STEP Research Series
- No. 3 -

GENDER EQUALITY AND INCLUSION ANALYSIS OF THE TECHNICAL, ENTREPRENEURIAL, VOCATIONAL EDUCATION AND TRAINING SYSTEM

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Gender Equality and Inclusion Analysis of the Technical, Entrepreneurial, Vocational Education and Training System

Table of Contents

List of Tables

List of Figures

Annexes

Acronyms

ACHPR	African Charter on Human Rights and People's Rights
CSDC	Community skills development centre
CTC	Community technical college
DCE	Domasi College of Education
DTVT	Department of Technical and Vocational Training
EU	European Union
FGD(s)	Focus group discussion(s)
FEDOMA	Federation of Disabled Groups of Malawi
GBV	Gender-based violence
GoM	Government of Malawi
ICT	Information and communication technology
KII	Key informant interview
MACOHA	Malawi Council for the Handicapped
MGDS	Malawi Growth and Development Strategy
(T)MIS	(TEVET) management information system
MoEST	Ministry of Education, Science and Technology
MoGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoLYSMD	Ministry of Labour, Youth, Sports and Manpower Development
MSCE	Malawi School Certificate of Education
ROSA	Regional Office for Southern Africa
SADC	Southern Africa Development Community
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
SRH	Sexual and reproductive health
SSII	Semi-structured individual interviews
STI	Sexually transmitted infection
STEP	Skills and Technical Education Programme
SWD	Students with disabilities
TC	Technical college
TED	Department of Technical Education, Malawi Polytechnic
TEVET	Technical, entrepreneurial and vocational education and training
TEVETA	Technical, Entrepreneurial, Vocational, Education and Training Authority
TORs	Terms of reference
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VI	Vocational Institute

Acknowledgements

Executive Summary

Background

Malawi is a signatory to a number of international agreements and has national policies that promote gender equality and inclusion. Yet despite the many gender policies, affirmative action strategies and inclusion of gender issues in development plans, strategic plans and programmes, women and girls still lag behind in almost all aspects of Malawi's development indices, including education and socio-economic status. Technical, entrepreneurial and vocational education and training (TEVET) is still male-dominated, and students with disabilities (SWD) do not have equal access to skills training. The inclusivity of the TEVET education system is under-researched. To fill this gap, the Skills and Technical Education Programme (STEP), an initiative funded by the European Union and partially implemented through UNESCO, commissioned a gender equality and inclusion study. STEP is implemented through the Department of Technical and Vocational Training (DTVT) within the Ministry of Labour, Youth, Sports and Manpower Development (MoLYSMD). The objectives of the study were to examine the current situation of TEVET from a gender and inclusion lens and to conduct gender and inclusion analysis of TEVET policies and plans, institutions and training programmes, including TEVET teacher training, in order to promote equitable and gender-balanced access to TEVET.

Data collection

Data were collected from fifteen separate institutions. Research was conducted in twelve technical training institutions, selected to include representatives of all the four types currently found in Malawi: public technical colleges (TCs), private TCs, community TCs (CTCs) and community skills development centres (CSDCs). The study also collected data from the Lilongwe Vocational Institute (VI) (run by the Malawi Council for the Handicapped, MACOHA), which caters to students with disabilities (SWD), and two training institutes for TEVET teachers. The study used a mixture of data-collection methods to achieve its objectives, including focus group discussions (FGDs), key informant interviews (KIIs), semi-structured individual interviews (SSIIs) with students, document review and observation of facilities. A total of 206 students were interviewed, of whom 121 were male and 85 female. The study also interviewed eight students (five females, three males) on attachment, and eight SWD. A total of ten FGDs, with eight to ten participants in each, were conducted with current male and female students at the TCs. An additional focus group was held with students (six females and six males) who had completed their attachments.

Policy review

The TEVET Policy (Malawi, 2013) and the TEVETA Strategic Plan (SP) (2013–2018) (TEVETA, 2013) identify policy priority areas of increasing access and equity, and articulate objectives and strategies to accomplish these priorities. There needs to be additional specificity of objectives and strategies, and the mainstreaming of gender and inclusion concepts throughout the TEVET policy. The lack of a strategic action plan at the level of the DTVT hinders management and accountability within the DTVT and its training providers. A similar lack of strategic plans at the institutional level increases the distance between policy and implementation, and has led to slippage in the achievement of stated goals and objectives. Only two of the twelve training providers participating in the study had current strategic plans. A more robust monitoring framework could provide for improved accountability. While most administrators at technical institutions, particularly the public institutions, were aware of the TEVET Policy, most of the instructors interviewed were not.

TEVETA's SP lays out a more detailed approach to achieving its stated first strategy pillar of 'access and equity'. The SP contains detailed implementation strategies, and monitoring and evaluation targets and indicators. The mainstreaming of gender and inclusion could be improved by adding additional detail to the strategies and activities. There also needs to be improved data collection to monitor and evaluate the SP.

Gender Equality and Inclusion Study results

The results from secondary data show that, while there was an overall increase in enrolment in technical training for both female and male students from 2014 to 2017, stereotypes in the programmes of study still exist. Most of the construction trades, such as carpentry and joinery, welding and fabrication, bricklaying, plumbing and electrical installation, are regarded as masculine, while trades such as textiles, fashion and design, and administrative studies are regarded as feminine. A minor increase in interest by females was noted in both electrical installation and plumbing, but the numbers are small, and generally male students continue to be enrolled in traditionally male-dominated programmes while most of the female students are enrolled in the female-dominated programmes. The findings also show that the enrolment of SWD in TEVET programmes is very low, in part because most of the colleges do not have the full facilities, equipment and materials needed to accommodate them. Most of the twelve training institutions visited had either one or two SWD enrolled. Some institutions had no SWD enrolled. In fact there is only anecdotal evidence of their enrolment, since the colleges do not specifically collect data that might identify SWD. The 2017 enrolment at Lilongwe VI – an institution specifically intended to cater for the disabled – showed more female and male able-bodied students enrolled than female and male SWD.

Students identified several barriers to access and successfully complete TEVET programmes, including the lack of pertinent information on training programmes, timely communication on enrolment, career guidance, poor attitudes of instructors, poor physical infrastructure, and a lack of knowledge about bursaries and scholarships.

Male and female instructors and administrators also identified barriers they believe affect both access to technical training by females and their success in the programmes once enrolled. These included issues related to culture and stereotypical traditional roles, lack of appropriate educational background, lack of career guidance, and students' lack of financial resources. The respondents also indicated that college infrastructure and facilities are insufficient for the student population, especially of females and SWD. A lack of maintenance and upkeep in existing facilities was identified as a potential barrier to access and successful completion. This issue was also seen to perpetuate the failure to develop a 'maintenance culture', and to contribute to the low status of TEVET in the community and among the students themselves. Instructors in most institutions are poorly trained, with only limited or no pedagogical training. Concepts of gender-responsive or inclusive education are not well understood by instructional staff. Female students reportedly do well in theory aspects of training, while they find the practical aspects, such as workshop activities, more difficult. Female instructors are few, and mainly found in female-dominated trades.

TEVETA provides tuition subsidies (and boarding fee subsidies as required) to all government-sponsored students in public technical colleges, covering all but MK15,000 of the required fees. Students studying at CTCs have the remaining MK3,000 to pay after government subsidies are applied. Bursaries are also provided by TEVETA to cover the remaining portion of tuition fees for some female and male students with identified financial needs. The process of identifying students requiring bursaries needs clarification and increased transparency. TEVETA's SP document identifies provision of scholarships as a strategy to increase access for female students; however TEVETA's annual reports for the past three years (TEVETA, 2016, 2017a, 2018) indicate that the scholarship programme is not fully implemented. During the 2016/17 fiscal year, fourteen merit scholarships were provided by the TEVETA Central Region Service Centre, for students in that region, with funds remaining from bursary allocations. Over the past three years, less than 12 per cent of the TEVET levy has been spent on direct support to students through tuition subsidies, bursaries, scholarships and attachment allowances (which are paid to students during work experience in industry). Over the same three years, the proportion of TEVET levy funds used to support female students in the form of bursaries and scholarships averaged less than 0.2 per cent. The government's commitment to increasing female access to technical training and their success in completing training requires that increased amounts are available to support female students financially in accessing and sustaining their technical education. This is particularly true for females using self-boarding facilities.

