was a refresher course on teaching and instruction on how to deliver technical or practical education to students. These helped me a lot in role as instructor and acting principal.

I, as one of the instructors in construction, benefited from STEP in that when I got recruited I had completely any knowledge about teaching and instruction, I was posted at Chitala but later sent to Mponela as Chitala was not completed. Mostly, I learnt on the job from fellow instructors but this did not help much until I attended STEP trainings which taught me different teaching methods at SIMAMA Hotel in Lilongwe. This training taught me how to teach and understand different learners according to their needs and learning progression. Secondly, I also attended trainings by STEP on gender responsive training which addressed inclusive education for women and girls as well as addressing gender-based violence in workplace. Thirdly, I learnt through STEP on how to conduct orientation for students to acclimatize to the learning environment. Today I am very proud and confident about my work”.

The UNESCO Component 2 also has impact on the relevance of the construction-related trades that were improved, although this is less pronounced.

In this we base ourselves on qualitative information provided by technical colleges on their estimates on how successful students are in securing gainful employment. Colleges indicate students are well versed in handling the modern equipment and have been trained well but find it hard to secure jobs or being self-employed due to the COVID pandemic. However, slightly more students are able to do so, compared to the situation before the improvements in curricula and equipment.

The team has sought to confirm this by studying tracer data as supplied by the Soche Technical College in Blantyre. The College had 20 students enrolled in construction related trades, while 15 appeared gainfully employed. Especially men appeared successful in securing gainful employment, at the rate of 83%.

We have constructed a baseline based on a tracer study as published by TEVETA in 2018, dealing with the position of graduates after graduation in 2016. The study showed that of the 193 students graduating from the national technical colleges, 78 appeared wage employed and 71 self-employed, a total of 77% of those having graduated. The college is thus performing better than the baseline of 2016.

We assume that these results can be partly attributed to improvements in the construction related curricula, improvements in quality of instruction and innovated equipment.

Data on Community Colleges are not available as the colleges only recently started operating with the new curricula and equipment.

A good case study example of the impact the UNESCO component has is **Malawi University of Business and Applied Science (MUBAS)** :

STEP provided MUBAS with a good workshop that they are currently using to orient their students on computer numerical control (CNC) though they have not started to roll out the actual program. Further, they have their staff associate who is benefitting from the equipment as he is doing research for his studies; so he does simulations using different materials using the CNC machines. According to MUBAS, these CNC machines are like gold to them as they have automatic functions and precise calculations. Currently, they are linking and collaborating with PVHO who have the machine so that they could be producing some

products needed on the market with high precision and accuracy provided by these machines. There is also great potential for consultancies with ESCOM so that their staff are trained in this CNC technology as they have the machine but they do not know how to use it. In the past, they used to learn about CNC in abstract in their classes but now they can practically demonstrate to students what the machine looks like and what it can do or how it functions. Further to this they are in process of developing curricula for CNC as a short course.

Additionally, they have developed a special bridging program for people in teaching in technical colleges where they can attend the training whilst still working so that they can get entry into degree programme on technical education. The bridging program was approved by the university senate and they have rolled out with 9 instructors from technical and community technical colleges doing bridging program.

On ownership and sustainability, they observed:

“We have the workshop for CNC which is very important to us in technical and engineering trainings here. To us it’s a big resource and gold. Hence, as University we shall continue to work on curricula for CNC program and integrate it in review of our different course curriculum. Furthermore, we are optimistic that we shall always integrate CNC in our trainings in future but also ensure to maintain the machines and the workshop”.

UNESCO component 2 did not realize sufficient impact on governance issues.

The team refers to the effectiveness section, question 3, for the reasoning behind this statement.

Component 3, the grants component, has been very successful especially in realising gainful employment for the beneficiaries serviced by the various NGO’s. It is very likely that the projects have impact in the wider communities the beneficiaries live and work in. Numerous studies have shown that graduates gainfully employed following their study in TEVET are likely to boost economic activity in their communities a result. Results are depicted in Table 6 below.

Table 6 Employment of graduates (Component 3, Grants Component) as reported in the Grants Final Reports

Project	Enrolment	(Self) Employment
The Solar Photovoltaic Electrical Technician (SPVET) Project	506	Na
The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism.	382	300 (79%)
Constructing jobs / Building lives– consortium led by SOS Children's Villages Netherlands	538	344 (64%)

Vocational Skills Development in Malawi funded by the EU through the Skills and Technical Education Programme (STEP) and Decent work and informal economy (DANIDA) - consortium led by Danish Trade Union Development	Na	Na
Action for Empowering Street Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project - consortium led by the Samaritan Trust	590	484 (82%)
Hope for Youth - consortium led by the Scottish Catholic International Aid Fund - SCIAF	2205	1544 (70%)
Capacity building of vulnerable youth in Dowa - consortium led by "There is Hope"	394	Na

As can be seen, four projects report considerable numbers of graduates finding employment, a finding that is encouraging and attest to the effectiveness of these projects.

The following questions have been formulated in relation to impact. Answers to them are provided below for each of them.

1. To what extent the action has benefitted the Malawi TEVET system in terms of supporting the country's strategic priority in linking skills with the labour market requirements?

As already indicated in the effectiveness section (see question 3), interviewees assert that proposals around governance, the NQF and the TEVET Bill as developed by UNESCO have little chance of being adopted at central level as a result of UNESCO working with little involvement of the Malawian government. These instruments are crucial in linking skills with labour marker requirements. As a result the action has hardly been benefitting the system in this respect.

2. To what extent has the action benefitted to the final beneficiaries such as young graduates in seeking decent employment?

As to component 1, only data on access are available at this point. The sites have only gone operational just recently. As to component 2 only qualitative info is available attesting to the fact that graduates are well prepared to enter the labour market with adequate skills. As indicated above (in table 6) the projects in component 3 have clearly successful in graduates finding employment. Employment is decent as mostly in construction related trades.

3. To what extent has the action contributed to strengthen the collaboration between the VET providers and the private sector?

Referring to the answer to question 1 in this section effects of the programme (especially in relation to component 2) on strengthening this collaboration are minimal. UNESCO informant assert that the project has created a better understanding between these two worlds, no structural changes have been realized.

4. What have been the quantitative and qualitative effects of the programme?

Qualitative effects lie in the improvement in management and quality of training. Quantitative effects in increase in access and increase in the number of graduates gainfully employed.

5. What real difference has the programme made to the beneficiaries?

Improvement in the quality and relevance of training. A good case study example has been provided in the impact section re. the Malawi University of Business and Applied Science (MUBAS).

6. What was the impact of STEP on the access of TVET teachers to the pre service and in service training. Which impact had STEP on the quality of this training?

As was indicated above: the team has learned that the Malawian TEVET sector is in dire need of a facility for training instructors: training for instructors as such is not provided at this point. Numerous instructors and managers interviewed indicate they have had no significant training before receiving training by UNESCO. When made available the UNESCO training certainly has contributed to creating access to training: managers and instructors have become expressly motivated to participate in further in-service and pre-service training. As such the programme is likely to increase the demand for any future training.

7. What was the impact of STEP on the management capacity of Malawi's TVET education system?

STEP has decidedly improved the quality of management of individual institutes as was illustrated in the impact section. Not, however, the management of the system at central

level. The team refers to the effectiveness section, among other sections, for the reasoning behind this finding.

2.2.4 Sustainability

Sustainability is understood as the extent to which the net benefits of the intervention continue or are likely to continue.

A general overview of results will be presented first, subsequently the individual questions as put forward in the inception phase will be answered.

As to component 1 (the works and supply component): two thirds of the sites as reconstructed are likely to be sustainable: technical colleges are likely to finance the sites and the community colleges most in the North of the country are likely to get sufficient support for them to continue, both by the central as well as district governments. Support by governments is key to ensure sustainability.

As to component 2 (the UNESCO soft component) improvements in the quality of instruction and management as well as the relevance of the construction related courses are likely to be sustainable. Improvements as the Code of Conduct are strictly adhered to and form part of the institutional memory of the colleges. The improved courses are recognized by TEVETA. These results are expected to be sustainable for some time to come.

Attempts at influencing governance of the sector have not succeeded and are thus not sustainable. Essential driver of change in the next phase of the EU support to TEVET in Malawi under “Zantchito-Skills for Jobs” program is taking the various ministries full on board, guide them in drafting a policy and legislation and train personnel in proper and decentralised management of the sector, especially personnel of the Ministry of Labour is to benefit from this.

As to component 3 (the grants component) NGO’s are likely to continue projects. Also attempts are made to more engage the Districts in financing follow-ups. All contractors, without exception, are optimistic that the results of their projects will be sustained. In principle this opinion is seconded by the participating institutes.

Especially valued are two innovations in the TEVET system of the country. The first is the use of a franchise model in providing training. This model was developed in the “Constructing Jobs Building Lives, CBJL” project. Basic elements of this model are:

- Providing vocational skills trainings by experimenting on a model championed by Young Africa Zimbabwe. The model is called the ‘Franchisee Model’ and has been very successful in Zimbabwe.
- The Franchisee model aims to identify well established entrepreneurs who have constructing businesses in brickmaking and bricklaying, carpentry, electrical installation, welding and fabrication among other trades.
- Then after identifying from Franchisee applicants, the CBJL project recruited the Franchisee and signed an agreement with them to train the vulnerable youth using

their artisans with practical skills in producing works and products that they do produce for the markets.

- The Franchisees would provide their workshops, training materials and equipment bought by CBJL under the STEP programme.
- The students enrolled would be trained on the job to produce products that the entrepreneur produces for the market.
- When it is sold, it becomes part of business benefit to the franchisee.

A second innovation concerns the introduction of short courses by the Malawi Congress of Trade Union (MCTU). The project idea comes from the experience that some informal workers could be trained in TVET skills for as short as 21 days and also be awarded a certificate. It was likely that this could help local artisans to gain access to TVET without having to enter a technical college. As a result, more people could access TVET and grow in their careers or professional work. MCTU has piloted this idea of short skills training courses by introducing 3 weeks long trainings in TVET for the informal workers in construction.

These innovations are likely to be sustainable, however the collaboration with TEVETA to get this done is viewed as problematic by the institutes. As stated by one of the participating institutes:

Our collaboration with TEVETA though very strategic did not meet the expectation due to bureaucracy and dilly dallies tactics that the officials played, doing same things like checks or assessments over and over whilst demanding allowances against our budgets. TEVETA also appeared so disorganized in terms who does what as they kept changing as to who is supposed to certification of courses. In the end they were not only costly but also a stumbling block for youth empowerment as they appeared too rigid on certification for youth without formal education or ones that dropped from schools.

Another informant:

I would say that TEVETA is bureaucratic and not helping us to provide TVET to many, their program takes two years for one to get a certificate, There is a lot of protocols and bribing for an institution to be certified by them. We were asked to pay TEVETA for them to come here do their work to certify our centre. We resolved to do away with the TEVETA certificate and designed our own with our logo and that of EU. We said our certificate is more valuable even than that of TEVETA because our interest is change live by giving these vulnerable children and youth skills that will help them to change their lives.

Results in relation to sustainability as achieved as such would not have been achieved by initiatives by the MoL acting on its own.

The following questions have been listed and answers provided to them below.

1. To what extent are the results and benefits likely to continue after the programme completion? What are the most effective measures put in place to ensure sustainability in the various components?

Our assessment is that

- two-thirds of the sites as constructed in the works and supply component are likely to be sustained, most importantly as result of effective support by the (local) governments also in the future;
- the curricula and code of conduct will continue to be part of the institutional memory of the institutes and thus are likely to be sustained;
- Funding by (district) governments will be secured to realize continuance of the projects, most importantly securing continuance of innovations in curricula and organisation of the TEVET system through franchising.

Our reasoning behind this finding lies in results that have been noted in the effectiveness, efficiency and impact sections of this report. When outputs are not achieved (as in component 1), interventions prove not effective and have no impact as a result (as in component 2), one cannot expect results of the programme to be sustainable: sustainability does not exist when results have not been achieved.

2. To what extent the Ministry of Labour and TEVETA, the main institutional beneficiaries of the action, have benefitted and are able to sustain the support rendered by the program in terms of governance of the sector, with special attention to the planning through the Labour Management Information System (LMIS) and TEVET Management Information System (TMIS) and including the management of the infrastructure/supply component?

As already indicated in the various sections above, it is unlikely that the Ministry of Labour and TEVETA will be fully able to sustain support in the governance of the sector in relation to its planning. The reasoning behind this finding is as follows:

- In general, policy discussion and coordination have not come off the ground, with no follow-up by UNESCO with EU on pushing this forward. This entails that the overall Technical Assistance to promote coordination amongst TEVET stakeholders -as an important vehicle in supporting the sector and as a tangible outcome- has not come off the ground.
- the “code of conduct” has mainly remained a tool for training at institute level but has limited impact on policy, due also to limited UNESCO capacity in establishing policy dialogue and influence the policy/politics at central level.
- the TMIS/LMIS. We have not been able to determine if these are fully operational. For guidance to the future TA these are essential to be able to have sector data for planning purposes.

3. What are the major factors which are influencing – positively or negatively – the achievement of programme sustainability?

The central factor here as identified concerns support by central and district governments. Our assessment is that government support at local level is crucial to ensure sustainability of the sites that have to fruition in relation to the Works and Supply component. Equally support by the central government is crucial to support the changes in TEVET institutes and further increasing the relevance of the education. Readdressing governance issues is necessary to achieve sustainability at central level in order to maintain the achievements realized in the (UNESCO) soft and grants components.

4. To which extent the effects of the management training schemes offered by the STEP programme are lasting even after the end of the project and still producing results.

As illustrated in the effectiveness and impact sections, the training schemes have come off the ground and form part of the institutional memory of the institutes and are likely to be sustainable.

5. What is the additional value resulting from the programme, compared to what could reasonably have been expected from the MoL?

The additional value is significant most importantly in relation to the quality of instruction, its relevance and the quality of management of the individual TEVET institutes as illustrated in the impact section of this report. This is decidedly more than could be expected from the MoL alone.

6. What are the most likely consequences of terminating the programme?

Governance at central level will not be addressed leading to failure in the results being sustainable in the medium and long term.

7. What are the main drivers of change that could be further strengthened in the next phase of the EU support to TEVET in Malawi under “Zantchito Skills for Jobs” program taking into account the EU Green Deal and digitalisation agenda?

The following factors are important:

- Realizing improvements in governance and legislation, picking up where UNESCO has left off;
- Further upgrading curricula and training instructors, an area where the STEP programme has been successful;
- Secure table forms of financing innovations to the system such as through the introduction of Sector Skills Councils as a main innovation suggested;
- Designing a TEVET policy, instructor education policy and regulatory framework; Realising functioning information systems such as TMIS/LMIS as well as labour market assessment, tracer studies, and skills gap analysis. This should ensure a demand driven and evidence based TEVET system and planning. Again one can start here where UNESCO has left off. Important in this is to secure information about employment/self-employment status of graduates to be able to assess the relevance of curricula and the impact on job creation;
- (Further) development of the NQF, starting where UNESCO has left off;
- Decentralisation to link training offer to industry and allow fiscal sustainability and operational ownership at local level.

2.2.5 EU added value and Gender

The following questions have been defined

EU added value

1. To what extent the Intervention brings additional benefits to what would have resulted from Member States' interventions only (though please consider that in Malawi only Germany, Ireland and Flanders representative are present)?

2. To what extent the EU support to the VET sector brings additional value compared to non EU support, namely the AfDB, the WB and China?

EU added value looks at the extent to which the action adds benefits to what would have resulted from EU Member States' interventions only. The STEP programme has clearly added value: Only the German donor (GIZ) has been seen active in the same area. GIZ depends on the STEP programme for its governance approach, is active in the Agrarian sector and is in this way complementary to the STEP programme, which is active in the construction sector. EU added value means the value added on top of efforts of individual members states.

An important project from a donor outside of the EU, the World Bank, servicing identical (final) beneficiaries is the SAVE project (Skills for Vibrant Economy). The objective of this

project is to increase access, particularly for females, to labour market-relevant skills development programs, in participating institutions, targeting priority areas of the economy.

Gender equality and vulnerable youth.

1. To what extent has the intervention provided meaningful support to the most vulnerable youth and paid attention to the gender aspects throughout its implementation (including but not limited to the access, completion and employment of women and girls, and effects on Gender Based Violence in the sector?

2. Is the programme increasing the recruitment of female TVET teachers? If not, how can it do so?

As to **gender** and **vulnerable youth** has done important work in this respect especially regarding Gender-Based-Violence.

As stated in the draft final report as issued by UNESCO, STEP partnered with Art and Global Health Centre to strengthen TEVET colleges to prevent gender-based violence. Twenty-three colleges applied to be part of the programme and five national technical colleges and nine community technical colleges were selected. Fourteen colleges ran GBV prevention programs from June till December 2019. The colleges include Namitete, Nasawa, Lilongwe, Miracle, Mzuzu, Salima, Aida Chilembwe, Chilobwe, Ezondweni, Mangochi, Mbandira, Milonga, Ngara and Thumbwe.

A programme and training curriculum were designed and validated in April, and in May, officials from the 14 colleges participated in capacity building initiatives and have designed prevention programmes in their colleges. All 14 institutions set up teams which then developed GBV prevention plans for their perspective colleges and were provided financial and technical support to roll out the plans. Some of the initiatives included providing orientation to GBV prevention and gender issues to staff and students, bringing in experts from the police force, judiciary and health professionals to speak, raising awareness through theatre dramas and songs, and conducting marches. The GBV prevention programmes started in June 2019.

We have not seen the programme significantly increasing the recruitment of female instructors. This could be done by further promoting women involvement.

3 CONCLUSIONS, LESSONS LEARNED AND RECOMMENDATIONS

3.1 Conclusions

For each of the components as discussed the **conclusions** are as follows:

As to component 1 -the works and supply component- after the review of the sites as visited- the sites as (re) reconstructed in the technical colleges all have come to fruition and contribute to increase access to the TVET system as a major objective of this component. The same goes for about half the sites in (remote) communities. These sites have increased access to TEVET and play a beneficial / positive role in the communities mainly as result of informal training they are providing. Evidently students in both cases benefit from this as well as the communities they live in. Further, the training as provided in handling equipment has greatly benefited the instructors as well.

The other half of the sites are likely to be less or not effective in realising more access to TEVET. Reasons for this are:

- *Lack of necessary action by the government / TEVETA.*
- *Failing equipment and/or lack of electricity*
- *Closure by government / resigning / lack of instructors*
- *Failed management*

Most sites that are now dysfunctional can be made to be effective following government interventions. Sites that are (being) closed of course cannot and in this case investments made are lost.

As to component 2, the UNESCO soft component, this has been effective in at least realising most outputs as were put forward in project planning. Further results indicate that these outputs indeed have led to an improvement of the quality of instruction, relevance of the curricula especially those in construction and management of individual institutes. These are important objectives of the programme. However, interviewees consulted attribute little influence on the quality of governance of TEVET regulatory bodies and efforts to decentralise. A policy dialogue between the various stakeholders in the country has not materialized, important data collection through LMIS/TMIS have not come off the ground, the NQF and the new TEVET bill have been constructed but not adopted and have little chance of being adopted: Interviewees indicated, interviewed at Ministry level, that UNESCO has operated in a parallel structure, basically leaving Ministry staff behind and uninformed.

Component 3, the grants component has been very successful especially in realising gainful employment for the beneficiaries serviced by the various NGO's. It is very likely that the projects have impact in the wider communities the beneficiaries live and work in.