Students, instructors and administrators reported serious issues faced by students during work attachments in industry, including gender based violence (GBV), failure to acquire the necessary skills, financial hardship, and work and domestic safety issues.

Access to and success in the TEVET system for students with disabilities

Despite attempts to improve facilities and educational experiences, interviews with SWD revealed that they face significant barriers to accessing technical training and to successfully completing a programme once enrolled. Infrastructure deficits, such as a lack of complete ramp systems, appropriate toilet and hostel facilities, and specific adapted or specialized equipment, were identified as the most critical barriers. The barriers also included a lack of supportive teaching materials, and a lack of trained instructors and support personnel capable of working effectively with SWD. Only one of the twenty-seven instructors interviewed indicated that he had had a short training programme; all others had had no training for working with SWD. Most instructors (twenty-one out of twenty-six) reported a lack of confidence when teaching SWD.

Gender-based violence, security and safety

Results from SSIIs with students revealed experiences of GBV from fellow students, instructors and administrators. Some students, especially females, had experienced forced sex, disrespectful or mean talk, and unwanted sexual touching. The interviews with individual students showed that 9 per cent of the females and 1.7 per cent of the males interviewed had been forced to have sex at college. Students from CTCs and CSDCs, responding to individual questionnaires, did not report any cases of forced sex, although students from all colleges in the study reported incidences of disrespectful and demeaning talk. Twenty-nine per cent of females and 18 per cent of males had been subjected to disrespectful or demeaning talk from students, while 14 per cent of both females and males reported disrespectful or demeaning talk from instructors. The FGDs with both female and male students reported similar serious issues of GBV in some colleges, perpetrated by students, instructors, guards and administrators. However, interviews with instructors and administrators from all the colleges contradicted these results: they emphasized that there were no cases of instructor-perpetrated GBV in the colleges. A few administrators indicated that there were 'likely' cases perpetrated by fellow students, and that perhaps instructors engaged in disrespectful talk on occasion. A number of administrators did indicate that perhaps incidences occurred which went unreported to the administration. Interviews with students revealed that most cases of GBV are not reported for fear that the complainant would be failed on assessments, especially if instructors are involved.

Private and faith-based colleges in the study appear to have stricter codes of acceptable conduct for both students and college staff, and these codes of conduct are upheld more rigorously than in public colleges and other institutions. According to student, instructor and administrator respondents, there are codes of conduct for both students and instructors/administrators at all the study institutions. However, most institutions were not able to produce a copy of these documents for instructors or for students, and most instructors were unable to recall whether they had actually seen such a document. All instructors and administrators interviewed indicated that personal relationships with students, consensual or not, were against regulations and were grounds for disciplinary measures, if not dismissal.

It was observed during the study that the security of female students in almost all the colleges is greatly compromised. For instance, out of the thirteen colleges only one, a private institution, had a complete fence around the grounds with a lockable gate. The rest of the colleges had difficulties in controlling persons going in and out of the college grounds. In addition, in several college hostels, doors to the female students' rooms were either broken or had no locks. It is easy for outsiders and for students themselves to go in and out of hostels at any time. Most of the colleges reported having insufficient guards patrolling at night, making it difficult to adequately supervise the entire college property.

Main conclusions and recommendations

The main conclusions from the study are that the enrolment for females and SWD is very low, especially in the male-dominated trades. Both female students and SWD face a range of barriers that limit their chances for access to and success in TEVET programmes. GBV in many forms exists in all colleges visited, and existing codes of conduct require strengthening and enforcement. All instructors and administrators reported the dire need for career guidance and role-modelling activities in technical colleges and local communities to sensitize students and community members on TEVET programmes. While enrolment figures remain low, efforts by TEVETA and others to increase career guidance and promote the visibility of females in the TEVET system are increasing, and should be supported and augmented. TEVET's image and status continues to require improvement. A comprehensive, multi-pronged promotional approach is required to increase access and success for females, SWD and other vulnerable students.

An abbreviated selection of policy and programming recommendations is provided below, while a complete listing, with action steps, is provided in **Part C, Section 15.**

Policy-level recommendations

- DTVT should mainstream gender and inclusion throughout a renewed TEVET policy, including strategies, targets and indicators of success.
- DTVT/TEVETA should provide leadership and support to develop a multi-pronged, comprehensive inter-ministerial policy related to including TEVET options in career guidance and counselling for the education system, parents and communities.
- DTVT and TEVET training colleges should develop strategic plans clearly identifying strategies to increase access and success rates for female students and SWD.

Programming recommendations

Governance and management

- DTVT/TEVETA should ensure that all TEVET administrators and instructors are effectively trained in gender-responsive and inclusive education concepts and pedagogical approaches.
- TEVETA/DTVT should improve the TEVET management information system (TMIS) to identify enrolled SWD and to track all students throughout their course of study and transition to employment or business development.

Teaching and learning

- TEVETA/DTVT should review procedures for attachment of students in industry, providing clear guidelines for employers and students, and clear pathways for reporting and action on issues arising.
- TEVETA/DTVT, in partnership with the Ministry of Education, Science and Technology (MoEST), should develop a series of packages of career guidance materials suitable for upper primary and secondary school students, their parents/guardians, and rural community leaders.
- DTVT/TEVETA should provide support to Magomero Vocational Training School and Lilongwe VI (run by MACOHA) to create centres of excellence in inclusive education.

Scholarships and bursaries

- TEVETA/DTVT should provide full bursaries and scholarships for students with disabilities, and enforce the National Disability Policy which states that 10 per cent of available support for vulnerable students should be applied to SWD.
- TEVETA/DTVT should review current bursary programme eligibility criteria and processes, especially for those female students in self-boarding situations, and increase the numbers of bursaries provided.

Gender-based violence, safety, security and health issues

- Technical colleges/DTVT/TEVETA should design and implement a short course for students on zero tolerance of GBV, which expands upon the student code of conduct.
- MoLYSMD/DTVT should support technical colleges to improve the enforcement of codes of conduct for administrative and teaching staff and a zero-tolerance approach to GBV.
- MoLYSMD should provide a mechanism at arm's length from the college administration for reporting misconduct, particularly issues of GBV, to avoid retaliation against students by college staff.
- TEVETA should ensure that health and safety concerns, particularly reproductive health concepts, are included in the syllabus in all technical training programmes.
- MoLYSMD should review safety and security in all colleges, improving fencing, and the training of security guards and boarding matrons and masters, to more effectively control the college environment, particularly around hostels.
- DTVT/TEVETA should implement a facility and environmental audit of college premises, identifying a list of high-priority maintenance requirements and developing an effective ongoing maintenance plan with management and administrative responsibilities identified.

Part A - Background

1. Introduction

1.1. Context and scope of the study

This research study on Gender Equality and Inclusion of Technical, Entrepreneurial and Vocational Education and Training (TEVET) in Malawi was initiated as part of the Skills and Technical Education Programme (STEP) funded by the European Union and implemented by the UNESCO Regional Office for Southern Africa (ROSA). The Government of Malawi (GoM), through the Ministry of Labour, Youth, Sports, and Manpower Development (MoLYSMD), is the implementing partner.

The purpose of the study was to 'conduct an assessment of the TEVET system to understand better the current situation and experience of young women and vulnerable students in Government and non-Government technical training institutions (including technical colleges, community technical colleges, and community skills development centres)'. The specific objectives for this study were to:

1. Examine the current situation of TEVET from a gender and inclusion lens.
2. Conduct gender and inclusion analysis of TEVET policies and plans, institutions and training programmes, and TEVET teacher training.

1.2. Description of the study

Historical and contextual background

The GoM is signatory to a number of international and regional agreements related to gender equality, including the African Charter on Human Rights and People's Rights (ACHPR) Protocol on the Rights of Women in Africa[1] and the Southern African Development Community (SADC) Declaration on Gender and Development[2]. Malawi also subscribes to the achievement of the UN Sustainable Development Goals (SDGs), including SDG 4, as outlined in Education 2030, which identifies enabling factors for technical training such as providing adequate training facilities and equipment, well-trained instructors, the need for improved performance in science and mathematics in secondary school, and the need for scholarships for those who have serious financial needs (UNESCO, 2015). This study looks at these enabling factors and others as it analyses Malawi's progress towards achieving SDG 4.