Numerous studies have shown that graduates gainfully employed following their study in TEVET are likely to boost economic activity in their communities as a result.

Thus both the UNESCO component as well as the grants component have had a decisive impact on access of vulnerable youth to the TEVET system and realising innovations in the system.

A last conclusion concerns the coordination of the programme: the various components of the programme have not been adequately coordinated and been implemented and operated as separate silos.

3.2 Lesson learned

Component 1, the works and supply component, has had a decisive influence on promoting access to TEVET, however it is doubtful whether this has been done in the most cost-effective way possible: Half of the sites in remote rural areas have not come to full fruition / are not functioning. The situation can be corrected by the government playing a more proactive role in solving issues regarding these sites. In view of this, it would be better to focus on regional centres to invest in rather than rural ones at this point. Investments are moderately proportional to results achieved in rural areas. Also in technical colleges, there is return on investment: companies pay for use of equipment in these colleges.

However difficult it is, creating parallel structures should have been avoided. Governance has not changed as the government system was not sufficiently involved. It is recognized that involving government has proven to be a difficult task. Challenges have presented themselves such as the frequent unavailability of MoL and Teveta staff for meetings, turnover, the lack of an acting PS or Minister, the election period, and the lack of a TEVET policy governing the sector. A central issue is the need for a clear guidance from Ministry of Labour which is the Policy holder in guiding the sector. This should be the first and primary focus of the new Zantchito programme.

3.3 Recommendations

The following recommendations are made:

- A good coordination / management of a program is essential ensuring full involvement of the relevant government system (Ministers, PSs, Directors) of the Ministries of Education, Labor and Industry and Economic planning. This inter-ministerial collaboration is essential. This principle should be adopted in the new Zantchito program. *This recommendation is relevant for the MoL and the EU*
- The National Planning Commission should be welcomed and play a decisive role in the new programme. With Vision 2063 as adopted by the Government, TEVET

providers, industry, and overall the stakeholders involved in TEVET system will have a role to play. In this way a more decentralised approach is possible rather than only centrally at the MoL level, as this is promoted by the National Planning Commission.

This recommendation is relevant for the MoL, TEVETA and the EU

- There is need to conduct a proper needs assessment and consultation with beneficiaries and other key stakeholders before Zantchito program is rolled out by the Ministry of Labour. Areas to be assessed are:
 - Linkage with industry and district economy
Linking industry and the district economy would mean that needs of industry for qualified personnel could be more readily met. For instance, the TEVET institute in Salima could offer courses in fishery as one important course on its pallet of courses
 - Proper selection of sites and equipment based on local needs and linkages with industry. It would basically serve the same advantage as mentioned above.
 - Making investments proportionate to the catchment area. Investments could be limited to a given area / district.
 - Defining instructors training needs/policy before coming up with an Instructor Training College in line with National Planning Commission guidelines on flagship programmes

This recommendation is relevant for the EU, MoL, TEVETA and the National planning commission

An important recommendation concerns improving working relations of TEVET institutes and CSOs with TEVETA. Time and again institutes report to the team a failure of TEVETA to communicate clearly and define roles and responsibilities amongst MoL/Teвета and other players in the field. Further much more transparency is needed of the TEVET fund and use of the levy in line with Vision 2063 as to innovate the system and make it more dynamic. An example of such an innovation is to support to Sector Skills Councils as suggested during the debriefing meeting with the evaluation team in the region. *This recommendation is especially important for TEVETA and the MoL, the latter as policy holder*

Any initiatives such as the upcoming Zantchito programme should build on the achievements as well as areas where no or little achievement has been made during the STEP programme. This means that efforts should concentrate on

- Realizing improvements in governance and legislation;
- Upgrading curricula and training instructors, an area where the STEP programme has been successful;
- Secure table forms of financing innovations to the system such as through the introduction of Sector Skills Councils as a main innovation suggested;
- Designing a TEVET policy, instructor education policy and regulatory framework;

- Realising functioning information systems such as TMIS/LMIS as well as labour market assessment, tracer studies, and skills gap analysis. This should ensure a demand driven and evidence based TEVET system and planning;
- Important in this to secure information about employment/self-employment status of graduates to be able to assess the relevance of curricula and the impact on job creation;
- (Further) development of the NQF;
- Decentralisation to link offer to industry and allow fiscal sustainability and operational ownership at local level.

UNESCO has made a start in realising these activities.

A last question concerns **the intervention logic**. The logic was constructed as follows:

As Global Objective the following was formulated:

Empower the vocational education and training sector and its capacity to satisfy the economy's need for skilled professionals through expansion and improvement of equitable and gender-balanced vocational education and training.

Specific Objectives were defined as:

- Promote equitable and gender-based access to TEVET
- Improve the quality and relevance of TEVET.
- Strengthen the governance and management of TEVET regulatory bodies and training institutes

The Expected Impact was defined as demonstrated to increase in the potential for employment and higher earnings of male and female graduates of the Malawian TEVET system. Needs of the economy are satisfied with professionals adequately skilled.

Our conclusion is that the empowerment on the TEVET system as wished for has only come about at institute level and not at central level. Despite this the evaluation has shown that the programme has significantly attributed to the promotion of equitable and gender-based access to TEVET and improve the quality and relevance of TEVET. Data as gathered in this study support the idea that some impact has been achieved: there is potential for employment and higher earnings of male and female graduates of the Malawian TEVET system. It is uncertain if the needs of the economy are satisfied with professionals adequately skilled, to some extent this has been achieved.

The logic behind the programme is thus not disproven.

ANNEX D EVALUATION MATRIX

The matrix includes:

- Evaluation criteria
- The general and specific evaluation questions
- Judgment criteria, indicators and data collection methods

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
<p>Effectiveness</p> <p><u>Definition:</u></p> <p>the “extent to which the intervention achieved, or is expected to achieve its objectives, and its results, including any differential results across groups.</p> <p><u>Assumption:</u></p> <p>Alternative more effective approaches to achieving the same objectives might have been adopted.</p>	<ol style="list-style-type: none"> 1. To what extent have the specific objectives and expected results of the Programme been achieved? What are the tangible results? 2. What were the major factors influencing the achievement or non-achievement of the objectives? 3. Did the support to the MoL by the STEP programme achieve its intended outcome? In which way it did, or it did not? 4. Did the project made a difference to improve access to TVET education? 5. What as the effectiveness of the programme at the end? Were the targets reached and associated to the objectives? 6. What were the key enablers or disablers that influenced the results of the STEP program, if any? What are the main drivers of change to achieve those 	<p><i>Judgment criterion</i></p> <p>The programme delivery methods and mechanisms were appropriate and effective and adapted when necessary.</p> <p><i>Indicators and data collection tools / methods</i></p> <ol style="list-style-type: none"> 1. TVET completion rates, employment rates across groups (M/F). / (employment, access and) completion statistics 2. Opinion of stakeholders / interviews 3. Opinion of stakeholders / interviews 4. Opinions of stakeholders /

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
	<p>results?</p> <p>7. To what extent has the intervention contributed to support the linkages between the TEVET training and the employment component in responding or anticipating the labour market needs? Additionally, to what extent is the Information Management System responding to the needs of the stakeholders both from a supply and demand side?</p> <p>8. To what extent the UNESCO Technical Assistance has supported the governance of the TEVET sector? To what extent the supply/infra component has responded to the needs of the sector and final beneficiaries (students, instructors, staff, employers, etc.)? To what extent has the grant component provided innovative approaches to the sector and whether they are likely to be sustained?</p> <p>9. To what extent has the intervention provided meaningful support to the most vulnerable youth and paid attention to the gender aspects throughout its implementation (including but not limited to the access, completion and employment of women and girls, and effects on Gender Based Violence in the sector)?</p>	<p>interviews</p> <p>5. Analyses of project log frame / analyses against targets as set</p> <p>6. Opinion of stakeholders / interviews</p> <p>7. Opinion of stakeholders / management of TVET institutes / interviews</p> <p>8. Opinion of MoL Minister /Civil servants and actual users of the new infrastructure / interviews</p> <p>9. Opinion of management of institutes in addition to employment, access and completion related data / interviews</p> <p><i>Questions</i></p> <ul style="list-style-type: none"> • Has implementation of the programme been in coherence with the programme design, except when adaptations have been required? What adaptations have there been? Were they based on sound evidence? • Has the monitoring and

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
		<p>evaluation strategy identified factors impacting on the achievement of programme objectives and facilitated adaptive programming?</p> <ul style="list-style-type: none"> • Has adaptive programming improved programme effectiveness? • Have mitigation strategies and risk management measures been reviewed to ascertain whether they are sufficiently robust to cover the nationwide operation? • Have coordination mechanisms in place between the Contractor and various stakeholders in the TVET sector ensured an effective exchange to support the complementarity of actions? If so, in what ways? If not, why not?
<p>Efficiency</p> <p><u>Definition:</u></p> <p>“extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.”</p>	<p>Does the programme use the least costly resources possible in order to achieve the desired results?</p> <p>What factors influence the programme costs and benefits?</p> <ol style="list-style-type: none"> 1. What was the contribution of the programme to the TVET sector plan? 2. Did the STEP programme contribute to improve the access to quality of TVET education in a cost-effective way? Is 	<p><i>Judgment criterion</i></p> <p>The programme was implemented in the most efficient way compared to possible alternative approaches.</p> <p>Indicators, data collection methods and tools</p> <ol style="list-style-type: none"> 1. Inclusion programme in TVET sector plan / study of plan, interviews 2. Costs of remote versus regional