Malawi's TEVET outcomes compared with those of other countries in the SADC region are explored in UNESCO's study on The Status of TVET in the SADC Region (2013). This document provides information on a variety of issues, including education equity as an especially critical issue for those who are unable to access other avenues of tertiary education. It identifies that gender stereotyping is still evident in programme choices, and that pass rates for male students in the region are greater than those of females.

Against this international backdrop of education and equality strategies, Malawi's national development plans also include strategies to protect and empower women. Additional country strategies focus on gender-based violence (GBV), including a *National Response to Combat Gender-based Violence 2008–2013* (Malawi, 2008). The Disability Act 2012 provides additional legislation and policy related to the rights of persons with disabilities.

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1   www.achpr.org/instruments/women-protocol/ (Accessed 13 July 2018.)
2   www.sadc.int/documents-publications/show/Protocol_on_Gender_and_Development_2008.pdf (Accessed 13 July 2018.)

The National Education Sector Plan (Malawi, 2014) and the *Joint Sector Strategic Plan (2013–2017)* of the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW) and the Ministry of Youth and Sports (Malawi, 2014) both identify strategies and targets to promote girls' access and success in education and their equality in all areas, including in technical and vocational education.

Against this backdrop of policies, strategies and plans, the Gender and Inclusion Study was implemented to conduct a gender and inclusion analysis of TEVET policies and plans, institutions and training programmes, including an analysis of TEVET teacher training.

The structure of the report

The report consists of four parts: **Part A,** Introduction and methodology; **Part B,** Findings and discussion; **Part C,** Conclusions and recommendations; and **Part D,** Annexes (not included in the printed document).

Within **Part A,** the introduction of the report **(Section 1)** describes the context and scope of the study along with the historical and contextual background and objectives of the study. **Section 2** outlines the methodology used in the study, including desk-based research, fieldwork, the study's geographic area, sampling criteria, data collection methods, and data analysis.

Part B outlines the study's findings and analysis in **Sections 3–14,** and looks in detail at gender equality and inclusion in TEVET policies and strategies, and issues of gender based violence (GBV), enrolment, bursaries, training programme completion and job attainment. Barriers to access and success are discussed, and strategies to mitigate those barriers are provided.

Conclusions, recommendations, and guidelines for TEVET gender equality and inclusive programming are provided in **Part C**. Annexes with additional data are appended in **Part D.**

2. Methodology

2.1. Organization of the desk-based research, field work and stakeholder involvement

Desk-based research was conducted to analyse various TEVET documents and others related to gender equality and inclusive education. Logistics for fieldwork were developed. A draft list of study institutions was prepared and finalized by stakeholders at an initial in-country meeting. Research tools were designed and finalized after pilot testing. A stakeholder meeting was held in November 2017 to share preliminary results and recommendations of the study. Final analysis of data and the writing of the report took place from November 2017 to February 2018.

2.2. Sampling techniques and sample size

Location and sample of study institutions

The study covered all three regions of the country, with four institutions visited in each region **(Table 1)**. The participating institutions were purposively sampled using criteria including regional/urban/rural distribution; availability of sufficient student populations (both female and male students); availability of specific programmes in construction or in renewable energy; and the inclusion of all four types of institution found in Malawi: public technical colleges (TCs), private TCs, community technical colleges (CTC) and community skills development centres (CSDC). One institution catering to students with disabilities (SWD) and two teacher training institutions were also included in the sample.

Table 1: Institutions selected for study

Northern Region	Central Region	Southern Region
Phwezi Rural Polytechnic (Private), Rumphi	Don Bosco Youth Technical College (Private), Lilongwe	Stephanos Technical College, Blantyre
Mzuzu Technical College (Public), Mzuzu	Lilongwe Technical College (Public), Lilongwe	Soche Technical College, Blantyre
Ezondweni Community Technical College, Mzimba	Mponela Community Technical College, Dowa	Mangochi Community Technical College, Mangochi
Manyamula Community Skills Development Centre, Mzimba	Ngodzi Community Skills Development Centre, Salima	Sakata Community Skills Development Centre, Zomba
	Lilongwe Vocational Training Institute (MACOHA), Lilongwe	
Technical teacher training institutions		
University of Malawi Polytechnic	Domasi College of Education	

Sampling of students and other informants

Current students, both males and females, were randomly selected from the study institutions for semi-structured individual interviews (SSIIs). Effort was made to select students from all years of study and those studying in the construction trades. As STEP focuses on the construction trades and there is considerable effort to increase the number of female students participating in these trades, this study too focused specifically on construction trades. There were few females training in the construction trades in the sample institutions, so additional female participants were selected from other courses such as textiles, fashion and design, as available. The total number of current students interviewed for the SSIIs was 206, of whom 85 were female (41 per cent) and 121 male (59 per cent). Among the 206 participants, eight students with disabilities (three females and five males) participated in the interview process, and eight students on attachment from their second and third years of study (five females and three males), were interviewed. The majority of the students (94.7 per cent) available for contact in the institutions were from Year 1.

Participants in focus group discussions (FGDs) were selected from current students, and included both males and females. As above, effort was made to select students from all years of study and those studying in the construction trades.

A total of eighty-one key informants were purposively sampled. These included instructors, administrators at training institutions, MoLYSMD and the Technical, Entrepreneurial, Vocational, Education and Training Authority (TEVETA), boarding matrons/masters, guards and community committee members from the CSDCs. There were twenty-nine females and fifty-two males. Attempts were made to interview an equal number of females in all the categories; however this was not always possible since most of the administrators were males. Most of the instructors in the construction trades were male, so female instructors from other trades were also interviewed in order to balance the sample.

2.3. Data collection methods and research tools

Quantitative data was collected through SSIIs and access to secondary data on enrolment and the number of female and male instructors per trade from each institution. Two qualitative methods, FGDs and key informant interviews (KIIs), were used to collect data. The study also collected data through a review of documents, institutional analysis and observation of facilities. Each method is briefly described below.

Review of documents

A document review was conducted, analysing policy and planning documents and others including codes of conduct of teachers and administrators, curricula for training modules, TEVETA promotional materials, gender studies, tracer studies and TEVETA Annual Reports (TEVETA, 2016, 2017a, 2018).

Semi-structured individual interviews and focus group discussions

The SSIIs and FGDs were conducted with both students currently training in the institutions and students on attachment. The individual face-to-face interviews were conducted by trained interviewers using a pre-coded questionnaire to facilitate analysis. The development of the pre-coding system was informed by experience and literature.

A total of ten FGDs were conducted in the three regions, all with either male-only or female-only groups. Each FGD had a facilitator to guide the discussion and a note taker to write notes. A checklist of questions was used to guide the discussions and identify key issues on gender equality and inclusion. An additional FGD was added at the end of the study for a group of students who had completed industry attachments, to complement the data collection.

Key informant interviews

KIIs were conducted with: 1) two administrators per institution (one male, one female); 2) two TEVET instructors per institution (one male, one female); 3) CSDC committee members; 4) grant/bursary officers; 5) matrons/boarding masters/mistresses; 6) guards; 7) TEVET teacher trainers; and 8) TEVET officials, specifically institutional inspectors and regulators, bursary managers, and others from TEVETA and MoLYSMD.

The interview questions for each key informant were tailored to their specific responsibilities in TEVET, and facilitated the exploration of issues pertaining to attitudes, values and beliefs on gender equality and inclusivity, security issues, scholarships, enrolment, performance, infrastructure issues, challenges and opportunities, and other relevant issues. A gender and inclusivity analysis of administration and faculty positions was also undertaken. Fourteen checklists were developed to collect data from the key informants depending on their positions.

Observation of facilities

Using a checklist developed to guide structured observations, college facilities were assessed for availability of structures, accessibility, transportation and safety. The researchers observed how the college provided an environment that could lead to successful training for female students and other vulnerable groups. Campus sanitary facilities and the condition of food services, if available, were also reviewed.

2.4. Data management and analysis

Two experienced data entry clerks entered the quantitative data into the Statistical Package for Social Sciences (SPSS), which produced a descriptive statistical analysis. The findings were presented using graphs and tables;

the data were analysed by gender and in some cases by type of institution. Chi-square tests were conducted to test relationships. Quantitative data from secondary sources such as enrolment data and staff profiles were entered into Microsoft Excel, analysed, and the results displayed using graphs and tables.

Interview transcripts from FGDs were coded using open coding in which common themes were identified and assigned codes. The qualitative data from the FGDs, KIIs and observations were analysed according to preset and emergent themes. Data from all sources were analysed and cross-checked to identify inconsistencies and to present opposing points of view, if any. Direct quotations from the discussions and interviews complemented the analysis.

2.5. Limitations on the study

The study was complex, with a large number of participants and requirements, and the time and resources were limited. Other limitations emerged as the work progressed. Revisions to the planned sampling strategy were required because the low number of female instructors and female students in the construction and renewable energy trades meant that for balance it was necessary to locate female participants taking other types of course. It was difficult to obtain data from employers and supervisors, some of whom declined to participate because of time constraints. Another challenge related to accessing secondary data and documents on student progress, since some colleges and other participating bodies did not fully track students from enrolment to completion. There was difficulty in locating SWD to interview, as they are not identified as such in college records. Instructors were unwilling to provide exam/assessment results, stating privacy concerns; and examination papers were not shared.

The discussion in this study is based on the opinions of the study participants; however, because a strict sampling strategy was employed, the results can be generalized to the overall population. It was not feasible to survey all administrators, instructors and students.

2.6. Confidentiality and informed consent

During the FGDs, each individual was assigned a number for data management purposes, to protect the identity of the participants. Because personal details were revealed during FGDs and SSIIs, the raw data from the FGDs and KIIs will not be released to the public, but the results of the data analysis are included.

Before the interviews began, all students and other informants were asked to sign informed consent forms in English or in Chichewa. Participants were allowed to withdraw consent at any point during the interview without suffering adverse consequences. However, none of the participants withdrew.

Part B - Findings and Discussion

3. Gender equality and Inclusion analysis of TEVET policy and plans

Malawi's TEVET system is currently governed by the TEVET Act (1999) and the TEVET Policy, Second edition (Malawi, 2013), under the jurisdiction of MoLYSMD. TEVETA implements TEVET programmes on behalf of MoLYSMD within the parameters of the Act and the Policy, and through its own strategic planning process. The TEVET legislation, policy and plans have been reviewed and suggestions provided for revisions and the need for additional specificity in language to achieve improved visibility for females and other vulnerable groups within the documents.

The TEVET Act

Malawi's TEVET Act (1999) outlines the provision for TEVET in Malawi and establishes TEVETA as the independent and autonomous body responsible for providing training opportunities. Females or other disadvantaged people are mentioned only under the section on 'Functions of the (TEVET) Authority', which states, 'to promote access to technical education and training for disadvantaged groups' (p. 4). When a new Act is developed, 'disadvantaged groups' should be spelled out more thoroughly, providing additional visibility for the different groups within the designation. According to the Act, the Board of TEVETA is to include a member representing each of women, persons with disabilities and young people. When revising the Act, the suggestions in **Table 2** could act as a guide for a more inclusive document. Suggested new wording is found in **_italics and bolded._**

Table 2: Suggested changes to TEVET Act

Page	TEVET Act 1999	
	Current wording	**Suggested wording**
3	'Chairman'	Replace all instances with **_'Chair' or 'Chair Person'_**
3	Objectives of Technical Education and Training: To promote an integrated, demand-driven, competency-based modular technical education and training system.	Objectives of Technical Education and Training: 'To promote an integrated, **_equitable,_** demand-driven, competency-based modular technical education and training system.
4	Functions: to promote access to technical education and training for disadvantaged groups.	Functions: to promote **_equitable_** access to technical education and training for **_female students and other_** disadvantaged groups.
5	Part IV – Establishment of Board – various members from different agencies and bodies are identified.	'... which shall consist of **_equal numbers of female and male board members_** and ...'
6	Part IV Establishment of Board, (h)women; (i) persons with disabilities; and (j) youth.	**_Ensure that representatives of these groups continue to be specified in the board's list of members._**

The TEVET Policy 2013

The TEVET Policy (Malawi, 2013) reflects the GoM's national economic development priorities to promote formal and informal skills in rural and urban areas, to develop an efficient and effective TEVET system, and to prepare a skilled and competitive workforce. The Policy identifies important strategic priorities including access and equity, and identifies three objectives which support the requirement that 'increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET' (Malawi, 2013, p. 3).

Policy statements are necessarily broad, but strategies to implement them should provide sufficient detail to guide TEVET system providers and to hold various stakeholders accountable for planned targets. The mainstreaming of gender equality and inclusion should be visible throughout.

The Policy identifies a number of strategies to support females and other disadvantaged students, including career guidance and counselling in schools, creating conducive and friendly environments for these learners, promoting infrastructure development, expanding TEVET outreach programmes, providing improved assessment systems, and the integration of TEVET into the mainstream education system. It is not evident how some of the strategies will actually improve equity for females and disadvantaged learners, but presumably they will have an impact on access for all learners. Increased elaboration of strategies could further highlight the specific target groups and provide more effective direction to TEVET providers.

The Policy's monitoring and evaluation plan should set targets which are both representative of the female population (slightly over 50 per cent of the total population) and related to targets achieved by other SADC countries. Targets for enrolment of SWD and other vulnerable students should be identified clearly. Such deliberate and specific measures signal the Ministry's real intent to enrol increased numbers of the target groups, and the real intent that the system will provide the necessary facilities and other requirements for the effective learning and career progression of such individuals.

A DTVT Strategic Plan (SP) is urgently required in order for it to implement the TEVET Policy effectively. The SP would outline more specifically the required strategies, activities, targets and outcomes, providing a clearer pathway for interventions as well as enhanced responsibility for various tasks. All training institutions should develop their own SPs, supporting the overall TEVET policy and outlining institutional-level strategies to achieve results.

Table 3 identifies the current TEVET policy statements, objectives and activities related to priority area 1, Access and equity. Suggested improvements or additions to the policy are highlighted in ***italics and bolded.***

Table 3: TEVET Policy 2013: policy priority area 1: a review of objectives and strategies with recommendations

Priority area 1: Access and equity		
Policy statement 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET.		
Objective	**Strategy**	**Strengths, weaknesses, additional information**
To mainstream gender and inclusion throughout the TVET system.	*1. Implement comprehensive and systematic gender equality and inclusion training across the DTVT, TEVETA and the training providers.*	Attitudes and values can be changed with education and awareness but to have an effect this education must be comprehensive and compulsory both for existing staff and in pre-service teacher training. Training should include issues related to GBV at TEVET institutions. Codes of conduct, which are unenforced, create additional barriers for females and SWD in TEVET. TEVET management and administration should provide more robust oversight.
	2. Improve gender imbalance in hiring practices at MoLYSMD and TEVETA as well as at institutional levels.	Gender imbalance in TEVET teachers and administrators has negative consequences. A gender balance in TEVET personnel increases opportunities for role modelling and the ability to present a female perspective, and potentially enhances the 'conduciveness' of institutions. Affirmative action policies should be fast-tracked to provide potential female instructors with additional training.
	3. Implement training for all instructors in gender-responsive teaching and learning across the TEVET system.	Aside from general gender equality and inclusion training, specific teaching and learning methodologies for females and SWD should be provided to all instructional staff.
	4. Implement a series of training courses for all teachers expected to teach SWD within TEVET.	Both in-service and pre-service training courses should provide a minimum of concepts related to teaching SWD. Specific teaching methodologies and psychological and emotional support for SWD should be included.
	5. Incorporate gender equality and inclusion strategies (with indicators and targets) in all individual college strategic plans which feed into the overall TEVET Policy.	Colleges should submit a 'gender and inclusion report card' quarterly to MoLYSMD based on a number of agreed criteria. The reporting periods can be lengthened once strategies start to take hold. MoLYSMD must provide the oversight and ensure reporting on this activity by the colleges. The information provided by colleges will assist the Ministry to provide its own report card on the effectiveness of its gender and inclusion policy areas. Annual reports should include a specific section on improvement of gender equality, and inclusive education strategies and results.