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
<p><u>Assumption:</u> Alternative more efficient approaches to achieving the same outputs might have been adopted.</p>	<p>investing in TVET facilities in remote communities more cost effective than following a regional approach?</p> <p>3. Did the STEP program contribute to the access of TVET teachers to pre-service and in-service training</p> <p>4. To what extent are outputs/outcome achieved proportional with an economic use of resources/inputs (funds, expertise, time, administrative costs – consideration should be given to possible alternative approaches)?</p> <p>5. To what extent were the various components of the programme appropriate and adequately coordinated? In particular, to what extent has the supply/infrastructure component been cost-effective?</p>	<p>approach / cost calculations</p> <p>3. Access of teachers / interviews, relevant statistics to be provided by institutes</p> <p>4. Overall cost-effectiveness/ Budget analyses vs outcomes achieved</p> <p>5. Appropriateness of management of the components / interviews, budget analysis</p> <p><i>Questions</i></p> <ul style="list-style-type: none"> • Has programme reporting and monitoring been timely and efficient? If not, why not? • Has the programme has been cost-effective? If not, why not? • Have programme activities been cost-efficient? If not, why not? • Were objectives attained on time? If not, why not? • Are the costs associated with the programme proportionate to the benefits it has generated? If not, why not?
<p>Impact</p> <p><u>Definition:</u></p> <p>the “extent to which the intervention has generated or is expected to</p>	<p>1. To what extent the action has benefitted the Malawi TEVET system in terms of supporting the country’s strategic priority in linking skills with the labour market requirements?</p> <p>2. To what extent has the action benefitted to the final beneficiaries such as young graduates in seeking decent employment?</p>	<p><i>Judgment criterion</i></p> <p>The observed effects link to the programme or can be credited to the programme.</p> <p>Indicators, data collection methods and tools</p>

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
<p>generate significant positive or negative, intended or unintended, higher-level effects.</p> <p><u>Assumption:</u> In the education sector there are many factors impacting on objectives such as improved teacher attendance, including factors beyond the control of any development programme, and it is therefore necessary to ascertain the contributing factors rather than attributing achievements to the programme – unless there is strong evidence for such attribution.</p>	<ol style="list-style-type: none"> 3. To what extent has the action contributed to strengthen the collaboration between the VET providers and the private sector? 4. What have been the quantitative and qualitative effects of the programme? 5. What real difference has the programme made to the beneficiaries? 6. What was the impact of STEP on the access of TVET teachers to the pre-service and in-service training. Which impact had STEP on the quality of this training. 7. What was the impact of STEP on the management capacity of Malawi's TVET education system? 	<ol style="list-style-type: none"> 1. Linkage skills and labour market / Labour market position of graduates, interview with management of institutes 2. Labour market position of graduates / comparative statistics of institutes involved and not involved 3. Strength of ties between TVET and private sector / interviews with management of institutes and private sector 4. Results of the programme. Study of LOG FRAME and targets as reached 5. Difference made / interviews with beneficiaries 6. Impact on access / statistics to be provided by institutes, interviews 7. Impact on capacity / interviews both at MoL and institutes <p><i>Questions</i></p> <ul style="list-style-type: none"> • Can factors influencing the observed achievements be linked to the programme activities and outputs? • Can factors influencing the observed achievements be attributed partially or wholly to the programme? What other factors have contributed? How

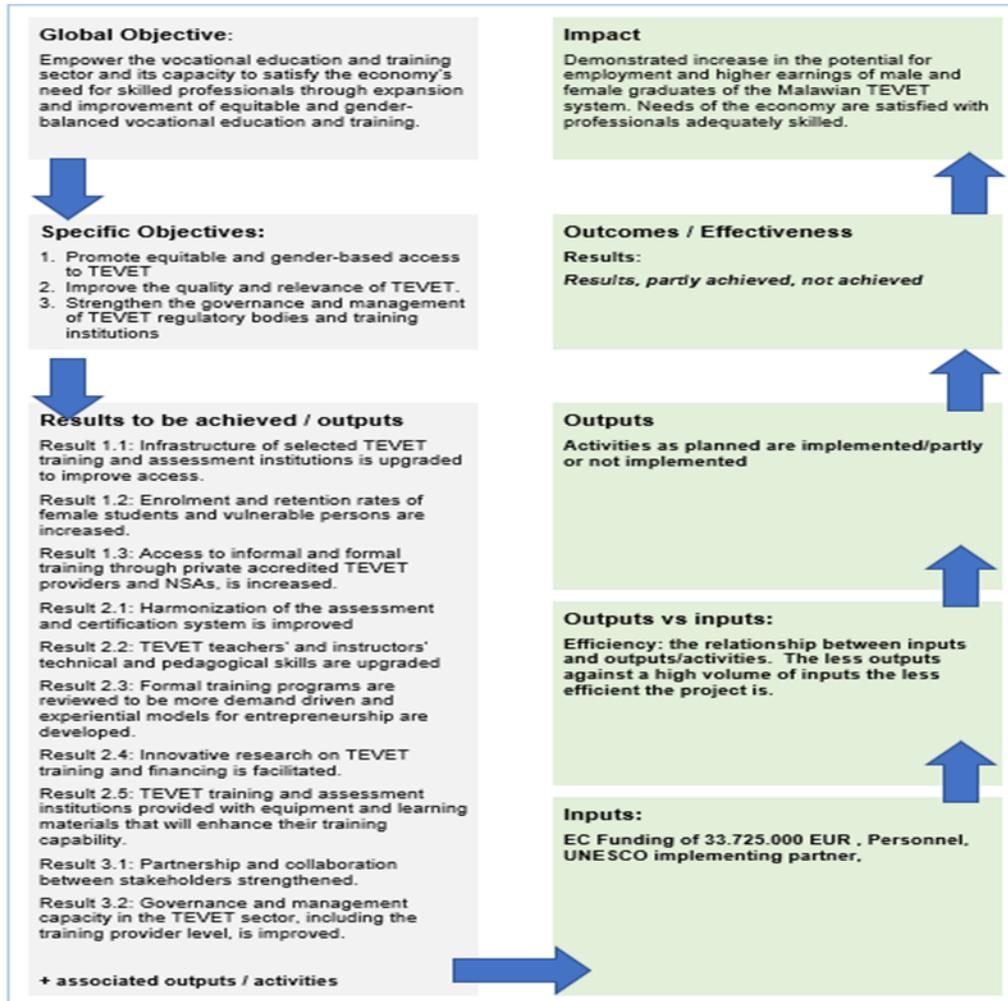
Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
		<p>powerfully have they contributed, compared to the programme activities and outputs?</p> <ul style="list-style-type: none"> • What real differences have programme beneficiaries experienced? Could these differences have been improved? If so, in what ways?
<p>Sustainability</p> <p><u>Definition:</u></p> <p>the “extent to which the net benefits of the intervention continue or are likely to continue.”</p> <p><u>Assumption:</u> The benefits of the programme will continue after donor funding ceases.</p>	<ol style="list-style-type: none"> 1. To what extent are the results and benefits likely to continue after the programme completion? What are the most effective measures put in place to ensure sustainability in the various components? 2. To what extent the Ministry of Labour and TEVETA, the main institutional beneficiaries of the action, have benefitted and are able to sustain the support rendered by the program in terms of governance of the sector, with special attention to the planning through the Labour Management Information System (LMIS) and TEVET Management Information System (TMIS) and including the management of the infrastructure/supply component? 3. What are the major factors which are influencing – positively or negatively – the achievement of programme sustainability? 4. To which extent the effects of the management training schemes offered by the STEP programme are lasting even after the end of the project and still producing results. 	<p><i>Judgment criterion</i></p> <p>The effects are likely to last after the programme ends.</p> <p><i>Indicators, data collection methods and tools</i></p> <p>In relation to all questions, stakeholders at the Ministry, management personnel having experience with LMIS and the three SOs / interviews</p>
<p>EU added value</p>	<ol style="list-style-type: none"> 1. To what extent the Intervention brings additional benefits to what would have 	<p><i>Judgment criterion</i></p>

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
<p><u>Definition:</u> the extent to which the Intervention brings additional benefits to what would have resulted from Member States' interventions only in the partner country. It directly stems from the principle of subsidiarity defined in the Article 5 of the Treaty on European Union.</p> <p><u>Assumption:</u> The evaluation of EU added value will bring together the findings against the other criteria, presenting the arguments on causality and drawing conclusions, about the performance of the programme.</p>	<p>resulted from Member States' interventions only (though please consider that in Malawi only Germany, Ireland and Flanders representative are present)? To what extent the EU support to the VET sector brings additional value compared to non-EU support, namely the AfDB, the WB and China?</p> <ol style="list-style-type: none"> 2. What is the additional value resulting from the programme, compared to what could reasonably have been expected from the MoL? 3. What are the most likely consequences of terminating the programme? 4. What are the main drivers of change that could be further strengthened in the next phase of the EU support to TEVET in Malawi under “Zantchito-Skills for Jobs” program taking into account the EU Green Deal and digitalisation agenda? 	<p>The programme has added benefits to what would have resulted from Member States' interventions only.</p> <p><i>Indicators / data collection</i></p> <ul style="list-style-type: none"> • Is the programme coherent with the EU strategy in Malawi and with other EU policies and Member State actions? If not, why not? / Interviews with EU, member states representatives • Has the programme caused or contributed to added value by EU? If so, in what ways? If not, why not? / Interviews with EU, member states representatives
<p>Gender equality</p> <p><u>Definition:</u> The different effects of the programme are distributed equitably by gender.</p>	<p>Was gender analysis considered during the formulation of the programme and adequately mainstreamed in programme planning?</p>	<p><i>Judgment criterion</i></p> <p>The program is furthering the cause of gender equality in Malawi.</p> <p><i>Indicator / data collection method tools</i></p> <p>Appropriate gender mainstreaming / programme design, reports,</p>

Evaluation criteria and explanatory notes	General evaluation questions	Specific evaluation questions to be posed to respondents, judgement criteria, indicators, data collection methods and tools
<p><u>Assumption:</u> Gender analysis can be mainstreamed in the programme activities and outputs.</p>		<p>differentiated (F/M) access statistics</p> <p><i>Question</i></p> <ul style="list-style-type: none"> • Is the programme is increasing the recruitment of female TVET teachers? If not, how can it do so?