Priority area 1: Access and equity		
Policy statement 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET.		
Objective	**Strategy**	**Strengths, weaknesses, additional information**
	1. Intensify career guidance and counselling in schools, *1a) Provide information highlighting career opportunities in the technical trades for females and other vulnerable students.* *1b) Highlight employment opportunities and self-employment possibilities in technical trades.* *1c) Ministry of Education, Science and Technology (MoEST) to include TEVET training options as part of career guidance activities.*	This is an important strategy for increasing awareness of TEVET for all students but particularly for females and SWD. Guidance and counselling should emphasize gender-balanced access to all trades, and promote male-dominated trades to females and vice versa. Additional statements about females and SWD provide for more specificity and identify additional measureable outcomes. Work with the Federation of Disabled Groups of Malawi (FEDOMA) and other agencies to identify SWD in secondary schools and communities and provide adequate career counselling to find best training choices. Only TEVETA is listed as responsible for this strategy while the DTVT also has a role to play. These roles should be specified and accountability measures identified. TEVET has a distinct advantage over academic programmes in that it prepares students for work and gives them actual work experience. This needs to be highlighted in TEVET career guidance and other promotions for all students but particularly for females and other vulnerable students.
	2. Create a conducive and friendly environment for female, vulnerable, marginalized and disadvantaged learners. (see also area 3 below)	Very broad statement which needs to be unpacked to create additional detail for those implementing activities and to adequately evaluate achievement. Prioritize safety and security in training institutions, particularly for vulnerable groups. Issues related to decreasing GBV should be incorporated into strategies to improve the 'environment'. Implement training in gender equality concepts and gender responsive teaching, including issues of GBV, for all instructors and administrators. Support extracurricular activities for girls including clubs and sports.

Priority area 1: Access and equity		
Policy statement 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET.		
Objective	**Strategy**	**Strengths, weaknesses, additional information**
	2a) Create a conducive and friendly environment for SWD.	Aside from physical infrastructure, SWD require additional support from counsellors/teachers to assist with academic and psychological issues and career guidance/job attainment. Teachers must be specifically trained to work effectively with SWD.
	3. Promote infrastructure development in the TEVET sector *to increase hostels, number of beds, and suitable sanitary facilities for females and SWD.*	Prioritize the building of female hostels and spaces accommodative of SWD. Improve sanitary facilities by ensuring toilets and showers for all students, but particularly females and SWD, are in good repair. Provide for sanitary product disposal. Highlight improved facilities for these groups in promotional materials such as in newspaper ads, TV or radio ads, press releases, application forms and other publications such as TEVETA's newsletters.
	3a) Implement a comprehensive maintenance programme to improve quality of training experience and conducive environment, particularly for females and SWD. *(see also area 2 above)*	Students, administrators and instructors all commented negatively on the status of facilities, particularly those related to females and SWD. Management oversight of college facilities needs improvement to create a conducive atmosphere and to provide a good example of the care of property. A clean and well-maintained environment improves the overall status of TEVET. College principals should be held accountable for the condition of their premises by MoLYSMD.
	3b) Improve safety and security of students and college property.	Install safety measures within hostel washroom and shower facilities such as locks on doors, mosquito nets, and glass and safety bars in the windows. Complete fencing structures around all technical training facilities to increase security, prevent theft and prevent unauthorized people from entering hostels. This also provides additional security to keep persons who should be on campus on the premises or require them to provide reasons at the gate should they leave the premises. Train security guards in GBV prevention and on all student safety issues.

Priority area 1: Access and equity		
Policy statement 1: Increased opportunities for females, vulnerable, marginalized and disadvantaged groups are created in TEVET.		
Objective	**Strategy**	**Strengths, weaknesses, additional information**
	4. Expand TEVET outreach programmes **to include programmes of interest to females and SWD.**	Prioritize the development and implementation of a number of specific outreach programmes of interest to females per year, which are less stereotypically female if possible. Identify programmes suitable for SWD including those with various types of disabilities. Provide that information to all those involved in career guidance as well as staff in TEVET service centres and others involved with student applications.
Policy statement 2: Formal and informal provision of TEVET are integrated.		
To integrate formal and informal provision of TEVET.	Integrate formal and informal assessment and certification systems.	There is insufficient information on how this statement specifically addresses access for the target groups. Provide more specificity to ensure that females and other vulnerable students are included in a specific way in the strategy and activities and it is indicated how they should benefit from them.
Policy statement 3: TEVET is integrated into the mainstream education system.		
	1. Enhance TEVET at both primary and secondary levels.	This activity will improve awareness and understanding of TEVET in general and provide skills training at all levels of the education system. For the target groups, specific measures should be identified that highlight their interests and needs.
	2. Improve capacity of TEVET instructors, **with priority given to training additional female instructors.**	Specific attention to be paid to the overall improvement of teacher training, both pre-service and in-service, for all instructors. Specifically, female instructors should be targeted with the aim to increase their qualifications and promotion rates to achieve equity, particularly in male-dominated trades.

The TEVETA Strategic Plan (2013–2018)

The Strategic Plan 2013–2018 (SP) (TEVETA, 2013) outlines TEVETA's aspirations to implement various activities supporting the TEVET Policy. The SP is well organized and mostly contains sufficient detail, including manageable targets, indicators and timeframes. Additional details in the sections on strategies and activities would better highlight specific improvements expected for females and other disadvantaged students.

In the opening remarks to the SP, the TEVETA board chair and the executive director did not take the opportunity to highlight concepts of gender equality and inclusive education. This lack of emphasis is also evident in the

mission statement, where quality is highlighted but equity is not. The mission statement could be revised to read:

> *To promote and regulate sustainable and equitable provision of quality technical,entrepreneurial and vocational education and training in a socially responsible manner.*

The SP's strengths, weaknesses, opportunities and threats (SWOT) analysis identifies a number of threats and weaknesses. However, male domination of TEVET and the lack of support for learners with disabilities are not noted as weaknesses, although they are a threat to growth and development. Pillar One for the SP is described as 'access and equity', and here female, disadvantaged and physically disabled learners are specifically mentioned in the document for the first time. The SP could be strengthened with additional background on the rationale for this pillar. The pillar currently states:

> *Through this pillar, the TEVET Authority shall ensure that all learners regardless of origin and status, have access to TEVET curricula and training standards, including individualised education programmes. Focus shall be put on giving technical, entrepreneurial and vocational training programmes equitably to all learners, males, females, underprivileged and the physically disadvantaged. (TEVETA, 2013, p. 16)*

Four objectives are stated under Pillar One, and the final two address the issue of equitable access. The strategies to achieve the objectives appear adequate and clear, and action plans for each of the objectives have been provided. Table 4 provides suggestions for improvements. Although strategies and goals may be different in subsequent SPs, the specificity of wording outlined below is presented as an example, and the suggested changes are shown in italics and bolded.

Table 4: Proposed revisions for the TEVETA Strategic Plan

Pillar One: Access and Equity		
	Original wording	**Suggestions for improvements**
Goal 1	**To broaden equitable access to TEVET.**	
Objective 1	**To increase the spectrum of formal TEVET opportunities.**	
Strategies	1. Facilitate the expansion of training institutions including additional female hostels and facilities for SWD.	*Baseline and targets should include targets for female hostels and for schools renovated for SWD.*
	2. Intensify the career guidance and counselling to youths in secondary schools.	*The baseline and targets listed for this activity should include the number of females specifically receiving counselling as well as SWD.*
	3. Encourage multiple entry and exit strategies.	*The activities for this strategy could list females returning to school. Baseline and targets should establish numbers for females returning after pregnancy or for other reasons.*
	4. Promote private and public sector demand-driven programmes.	
	5. Support implementation of TEVET programmes.	

Pillar One: Access and Equity		
	Original wording	**Suggestions for improvements**
Objective 2	**To increase spectrum of informal TEVET opportunities**	
Strategies	1. Establish and increase capacity of community colleges and rural polytechnics.	*Targets to identify numbers of specific programmes targeted to rural women and SWD.*
	2. Promote entrepreneurship culture and training in all informal training programmes.	*Targets to identify numbers of females and SWD to be trained.*
	3. Create awareness of TEVET programmes.	*Targets to identify specific awareness creation for females and SWD, both in school and out of school.*
	4. Promote private and public sector demand-driven programmes.	*Targets to identify numbers of programmes of interest to females or suitable for SWD.*
	5. Promote informal sector demand-driven programmes.	*Targets to identify numbers of programmes of interest to females or suitable for SWD.*
Objective 3	**To support the vulnerable and disadvantaged groups in TEVET.***	
Strategies	1. Improve infrastructure and the training environment of training providers, ***particularly related to females and SWD.***	*Activities listed for this strategy pertain only to inspecting various TEVET provider institutions. Given the status of many institutions, this strategy and its activities must be more specific and targets must include how the infrastructure is to be improved, particularly for females and SWD, as opposed to just identifying the numbers of institutions inspected.*
	2. Provide conditions attractive to ~~girl~~ ***the participation of females and SWD*** in TEVET programmes.	*Two activities are listed: providing merit-based scholarships, and bursaries for needy girls. There is a great deal more to making the conditions attractive to female students that could be identified in the activities and the targets.*
	3. Provide teaching and learning materials to suit special needs groups.	
Objective 4	**To promote gender and special needs awareness in TEVET.***	
Strategies	1. Implement gender-biased recruitment and enrolment.	*Only recruitment of females is listed. Target of 50% is appropriate.* *Activity related to targeted career guidance for secondary school students.*
	Implement SWD biased recruitment and enrolment.	*SWD are forgotten once 'females' have been listed in many planning documents. To ensure that strategies and activities are designed to facilitate their greater enrolment in TEVET, they must be explicitly named. Targets should be identified.*

Pillar One: Access and Equity		
	Original wording	**Suggestions for improvements**
	2. Create an enabling training environment.	*Activities listed pertain only to SWD, and include orienting training providers on the training environment and sensitizing trainers to work with SWD.* *Creating an enabling environment for female students should include providing gender equality training for administrators and instructors, particularly related to gender-responsive teaching and zero tolerance of GBV.*
	3. Create inclusive educational system.	*The activity for his strategy – lobby for increased appropriate infrastructure to equitably accommodate TEVET trainees – should read 'accommodate female trainees and SWD'. Targets are modest but aside from hostels should also include toilets, security and similar issues.*

Source: Adapted from TEVETA (2013). The table has been altered slightly to reflect a typographical error which in the original SP reverses Objectives 3 and 4 on p. 19 and in the action plan on p.31. Suggested new wording is found in italics and bolded.

Equally critical is the need for adequate record-keeping on vulnerable and marginalized groups, particularly SWD. Enrolment numbers for all students, disaggregated by gender, can be accessed through TEVETA annual reports. Other vulnerable students are not identified or able to be counted in the available data. Tracer studies are required on an ongoing basis to track all graduates, but in particular those from the target groups, to ensure achievement of graduation and job attainment. Malawi's TEVET system would benefit from an improved TMIS.

4. TEVET teacher training

For the purposes of this study, issues of gender equality and inclusion were reviewed in two institutions providing technical teacher training: the University of Malawi Polytechnic Department of Technical Education and the Domasi College of Education (DCE).

4.1. Domasi College of Education

Because of a shortage of appropriately trained technical instructors and an urgent concern to provide technical instructors for newly established CTCs and CSDCs, the DTVT/TEVETA requested DCE to provide a 3-week tailor-made pedagogical training course for new instructors. The course was offered on an ad hoc basis to groups of instructors identified by TEVETA. It provided a compact 'Certificate in Technical Education' highlighting teaching methodology, lesson planning and student assessment. Although named a 'certificate', the course does not meet the formal requirements of the University of Malawi for a 'certificate of education' and is therefore not relevant as an access requirement for further studies.

Prior to the establishment of the CTCs DCE had trained three cohorts of teachers, one of which was a group of solar installation instructors. Cohort 1 had forty-five students (including eight females), cohort 2 had forty students (five females), and the solar installation group had thirty-two participants (three of whom were

female). No instructors with disabilities were trained. It is obvious that the number of female instructors trained was very few, and that correlates with the fact that female instructors in the TEVET system as a whole are few in number. All of the instructors without formal teaching qualifications interviewed in this study, both female and male, had attended this course or an earlier two-week version. Most of the instructors had appreciated the opportunity to learn how to be a better teacher, but had found the course too intense and too short for the amount of subject matter covered.

Gender equality and inclusion concepts were not part of the curriculum for DCE's short-course training. Under 'teaching methodologies', the course content identified and instructed on different learning styles among students, but it did not provide content related to specific learning styles of females or specific requirements for those with disabilities. Teaching staff for the course are drawn from DCE's regular lecturers. The DCE facilities, especially the classrooms, are able to accommodate students in wheelchairs.

4.2. The University of Malawi Polytechnic

The Malawi Polytechnic operates under the University of Malawi's gender policy and the Polytechnic's Strategic Plan, which identify gender equality and inclusion policies and strategies. However, the Polytechnic itself has not kept up with provision of infrastructure for students with mobility issues. Other students, such as those with vision problems or other types of disabilities which do not preclude mobility, can be assisted. A small number of toilets are available for those with disabilities.

The Department of Technical Education (TED) began offering technical teacher training programmes in 1988 through a development-partner-funded initiative in the Southern African region. The TED became the SADC regional centre for technical teacher training during those years, playing host to students from many African countries. Since that time, TED has partnered with many international institutions and agencies to design and deliver new courses in technical teacher training. TED currently offers a number of formal technical teacher training programmes: University Certificate of Education, Bachelor of Education (Business Studies) and Bachelor of Technical Education (Science). A new Masters of Technical Education programme was designed in concert with the University of Regina, Canada and had 5 women in its first cohort of 14 students in 2014. A description of the training programs at the Polytechnic can be viewed in **Annex 4.**

A Bachelor of Technology programme has also been developed but cannot be delivered until the TED is able to access funds to provide the equipment for a series of newly built workshops. When the new workshops are equipped, this programme will greatly expand the training specialties offered, such as metal technology, wood technology, welding and fabrication, electrical installation, and motor vehicle mechanics. A print-based distance education University Certificate in Education programme was also developed in 2014, and technical college instructors are able to work towards the Certificate on their own time, if funding is provided by the student, the government or another development partner. The TED has a long history of offering short courses on request, and more recently offered a similar pedagogy course to the one offered by DCE to TEVET instructors, as requested by TEVETA. The Department has offered many demand-driven courses for Malawi's private TCs in both skills-based and pedagogy training over the past 20 years.

The enrolment in each of the two degree programmes currently offered is twenty new students per year. Enrolment figures from the TED showed similar trends to the enrolment in technical colleges, with more male students enrolled in the Bachelor of Technical Education (Science) degree programme, while the Bachelor of Education in Business Studies generally has more female than male students, and in some cases almost an equal number of male and female students **(Figure 1)**. The findings imply that there are fewer females taking up teaching of technical trades.
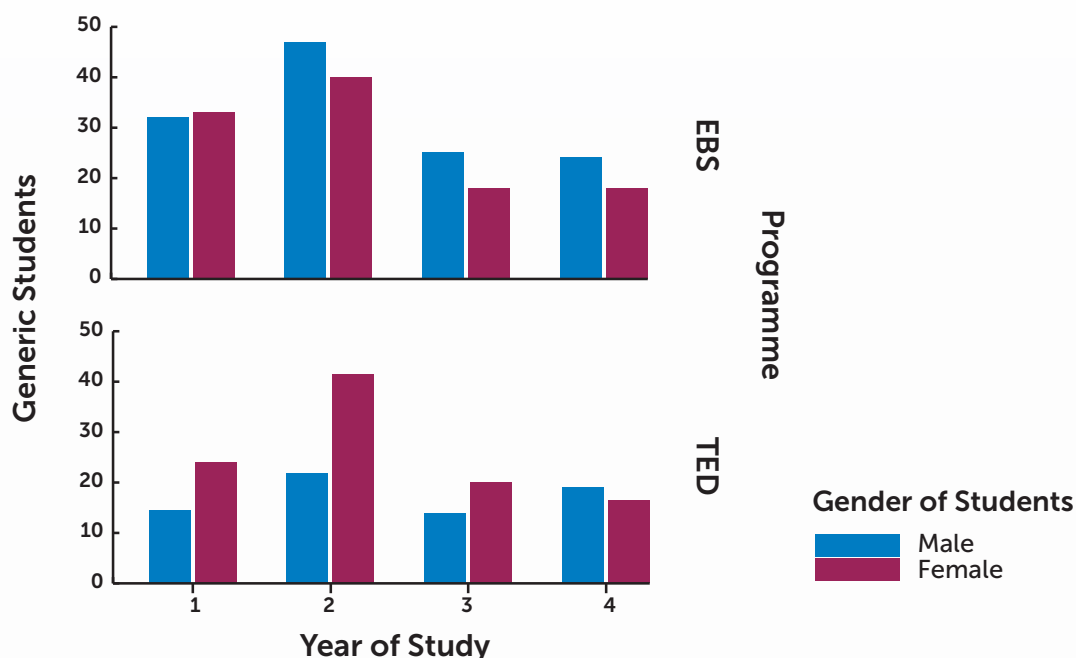
Figure 1: Malawi Polytechnic technical teacher training student enrolment 2016/2017

EBS: Bachelor of Education in Business Studies; **TED:** Bachelor of Technical Education (Science).