ANNEX E INTERVENTION LOGIC

Intervention logic of the project / Theory of Change



ANNEX F MAP



ANNEX H LIST OF DOCUMENTS REVIEWED

- Final MTR report STEP 2018
- Final Version Country note VET Malawi 2021
- ANNEX I of the Commission Decision on the AAP 2019 for Malawi Action Document for the "Zantchito - Skills for Jobs" Programme 2019
- ANNEX 2 of the Commission Decision on the Skills and Technical Education Program (STEP) Final Action Document for Skills and Technical Education Program (STEP) 2016
- Final Evaluation Report, SOS
- Final Evaluation Report, STEP-LO- FTF
- Final Evaluation Report, STEP- Samaritan Trust
- Final Evaluation Report, STEP-SCIAF
- Final Evaluation Report, Mzuzu Technical College; STEP
- Final Evaluation Report, Prison Fellowship, STEP
- Survey Report
- MTR STEP Report
- Social Stakeholders Survey Report
- Implementing partners survey Report
- Ministries Institutions Survey
- UNESCO Skills and Technical Education Programme – Malawi: Final Report
- Consolidated ROM Report

ANNEX I DETAILED DESCRIPTION OF OUTPUTS REALIZED UNDER COMPONENT 1 (WORKS AND SUPPLY COMPONENT) AND COMPONENT 3 (GRANTS COMPONENT)

Below a recount will be given of the various sites as visited during the field phase by the evaluation team. Per site an indication will be given of the potential it has to be effective in view of the number of students engaged in it, the likelihood of them finding employment after graduation, quality of management and coordination and if provisions are made to continue operating the site in the short and medium term. At the same time, an attempt will be made to determine what conditions prevail for the sites to be successful or not successful in coming to fruition and be effective in both creating more access to the TEVET system as well as increasing the relevance of TEVET.

First, a review of the Technical Colleges is presented which is subsequently followed by a review of the Community Colleges and Skills Development Centres.

Technical colleges

Lilongwe Technical College

An evaluation by one of the respondents having experience with the new equipment is a bit mixed but overall positive:

“I feel that the level of engagement of stakeholders especially with us as recipient organisations, left a lot to be desired because we were left out, we were not consulted in certain crucial processes. For instance, we were not involved to give input in the designs of our two workshops for renewable energy, electronics and instrumentation. The project just recruited contractor, came up designs for our two workshops on their own and then later came back to us to ask for space to construct the two workshops. We had to pressure them to show us the designs after the contractor had already come on site. We found the designs unsatisfactory in certain aspects and standards like toilets/restrooms were omitted. Generally, the design failed to meet some standards for modern workshops.”

It is observed however that the equipment that they received was state of the art equipment and they applaud STEP for providing them with such modern equipment and tools. STEP has further capacitated the college especially through the newly acquired state of art equipment which has changed the face as well as quality of learning and productions of four workshops for college namely: 1) Welding and Fabrication, 2) Renewable Energy, 3) Instrumentation and 4) Plumbing. As a result, the teaching of students at this colleges has also greatly improved as students are being taught using modern technologies that match the equipment which is similar to ones in the industries.

Our conclusion: Aside from the Ministry of Labour to be committed to sustain the centre in the long term, industry is using the equipment and pays a fee to do so, a clear return on investment. The centre is thus effective, has impact is owned and sustainable.

Soche Technical College, Blantyre

Similarly, the evaluation of this site is positive. The principal as interviewed indicated that the project has helped the site with state of the art equipment in the following fields: Painting and Decoration, automated welding and fabrication equipment and CNC machines for engineering department. The project also constructed a CNC workshop and refurbished the workshop for painting and decoration.

As the principal indicated:

“This equipment has attracted more students to enrol but also companies are excited that we can produce technicians versed in modern graphic and screen printing technologies. Nonetheless, some equipment is not being utilized as first we do not know how to use it as we were not properly trained but also some equipment is not fully installed and run by the consultants or failed to run due to deficiencies in some elements”.

This calls for assistance so that the college can utilise the equipment fully as planned.

It is evident that half of the equipment is not used, mostly equipment dealing with CNC. The materials for CNC production are not readily available in Malawi.

Despite this challenge, the institute is committed to continue to operate the equipment by using their own resources as well as funding by the Ministry of labour and funding from TEVETA for training materials and boarding. They are collaborating with the Malawi University of Business and Applied Sciences (MUBAS) formally the Malawi Polytechnic in order to mitigate the challenge.

Evidently, the equipment is making a huge difference to the college as the principal observed:

“ We shall also continue to utilize the equipment donated by STEP for a long time and we shall be using our own traditional and locally generated income to maintain the equipment.”

Our conclusion is that this site is effective, has impact and is owned sustainable. However, some equipment is lying idle as a result of lack of proper training in how to use them.

Nasawa Technical College, Zomba

The college received equipment for welding and fabrication as well as refurbishment of the electrical workshop. The instructors got different types of trainings under STEP pertaining to Gender based violence (GBV) and counselling, Code of conduct and pedagogical skills. As a result, there is improved quality in delivery of trainings due to modern equipment that the college received as well as trainings that some of the instructors underwent in various crosscutting areas. The college has improved management because it has a Board of Directors which has changed not only overall management of college, but also the governance oversight of the college by the Board. STEP as a programme has initiated change in this institution. For instance, there is change in perception in terms of how

instructors handle female students and vulnerable people. The introduction of the Code of conduct has improved how disciplinary matters are handled as there is systematic protocols and guidelines that are followed to ensure that fairness and justice is followed.

On access to TVET, the Principal observed:

“Although I don’t have the statistics but STEP was trying to narrow the gender inequalities gap to accommodate more women and reduce girl drop outs including providing space for the persons with disability as well as needy and vulnerable students.”

In conclusion, Nasawa is effective, has impact to beneficiaries as the institutions owns the activities with steady sustainable exit strategy.

Salima Technical College, Salima

It is noted that there is a very big linkage between STEP and technical education aspirations as country and as an institution. STEP has been promoting inclusive education as well as narrowing gender gap as well as gender-based violence in addition to enhancing technical skills in the country.

The principal stated:

“Today, we have capacity and skills to incorporate not only more women and girls, but also the elderly and disabled in our classes. More learners were oriented on gender based violence and know where to report if abused or violated. Secondly, STEP is working to enhance technical education in Malawi by promoting transforming teaching in technical education through training instructors in different modern teaching methods and approaches. These new approaches accommodate students input and creativity unlike in the past.”

Similarly, another responded commented:

STEP is encouraging more girls to take up technical courses than before where girls were being side-lined and sidelining themselves to pursue trades deemed fits for men only like bricklaying and motor vehicle mechanics.

The trainings have great impact on beneficiaries. One instructor remarked:

“When I got employed I never got any training on how to teach technical courses. ‘I was like an empty tin as all I knew was how to do the technical work of bricklaying and was blank about how I can train someone in bricklaying. I had no expertise on how I can transfer my knowledge and skills to someone else. I could ask my colleagues but they never gave me clear guidance and direction until I attended STEP training of teaching methods such that today I am familiar on using different teaching techniques like BLOOM TAXANOMY, I also

know how to treat learners with different learning capabilities by applying mixed teaching methods suited for both fast and slow learners to grasp and learn the stuff. In addition, STEP empowered me on how to do orientation of learners so that they are able to acquaint to learning environment and get settled quickly to feel comfortable in the environment”.

STEP has drilled instructors with good teaching skills enabling them to be able to transfer knowledge and skills to students effectively. Currently, instructors are able to accommodate different types of learners slow, average and fast to move with them at same level and pace.

Additionally, promotion of inclusive education has been an enhanced as one instructor noted:

“I have a lady who used to be absent from time and time. When I enquired I found that she had a small baby that she was breast-feeding. I had a discussion with her on different modalities that we could take to ensure that she attends classes consistently. We worked out plan to provide space for her to stay with the child, breastfeed and sleep the baby right here in one of the classrooms. Another case that we handled is one of a pregnant woman that we also accommodated to continue with the course despite the pregnancy. Finally, we do take up needy students, so far we have 4 (2males and 2 females) who are supported by well-wishers and charitable organizations”.

Evidently, the programme has been effective and has tremendous impact as the principal noted:

“I was empowered in order to empower others, hence so long as I have with me the knowledge gained from STEP trainings, I will continue to deliver it for others to benefit”. The trainings that we attended will go long way as our guiding tool to help and direct us on how and how to deliver technical skills to others. STEP exposed us to new areas of technical education”.

In conclusion, the college is thus effective, has impact, is owned and sustainable. However, the college does not have electrical installation equipment for teaching and learning despite several reminders to the MoL which promised that they would transfer some equipment laying idle at Chitala Community Skills Development Centre to Salima CTC, which never opened despite being fully rehabilitated and installed with computers and learning equipment for bricklaying, carpentry and joinery.

Mzuzu Technical college

The college received equipment to offer training in solar renewable energy as well as electrical installation. The principal confirmed to this assertion and corroborated to be very satisfied and indicated that the project is there to stay and will be sustainable.

He elaborated:

“This equipment has attracted more students to enrol but also companies are excited that we can produce technicians versed in installing solar panels and the electrical installation that goes with it.”

One of the instructors interviewed, however, indicated that recruitment of students in the medium term might be a problem as well as attracting qualified instructors.

Our conclusion is that this site is effective, has impact, is owned and sustainable. However, recruiting students is seen as a challenge. The college is turning to the DLO in the district to help them solve the problem.

Community Colleges

The following community colleges as visited, most situated in the North of the country, are likely to be effective, have impact, are owned and sustainable.

Zorokere Community College.