The Polytechnic has embarked on a number of strategies to improve the gender balance at the instructor level as well as in the numbers of enrolled female students. Four new female instructors were added to the department's staff between 2008 and 2010, a deliberate strategy to increase the number of female role models in the department. Affirmative action policies at the University of Malawi led to an increased number of female students gaining access to the university, and some of those students were selected to the Department of Technical Education. In order to improve the level of competence in mathematics and science, the Department organized the first 'bridging programme for women' in 2012, and included first-year students from TED as well as those from other departments who were struggling with these subjects. The evaluation of the programme was very positive and when funding permits, the Department expects to continue to provide this bridging programme for its female students. As with other aspects of technical education, instructors have found that an increase in self-confidence is a big factor for female students, along with improved understanding and skills in maths and science; these personal aspects are included in the course.

The findings have an implication for the status of females in TEVET. There are few female instructor trainers in technical colleges, especially in construction trades, and as a result female students have no role models to motivate them to choose such trades. Increasing the number of female technical teachers should be a priority of government and teacher training colleges.

In Table 5, while it is evident that female enrolment in the Bachelor of Technical Education degree programme has not yet reached 50 per cent, the percentage of females has been consistently over 40 per cent of all students over the past three years.

Table 5: Enrolment in technical education degree programmes, 2013–17

	2013–14				2014–15				2016–17			
	M	F	Total	% F	M	F	Total	% F	M	F	Total	% F
EBS	76	101	177	**57**	110	125	235	**53**	118	138	256	**53.9**
TED	98	90	188	**47.8**	117	81	198	**40.9**	105	73	178	**41**

Source: adapted from statistics provided by Malawi Polytechnic.

5. Demographic characteristics of the respondents

Demographic characteristics of student respondents

The age of the respondents involved in this study ranged between 17 and 41 years, and the overall mean age of the students was 23.0 years, while the mean ages for male and female students were 23.1 years and 22.2 respectively. The results imply that technical training institutions accommodate students of differing age groups including older adult students. The majority of the respondents (89 per cent) were single, while 9 per cent were married and 2 per cent were divorced. Most of the married respondents were female.

Although efforts were made to find equal numbers of female and male respondents, more male (59 per cent) than female respondents (41 per cent) were eventually interviewed. The largest number of students (both females and males) interviewed was from the private colleges, followed by students from public colleges **(Figure 2).**
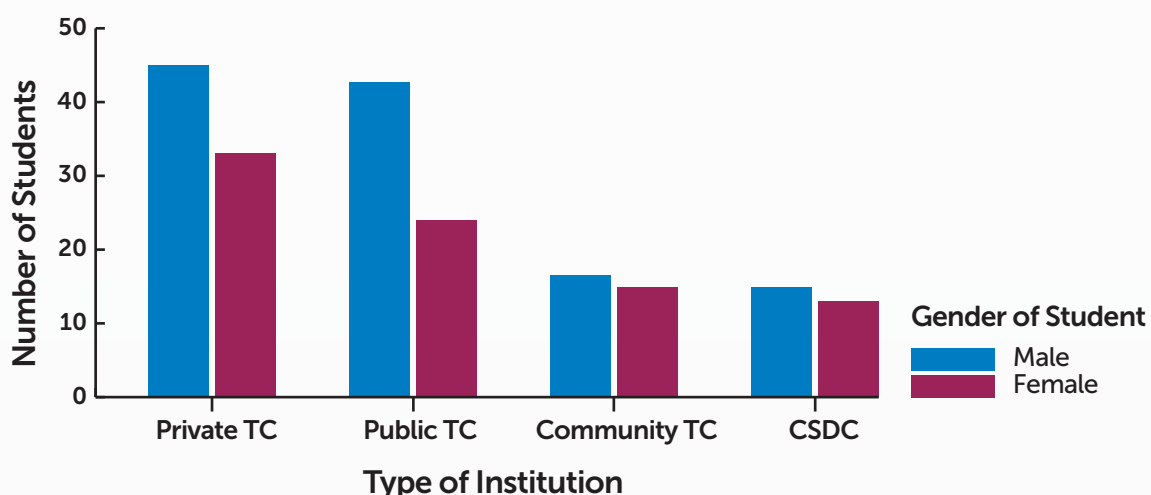
Figure 2: Number of respondents by gender and type of institution

More of the students interviewed were in their first year (94.7 per cent) than in second or subsequent years of study, because most of the students from higher years were away from the colleges on industry attachment. Therefore the results of the study are based mainly on information from first-year students who have spent less than one year in the college.

The students were mainly non-residential (54 per cent) since only 50 per cent of the colleges in the study provided accommodation facilities. A total of eight students with disabilities (three females and five males) were interviewed at the study institutions and at the Lilongwe Vocational Institute (VI) (run by the Malawi Council for the Handicapped, MACOHA). Lilongwe has both boarding and day students. In addition, some of the students were accommodated near the colleges under self-boarding facilities, for example, at Manyamula CSDC.

Demographic characteristics of key informants

Demographic information collected on key informants included their job title, gender, educational qualifications and length of time working at the college. Educational qualifications of instructors at the CTCs and CSDCs were low, with most of the twelve instructors holding only advanced certificate-level qualifications, while one instructor had a diploma. Instructors from public and private TCs were more qualified, with six instructors holding a diploma in their trade area and one a bachelor's degree. The remaining instructors held advanced certificates in their trade area. Three instructors (all male) interviewed at Lilongwe VI had diploma-level qualifications. The length of service for instructors ranged from 4 months to 25 years.

Twenty-six administrators from the twelve study institutions and from MACOHA were interviewed, including the principal, the deputy principal, a bursar or accounting officer, as available. While the study attempted to interview one male and one female administrator at each institution, only five of the administrators interviewed were women. Educational qualifications of the twenty-six administrators were also on the low side, with six administrators having a bachelor's degree (including one administrator from a CTC), while two – one from a public and the other from a private TC – held a master's degree. Administrators interviewed from CTCs and CSDCs had lower qualifications, at the diploma or advanced craft certificate level. Of the two male administrators interviewed from MACOHA, the most qualified had a bachelor's degree. The length of service for administrators in public and private TCs ranged from 10 years to 23 years, so most of them were well experienced. The administrators at some of the CTCs and CSDCs were less experienced.

Boarding masters, matrons or mistresses (five female and three male) and security guards (five female and four male) were interviewed, as available, at each of the institutions providing hostel accommodation. Community committee members from the CSDCs (two females and three males) were also recruited for the study. Two traditional chiefs (males), who were also part of a school committee, were interviewed. Administrators/staff at MoLYSMD (one female and one male) and from TEVETA (four females and five males) were also part of the key informants group.