This community college has come to full fruition with trades in textile and brick laying offered. The principal indicated that the centre has a clear function for the community through informal learning. There is fruitful cooperation with the DLO. There are no ties with industries in the environment as yet. It has recruited 18 students with three instructors.

Mpamba Community Skills Development Centre.

This college has every potential to come to full fruition with electrical installation as its main trade offered. The centre received simulation equipment for various electrical applications. The principal kindly provided a demonstration of how students use the material. Every student showed how they could handle the equipment for electrical installation assigned to. The centre would like to expand. There is no cooperation with the district apart from having one officer from the District Council as cheque signatory. The centre looks to the district for recruiting students. There are no ties with industries in the environment as yet. Two instructors are active for the centre.

Nkhatabay Old Town Hospital.

This college has all the potential to come to full fruition as well with various modes of renewable energy as trades on offer, solar, wind and hydrogen. The centre received simulation equipment for all three modes of renewable energy, however misses the syllabus to teach all renewable energy modules (especially wind and hydrogen). It expects TEVETA to supply this soonest. There is no cooperation with the district. The centre looks to the district for recruiting students. There are no ties with industries in the environment as yet. One instructor is active.

CBO Kurya Ndiko Uko in Mzimba. This cooperative is an Informal training centre in baking and confectionary. It is a concrete example of a successful impact to job creation through support to community-based action and with a limited investment. The EU, through UNESCO, has provided a small grant of about EUR 50,000 to upgrade and refurbish the training centre including bursaries for vulnerable girls, a hostel and initial capital for graduates' investments. The centre provides training following TEVETA guidelines and has also expanded its offer based on market needs. It has developed a local market in Mzimba area. Its revenues are partly shared by the cooperative members whilst the majority is re-invested to sustain the centre which also includes a nursery which provides great support to the community in terms of education and school meal. The centre has partnered with some international NGOs to receive students. Some of the graduates have reportedly started their own business, including restaurants and bakeries.

Nyambi Community Skills and Development Centre (CSDC), Machinga district, Southern Region. The main equipment that was provided to Nyambi CSDC included: electrical state of the art sewing machines, 1 computer, ironing boards and irons, mannequins, 20 chairs, a projector, water pump, a water tank and toilets.

The Centre was opened in 2021 with its first cohort not having completed the course. The Centre is providing one Trade: Tailoring and Designing. The Centre was provided with state of art equipment for trainings for this trade. The Centre always opens its doors to all persons without any form of discrimination as to whether they are disabled, male or female as long as they meet the requirements in terms of having requisite education MSCE certificate. There is ownership and sustainability of the programme as community jointly working with Machinga district in terms of procurement, recruitment of students, hiring of support staff and maintenance.

Ukalanga Community Skills Development Centre (CSDC) in Mangochi district, Southern Region.

Ukalanga opened this year in January. It provides Bricklaying to learners. The equipment is fully utilized. The College always opens its doors to all persons without any form of discrimination as to whether they are disabled, male or female as long as they meet the requirements in terms of having requisite education MSCE certificate. There is ownership and sustainability of the programme as the community jointly working with Mangochi district in terms of procurement, recruitment of students, hiring of support staff and maintenance.

Ntchisi Community Technical College, Ntchisi District in the Central Region.

The EU has supported Ntchisi CTC with Plumbing equipment and a new building. Two pieces of equipment are dysfunctional since they were provided. The other equipment is functional and is being used properly. Overall, most of the equipments is used properly. Additionally, there are toilets block, Electricity and solar water pump which supply water to

the toilets and to the surrounding community. The instructors 8 of them, were trained in pedagogy under EU-STEP initiative, they got trained for 2 weeks and were given pedagogical certificates both at Domasi Teachers College and Polytechnic respectively. There is ownership and sustainability of the programme as the community jointly working with Ntchisi district in terms of procurement, recruitment of students, hiring of support staff and maintenance.

Mgawi Community Technical College in Nathenje, Lilongwe.

STEP constructed one big block used as office and learning workshops, which was furnished with computers and electrical equipment. It was opened in December 2020. They have youthful team of instructors with great passion. Government is constructing more blocks to expand the college facilities. STEP has provided 12 computers, projector, flipchart stand, working tables, internet, electrical equipment such as meter cabinets sets, 3 phase meter, 3 phase isolators, 3 phase main switches, 3 phase distribution boards and single phase socket boards, interface unit and different measuring instruments among other

When the youthful team met the Evaluation team, they expressed the following concerns turns:

“My being exposed to pedagogy training by STEP, has made me more knowledgeable and confident on how I can teach and deliver my lessons using different teaching methods. I also prepare well my lessons plans and schemes. This has help me to deliver well and it has also motivated my students. There is also better conduct from our students following the sensitization of code of conduct, nobody comes to attend classes drunk. Also, boys and girls are able to interact with each other well without any abuses or bullying. We are very strong now in monitoring and Evaluation as STEP gave us the templates to use to track progress for our schemes of work and lessons plans. This has boosted our performance and we are improving and excelling each and every day than in the past. Right now, I can confidently say that am a better instructor than before, my performance to deliver has improved as in past before being trained by STEP I struggled and didn't know what to do or not to do.”

At this college access to TVET has increased amongst vulnerable groups like girls and disabled. This is so because adverts for recruitment of students for TVET has stopped putting restrictions on people with disability. This has allowed people with disabilities to get attracted and enrol for TVET. Currently, the college has 3 learners who despite being disabled can use hands and do technical works. As instructors, they were oriented on inclusive learning that ought to open doors for all to participate and keep environment friendly even for adult learners.

With passion, they youthful instructors are determined and are sure they would be able to sustain the college because they have the skills, are youthful and have good attitude and will power to keep going and making a difference to their learners. They have put in place

mechanisms, regulations including penalties for loss and damages to help them take good care of the equipment.

One of the instructors concluded:

“We take the equipment as our own and we have sensitized our learners to do the same. We also hope that the little we get from government, the Ministry of Labour as Other Recurrent Transactions (ORT) will be supporting as to sustain and maintain the equipment.”

The following community colleges are likely to be less or ineffective and are likely to fail to have a decisive impact.

Nankhudwe Community Skills Development Centre, Mwanza

The Centre was opened in 2020. Its first cohort had completed the courses in plumbing, bricklaying and carpentry and joinery. The centre was provided with state-of-the-art equipment for trainings for these trades.

Most students completed training but never sat for the TEVETA examination since the centre was not approved by TEVETA due to not meeting the necessary requirements to do examinations. As a result, students were idle without any attempting to get attachments or practice the trade.

Challenges facing the centre:

- Delay in paying fees by some students affect some operations at the Centre.
- Stolen water pump, we were told that the pump cost about MK1,500,000.
- Inadequate workshops and classrooms. Only one workshop is used for all trades and as a classroom.
- Some heavy machinery is still kept in Vale warehouse that was handed over to District council. There was no space for the equipment and also the equipment was too heavy.
- The place needs space for expansion to cater for workshops to accommodate the equipment lying idle in district councils' warehouse. Meanwhile there are plans to have it relocated to agricultural premises near the skills Centre.

There is a decisive political influence causing this situation. The situation is the result of fighting between two MPs. The two scrambled as regards to recruiting students as well as having heavy equipment placed in a constituency for one of them since the MP in question wanted to use this opportunity as a campaign tool in his constituency.

The team recommends that government should move promptly to resolve the situation before it is too late.

Khwisa Community Technical College, Balaka

Two trades were installed at this site namely Plumbing and Renewable energy. The project has invested in state-of-art equipment that was provided to this college for these two trades respectively. The instructors (about 8 of them) were trained in pedagogy for 2 weeks and were given pedagogical certificates both at Domasi Teachers College and Polytechnic respectively. Recruitment of students is done through the DLO, and community leaders.

Challenges faced by the centre impeding its functioning:

- The centre does not teach a full course of renewable energy because TEVETA is taking too long to develop the curricula as such the equipment that the team saw is just staying idle.
- The training on how to operate the equipment was too short, it was done only for 3 weeks instead of the recommended 6 months; the instructors to run the courses needed a more comprehensive training on the equipment. This will help the instructors to teach and operate the machines more competently.
- They only have one instructor for renewable energy though TEVETA recommends 2 per trade.
- Water tanks got broken due to high temperatures as Balaka is usually hot, they have the pumps but then they cannot supply adequately as the water tanks are broken and spill.
- The centre does not get adequate and timely subsidy for procuring learning materials from TEVETA.

Chapananga Community Skills Development Centre, Chikwawa

The main equipment that was provided to Chapanaga CSDC included: electrical state of art sewing machines, 1 computer, ironing boards and irons, mannequins, 20 chairs, a projector, water pump (which was stolen), a water tank and toilets.

The centre had 5 instructors, all of them have left. On paper, the Principal is working but in reality, she lives in Blantyre. The team did not manage to meet her. The centre is thus not effective and is unlikely to yield any impact in the short and medium term. The main reason for this is neglect by authorities: Ministry of Labour and TEVETA.

The Management committee also known as the Governing Committee indicated:

- *The government never comes to take care of the centre, there is no cleaner employed and the government promised to employ one but it is taking ages. The committee is the one that comes to clean up the place.*
- *The guards have not been paid salaries for 9 months now, the matter was reported to government authorities through the principal but it is also taking long. At first, they*

were employed and were being paid by TEVETA up to November 2020 when this centre was handed over to the committee their salaries were frozen.

- *The committee does not know who to report to: it is not clear who is in charge, the Ministry of Labour or TEVETA?*
- *EU-STEP should have consulted the district council to be involved in the process of constructing the college. However, the district was not involved.*

The committee recommends for the Ministry of Labour and TEVETA to approach the district and start discussions with the district players and the community to provide clarification to their roles and responsibilities as well as the responsibilities of the principals, instructors and the district council as well as the national stakeholders themselves.

Chinyasa Community Technical College (CTC), Machinga district in Southern Region

At this institution, two security officers were briefly interviewed since the college has not opened yet. As a college, they received Tailoring equipment and some computers as well as a rehabilitated building. Water pump was stolen. It is fully fledged college but sadly unutilized. The equipment is simply and sadly gathering dust. The team recommends that government should move swiftly to open this college as it has almost everything ready to roll.

Nkhwazi Community Skills Development Centre, Mchinji

This institution opened in January 2021. The EU has supported Nkhwazi with Tailoring class/workshop, Toilets block, Electricity and solar water pump which supply water to the toilets and to the surrounding community. Four sewing machines are not working due to the lack of spare parts.

The instructors were trained in pedagogy under EU-STEP initiative, they got trained for 2 weeks and were given pedagogical certificates both at Domasi Teachers College and MUBAS respectively. In addition, they were trained in Gender and code of conduct.

Nkazimasika CSDC in Mzimba

This centre was built close to large TVET centre constructed by China Aid. Originally the site was planned to host more trades than electrical installation it is currently offering, instructors indeed were appointed for the other trades but left when equipment was not delivered. The site is planned to be relocated according to the instructors the team met at the site.

Kasungu CSDC.

The site is active since April 2021, but hardly operational. The Acting Principal appeared on holiday since last August, the site was visited mid-October. She was available on the phone, but refused to show up for the interview. Trades are fabrication and plumbing, for the latter no equipment had been delivered. As management of the site is dysfunctional, it is doubtful whether the site will remain operational in the short and medium term.

Kapoti Community Skills Development Centre in Lilongwe.

The Centre has a workshop for bricklaying, ablution rooms and solar powered water tank constructed by STEP. STEP provided office furniture and bricklaying equipment and construction materials like SSB machine and concrete mixer (has never been used due to electricity), brick cutters and brick trowels, tile cutters and adhesive cement. The ablution facilities are said not to be working properly due to poor plumbing works, have some pipes not well fixed and leaks. The solar powered water system also needs repairs and maintenance now and again. There are separate blocks used as classes constructed by World Bank and community. The Centre has been offering tailoring, carpentry and bricklaying that would be introduced later. It runs formal and informal classes whereby in formal it enrolls those with education requirements as demanded by TEVETA. As Skills Development Centre, it offers only level 1. It has graduated 6 bricklaying artisans at level 1 as it has just started.

Currently, the Centre has 11 students on formal enrolment and 3 instructors, a bursar and security guards. However, the centre has challenges to use some equipment like the Soil Stabilizer Brock-making (SSB) machine due to electricity. The instructors have benefitted from pedagogy in terms of how they prepare lessons and teach using different methods in order to deliver quality lessons. Previously, less girls were interested in technical courses, however, strong gender prejudices and social norms are still present but there is now change of mind-set.

Galamukani Community Technical College, Chikwawa

The college has been provided with Welding and Fabrication as well as electrical installation equipment. It is a huge structure and has two workshops stocked with electrical installation equipment like meters, control boards, working tables and chairs, computers and the chairs but also projector. The place had also toilets built and solar powered water system with water pump and water tank installed. The water pump was stolen and matter was reported to police, there was suspicion of contractors being involved in this theft.

Instructors were recruited but later were sent to Soche TC. Currently the equipment is not utilized as the college is not yet opened. Sadly, the equipment is gathering dust and slowly becoming dysfunctional. The district Council and Ministry of Labour seem not helping the community to have the college open. The team therefore recommends that the Ministry of Labour jointly with TEVETA and the Council should find a long-lasting solution so that the college can open in the near future.

Chitala Community Skills Development Centre, Salima

The facility was not handed over to the district council and keys for the centre are with Ministry of Labour at the headquarters. The Director of Ministry of Labour from headquarters could not facilitate to send keys to give evaluating team access inside of the classrooms/workshop and equipment purchased by STEP. There is one fully rehabilitated

learning workshop block furnished with computers and desks and one newly constructed carpentry and bricklaying workshop with brickmaking motorized machine, carpentry working benches/tables and tools storage room. There are also newly constructed toilet facilities constructed by STEP and a water storage tank mounted on a tower. It is manned by a guard and there is also a messenger that were recruited by district labour officer. All the training staff recruited to teach at Chitala Skills Development Centre were moved to Salima community college. The MoL has taken a position not to open the centre and made a decision to shift staff and all equipment from the centre to Salima Community College. Currently, the place is dejected and vulnerable to security risk and damage for equipment being held there. The skills development centre was not opened and rehabilitated workshop and a newly built workshop for carpentry built by STEP as well as equipment like computers, brickmaking machines, carpentry and bricklaying tools and plumbing tools are laying idle, getting dirty and getting slowly damaged and wasted as they are not being used since the centre has not been opened due to controversies.

The district office confirmed that they are helpless as they could do nothing on their own. Clearly, there is loss of money as equipment is laying idle, and community youth are ones losing out and suffering.

The following three sites are trade test centres the team has visited. The team has spoken to management as well as testing personnel.

The sites are:

The Blantyre Trade Test Centre

The Lilongwe Trade Test Centre

The Mzuzu Trade Test Centre

Equipment in all three sites were idle and were not being used for some time. The main reason for this appeared the phasing out of the centres by TEVETA, the latter fulfilling the role of trade test centre, apparently without using the equipment as provided. The centres are thus not effective at this point in time. As indicated by an official working in a test centre:

“Despite goodwill from EU (STEP) to capacitate the trade testing centres there is not much we can do after being phased out until TEVETA is able to quickly roll out RPL. The only way we are able to integrate and certify the informal artisan is through RPL, the delays by TEVETA are uncalled for as there have been several meetings on this but nothing is materialising because of their own personal interest and politicking in search of controlling trade testing.”

This situation is also likely to be the result of lack of coordination between central level (MoL/TEVETA) and local authorities and Trade Testing Centres as well as disconnection of TEVET centres with the industry.

As indicated above, most community centres are looking to the district councils (and DLO's in them) for support, for instance in recruiting students.

The **Blantyre District Council was interviewed** on the subject and it stated the following:

The Blantyre District Council is not aware that EU STEP was funding colleges and NGOs like Samaritan Trust in the district. This is so because we were not consulted in planning and all other processes by EU or even TEVETA or Ministry of Labour. As a district, we expect all developments that come to the district to be presented and approved by the District Executive Committee (DEC). In this case, I am not sure if any of these beneficiary institutions did that. Any project approved at DEC is followed up and is required to regular report to us the progress. They are also linked to special service committees to collaborate so as to ensure full support and guidance from district. If we are involved we own the project and do help to sustain it through our structures as government.

These sentiments were corroborated by several district councils that the team visited across the country. It is government policy and practice that all developments that go to any district should be presented and approved by the DEC before they roll out. Where districts hold this position, they offer no or minimal support.

Component 3:

A specific result is dedicated to training by private TEVET providers, which is implemented through a call for proposals. The Grants component is the implementation modality used to improve access to and quality of TEVET; it is supported through formal and informal training and innovative research and is directly managed by the EUD. Under the call there are 2 components:

- Support private initiatives (private sector) to increase access. This component is related to the design and delivery of innovative and interactive training activities which are appropriate to the needs of unemployed, females, and vulnerable groups, and develops their potential for engaging in income-generating activities;
- An innovative research projects component.

Eligible to apply for grants are Malawian legal entities, international and inter-governmental organisations, national and international NGOs. The maximum possible rate of co-financing for grants is 80% but may be increased to 100%.

A consultant developed the guidelines, held information sessions, launched the call for proposals and assisted with the evaluations. Monitoring was done by narrative reporting, on-site field visits by the EUD, email exchanges, and ROM mandated by HQ. All seven projects have been carried through.

We provide below an outlook on the 7 financed projects.

- 1. The Solar Photovoltaic Electrical Technician (SPVET) Project** – consortium led by Mzuzu Technical College (tot EUR 1,875,000 EU contribution 80%)

An evaluation has concluded that overall, the SPVET project was successfully implemented. The evaluation concludes:

The TEVET sector has been able to increase access to its training programme through the construction of modern training workshops, ICT laboratories and well stocked libraries at the three institutions. The project has also supplied to the SPVET programme training equipment and materials that have facilitated smooth take off- of the programme. Additionally, the project has built the capacity of instructors for the programme to ensure effective delivery of the programme at all levels. As a result of this arrangement people have been equipped with appropriate solar electricity skills for their own economic livelihoods. This has also accorded local communities to have their home supplied with solar energy. The renewable energy industry which, prior to this project had very few institutions offering training in this field, has also benefitted from the program. There are now a few young men and women capable of working in the renewable energy sector: The project has been able to enrol 144 students in the formal part of the programme of which 27 are women, and 362 in the informal part with 140 women. Dropout rate for men has been 8% and for women 14%

The project is a good example of collaboration between a donor and the TEVETA in funding TEVET led projects. The action was co-funded by TEVETA for 20%.

Along with this conclusion, we conclude that the project has been effective, realized impact and is likely to be sustainable, a fact that has also been established through the ROM report issued in 2020. Interviews with project personnel have confirmed these findings.

2. The Vocational Skills Training and Empowerment for Vulnerable and Marginalised Young People in Conflict with the Law and Persons with Albinism
– consortium led by Prison Fellowship Malawi (tot EUR 960,000 – EU contribution 75%).

The project provided vocational skills training and psychosocial counselling to prisoners during their last six months of serving their sentences at Kachere prison; training and counselling were also provided to ex-prisoners and people with albinism at MCM premises in Lilongwe as well as the Halfway House at PFM, Balaka. The project included efforts to ensure successful re-integration and improved livelihoods after training through mediation and sensitisation meetings.

The evaluators of this project state that:

- Training was provided to a total of 382 beneficiaries. This represents 71% of the targeted 540.
- 79% of the beneficiaries have successfully started living independent and self-reliant lives owing to the skills and knowledge acquired from the project. The few that are yet to find their feet, graduated recently and are getting settled.
- Beneficiaries received entrepreneurship and business management training as well as life skills training. Many beneficiaries explained how their lives have changed due to the counselling they received during the project.
- The prisons have registered a 0% recidivism rate among project beneficiaries.

- The capacity of the institutions to deliver TEVET/BCET programmes has been improved through trainings, recruitment of personnel as well acquisition of necessary equipment.

Challenges are:

- There was lack of clarity on issue of institution % core funding or operational support
- COVID 19 led to suspension of classes, though STEP had allowed to extend the period of provision of services.
- TEVETA being uncooperative in the certification processes.
- Reduced financial capacity as most parallel students struggling to pay fees due to impact of COVID.
- Balancing up support for vulnerable and parallel is always putting them in a dilemma in terms of financial sustainability since they still have obligation for the vulnerable.
- Need for continuous follow ups of their graduates for guidance and support is such an expensive venture.

We conclude that this is a remarkable achievement also in view of the COVID crisis having negatively affected the implementation of this project.

3. Constructing jobs / Building lives– consortium led by SOS Children's Villages Netherlands (tot EUR 666,667 – EU contribution 60%)

The project experimented with the idea of franchising TEVET facilities as a way to provide for a sustainable model of running vocational centres.

Results as reported in final evaluation report indicate that

- The project did well in customization of the curriculum because it was designed based on a needs assessment that was conducted to ascertain skills gaps in the market to tailor-make the curriculum to be responsive to those gaps.
- All trainees and staff were oriented on the new curriculum. Majority (83%) of trainees were very satisfied with the amended curriculum although a notable fraction especially in Mulanje district (23%) was not too impressed stating that the curriculum was too theoretical.
- Modern equipment in all the centres was successfully installed. Although a plan for maintaining has not come to fruition.
- A total of 538 trainees graduated with fewer females (20% instead of 50 as aimed for) graduating
- Of the graduates 31% reported they had a wage employment and 27% had started their own business while 6 percent were both employed and had start-ups
- TEVETA was not able to conduct quality checks and in the end, trainees were not provided with TEVETA certification.
- The evaluation as done finds that the project has had notable impact at different levels from the organisations that were implementing the project to the trainees who were the beneficiaries of the project.

The team would like to make these strong recommendations:

- The franchisee model is a less expensive model to government to partner private sector than spending a lot of money on traditional way of training artisans in technical colleges and centres.
- The model also is a conduit through which youth with no formal education can be assisted to acquire TVET.
- Consider start-up capital and equipment so that these vulnerable youths do not struggle too much to get started on setting up enterprise or business of their own.

Along with this conclusion, we conclude that the project has been effective, and realized impact. If the project is sustainable is not sure as from the first interview at district level no financing has been coming forward.

4. Vocational Skills Development in Malawi funded by the EU through the Skills and Technical Education Programme (STEP) and Decent work and informal economy (DANIDA) - consortium led by Danish Trade Union Development Agency (tot EUR 375,000 – EU contribution 80%)

The two projects have been implemented by Malawi Congress of Trade Union (MCTU) in collaboration with Danish Trade Union Development Agency (DTDA) of Denmark. The projects have been implemented to ensure that Trade Unions in Malawi contribute to technical and vocational skills development in the informal economy, focusing on youth and women, and improving the decent working and living conditions for informal economy workers.

The evaluators of this project state that:

- the projects have implemented the planned activities and achieved the intended results. MCTU has been able to influence the introduction of short modular courses in TEVET colleges where a number of informal economy construction workers have been trained. With support from the project MCTU and its affiliate, members have been able to influence government to improve the living conditions of the informal economy workers by lobbying for increased minimum wages and raising the pay as you earn tax bracket. In addition, the profile of TEVET in the informal economy has been raised and women participation in TEVET has also increased particularly amongst the informal economy workers.
- The graduates from the short modular courses are able to generate income from the jobs that they carry out after the short course modular training even though it was difficult to prove the levels of monthly incomes they are getting.

The following challenges have been identified:

- The COVID 19 pandemic affected the implementation of project activities
- Delayed approval of the introduction of short modular TEVET training programme in the TEVET technical colleges by TEVETA and the Technical Colleges affected the starting time of the training activities.
- Most of the affiliates union have no offices, no means of transport and their leadership does not have the capacity to fundraise for their organisation apart from relying on the membership fees. The weak capacity of the unions will affect sustainability of the project activities.

A strong recommendation is that continuous social dialogue coupled with the push for mindset change amongst the TEVETA leadership and other authorities is the only way forward to ensure that the short courses are accepted and certified by TEVETA and thus sustainability is ensured.

Along with this conclusion, we conclude that the project has been effective, and realized impact. If the project is sustainable is not sure as authorities need to recognize the benefits from short courses for the informal labour market, which has not come forward yet.

5. Action for Empowering Street Children and Disadvantaged Youth through Vocational Training in Blantyre and Zomba Project - consortium led by the Samaritan Trust (tot EUR 381,000 – EU contribution 79%)

The evaluators of this project state that the project was effective

- the project enrolled 560 beneficiaries against a target of 480, and 469 completed training of which 29% were female.
- Of the 469 who completed training, 82% secured employment surpassing the employment rate of 57% for regular government supported training beneficiaries.
- Unemployment among the beneficiaries was reduced from 73% to 17%.
- The average income for the graduates was MK 40,783 per month which was higher than the statutory minimum wage of MK 32,304 per month.

The project is judged to be sustainable as the project refurbished workshops and bought training equipment which will go a long way in training other youths. The project also built capacity of the two institutions in managing donor funded projects.

6. Hope for Youth - consortium led by the Scottish Catholic International Aid Fund - SCIAF (tot EUR 1,092,000 – EU contribution 80%)

In the final evaluation of this project, it is stated that:

- The Project was effective in implementation of activities. The project planned to increase access to TEVET by youth, specifically female and vulnerable groups. The project enrolled 2,205 against a target of 3,000 beneficiaries of which all completed training against a target of 2,000 beneficiaries. The project delivered the training through an innovative approach of compacted periods of three to four months to reduce time spent in training.
- Out of the 2,205 beneficiaries that completed training, 70% (1,544) were employed (self/wage) against a target of 2,100 which the project planned to attain.
- The project also introduced another innovative approach to delivery of training through mobile learning centres to reduce access barrier of long distances to learning centres. These centres managed to enrol 49% of the beneficiaries.
- To facilitate quality training, the project invested in involvement of the community in creating training opportunities awareness and identification of beneficiaries.

- The project also improved infrastructure in the target colleges by providing disability access ramps, computers, furniture, equipment for workshops, reference books, female toilets and changes rooms. It also built capacity of trainers to deliver quality training and it introduced new trades in the target colleges to widen career choices of beneficiaries.
- It provided start-up equipment for graduates.

Challenges

- The project required a full-time finance person at the Catholic Secretariat as it was a huge responsibility to manage huge money for the project just as a part normal work.
- Project did not have a vehicle for easing logistics and transportation for the project. Project officials travelled from Lilongwe to Southern region.
- Few students were given start up tools, they organized them and gave them into groups based on their trade. This was because the tools were more costly than what was budgeted. However, start-up tools to individuals could have a very big benefit to help the needy setting themselves up.
- TEVETA was too bureaucratic and dragging the certification processes such that some students in first cohorts 1 and 2 had their certificates later than those in 3 and 4 cohorts.

The team, therefore, makes the following recommendations:

- There is need to split between formal and informal TVET so that the informal is taught in local language and does not involve fundamentals because it is given to youth without formal education or illiterate. TEVETA asserts that this is the common practice already: informal learning takes place in the local language.
- There is need to consider the uncertified adult already practicing trades without certification to undergo certification in the skills centres so as to ensure that they are professionally recognized with TEVETA certificates. Progress is made in this as RPL has been introduced for this purpose.
- Need for adequate resources so as to meet the needs on the ground like tools and equipment for colleges, computer and start up tools for the graduates.
- More sensitization for mind-set change about vocational skills as valuable to unlocking youth potential and not low-class work or career perceived as not fit for females.
- Increased inclusion of ICT into TVET curriculum to match with the digital world as it help youth set up markets using ICT skills. E-learning is starting to be introduced at his point.
- The curricula should also integrate climate change issues like environmental management, HIV/IDS, gender and even COVID 19 as crosscutting issues to enhance the courses to suit modern needs. Relevant courses are being introduced as such on climate change issues.

The project has a noticeable impact as a pool of skilled artisans have come into existence from which members of the community are able to get services within walkable distances and at affordable prices.

7. Contract: 390-292Capacity building of vulnerable youth in Dowa - consortium led by “There is Hope” (tot EUR 500,000 – EU contribution 80%)

Interviews within the context of this ETR have revealed that the project

- Has trained and graduated 394 people surpassing the target of 260 students that was planned at the start of implementing the program.
- Managed to construct a girl's hostel to make sure more girls enroll and have access to housing facilities to avoid dropouts due to long distances.
- Built modern workshops for bricklaying, plumbing, carpentry and joinery
- Has instructors and staff trained in competency-based education training by TEVETA.
- Has made of TEVETA certified curricula. TEVETA monitored and assessed the project as well and then issued certificates to the graduates upon completion.

The training involved both theory and practice as after learning in class students were supposed to go to practice the trade in communities.

Challenges

- TEVETA takes too long to issue certificates and pay for services rendered to them although agreed in MOUs. .
- They are in dilemma as on how to continue with informal courses targeting vulnerable whilst there are rising costs for learning materials and staff salaries.
- Accommodation for boys is equally needed as some come from very far distances and are unable to access TVET.

Project was successful in also involving district authorities and gender/refugee component. The centre is now certified by TEVETA and sustainability is ensured through various initiatives. Commendable project implemented by a local organisation.