6. Gender equality and inclusion analysis of enrolment

6.1. Student income and expenditure

The main sources of income for both female and male respondents from all four types of institutions were parents/guardians (51.5 per cent), casual labour (18.4 per cent), business (15.5 per cent) and subsistence farming (6.3 per cent) (Figure 3). This is not surprising since the majority of the students are young and single, and likely still dependent on their parents/guardians. However, subsistence farming also contributed to respondents' income, especially for male students in public TCs, CTCs and CSDCs. Casual labour and bursaries also provided income, especially for male students interviewed.
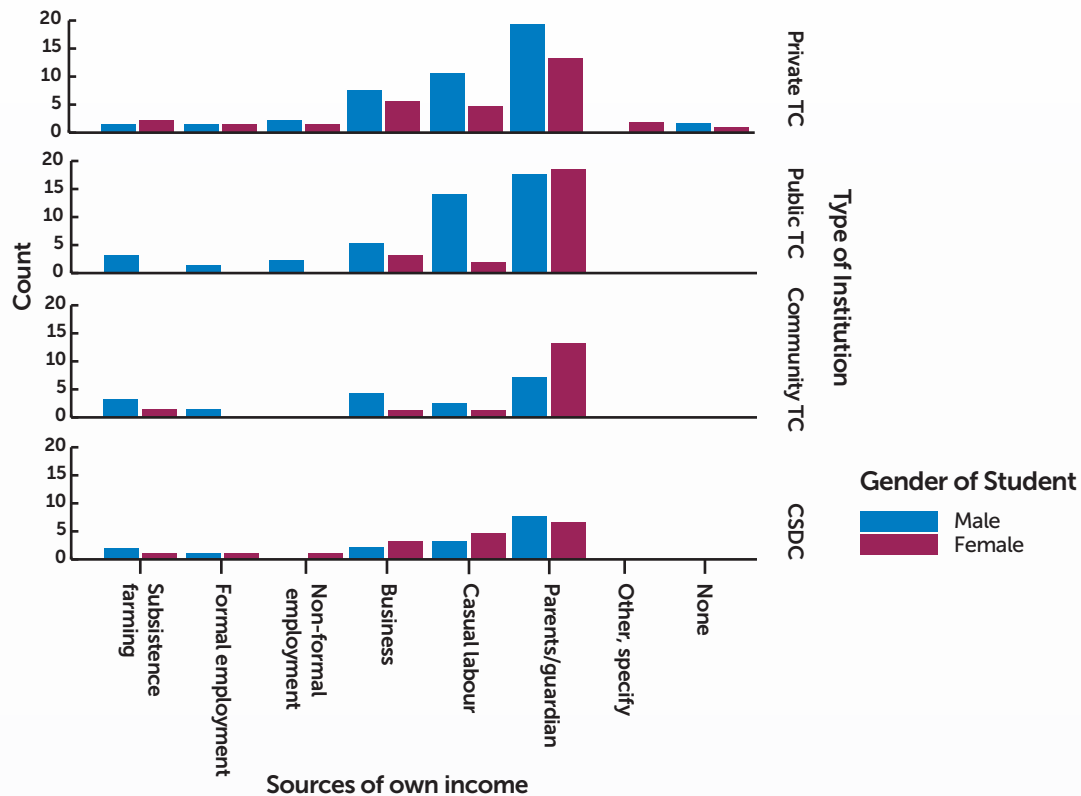
Figure 3: Sources of income by gender and type of institution

Female students reported a slightly lower mean monthly income of MK13,800 (US$19.10) than male students, MK15,417 (US$21.21), which translates to daily incomes of US$0.64 and US$0.71 respectively. These income values are lower than the World Bank's international poverty line of $1.90 per person per day (World Bank, 2017b), indicating that most of the students were in poverty. The highest mean male monthly incomes were reported by students in CSDCs, followed by those in private TCs, then public TCs and CTC institutions, while the female income pattern was for the highest income in private TCs followed by public TCs, CSDCs and CTCs (Figure 4). The result for males is surprising because students from private colleges might be expected to have a higher income, perhaps supported by their parents, in order to meet the higher fees. However, perhaps male students at CSDCs were more likely to obtain income from subsistence farming and casual labour.
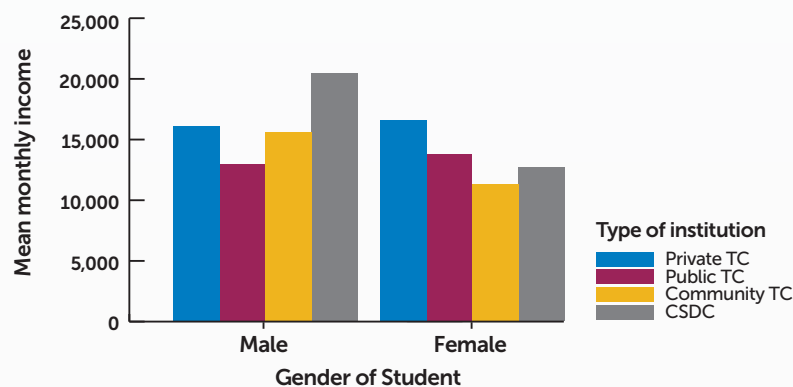
Figure 4: Mean monthly income by type of institution and gender

The study was also interested in student spending and spending priorities (Figure 5). The male students' first priority for expenditure was books and other materials for training, followed by personal supplies, food and tuition fees. Female students reported their first priority was food, followed by books and other materials for training, personal supplies and accommodation. A number of factors could explain these gender differences. For instance, perhaps most of the male students contributed to their tuition fees out of their income from casual labour, while female students relied primarily on parents or guardians to pay them, so they did not perceive them as a personal spending priority.
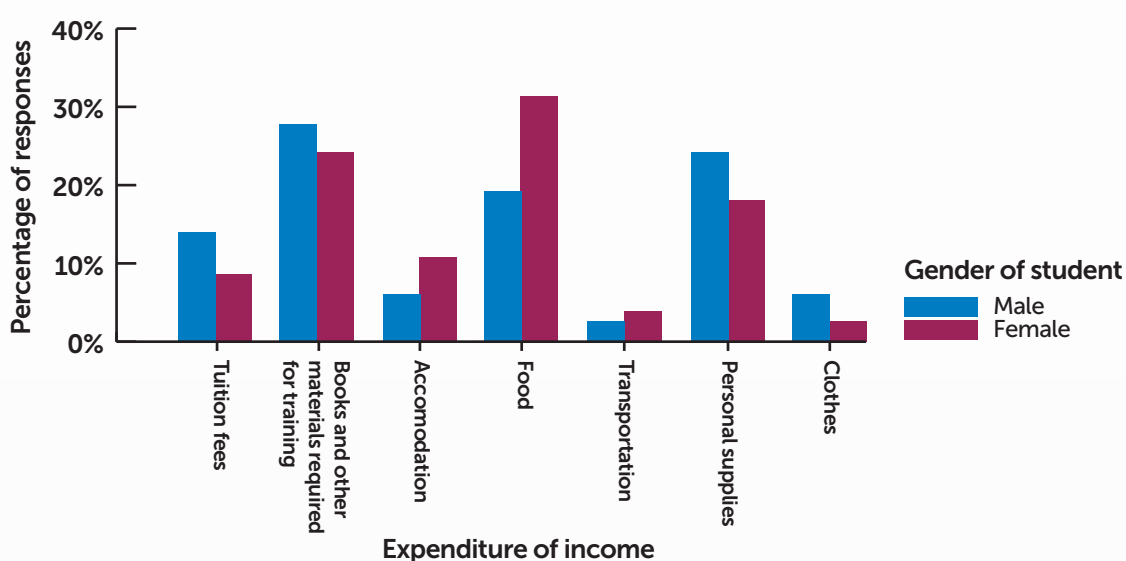
Figure 5: Expenditure of income by gender

6.2. Gender-disaggregated data on student enrolment

While TEVET programmes such as administrative studies attract female students, other programmes, considered male-dominated, attract far fewer females. Most countries in the SADC region, including Malawi, have adopted policies and programmes to increase the number of females in male-dominated programmes as a way to diversify the workforce. Increasing female graduates also provides for additional skilled workers in areas where the labour market is under-served. Despite the attempts to increase female participation in male-dominated trades, the percentage of females currently studying or working in these trades in Malawi remains low.

Malawi's TEVET system attracts thousands of applicants each year – significantly more than the current capacity. In 2016/17, 10,425 prospective students applied to apprenticeship programmes (including 2,999 females) while only 1,475 (465 females) were selected for enrolment. Table 6 summarizes applications and selection of students by region, highlighting the disparities between those who applied, those who short-listed, and those finally selected.

Table 6: Applicants' gender distribution by region, 2016/17

Region	Applicants			Shortlisted			Selected		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
North	683	1,335	2,018	494	877	1,371	88	187	275
Centre	1,045	2,751	3,796	929	2,079	3,006	128	327	455
South	1,271	3,340	4,611	1,141	1,996	3,137	249	496	745
Total	**2,999**	**7,426**	**10,425**	**2,562**	**4,952**	**7,514**	**465**	**1,010**	**1,475**

Source: TEVETA (2018), p. 7.

There are a number of reasons for the lower number of female applicants and the eventual numbers of female students selected. These are more fully described in **Section 8** on barriers to access and success. It was also noted that some students apply to both universities and TEVET programmes, and once they are accepted at a university, cancel their applications for TEVET training.

Enrolment in Malawi's TCs has generally increased over the past few years **(Figure 6)**, especially in the last two years when eleven new CTCs began operation. However, even with the new CTCs the number of training spaces available is very low compared with both other SADC countries and the number of interested applicants (Malawi, 2013). In the SADC region, Malawi has the lowest percentage enrolled of the population aged 15–24 years, with only 0.2 per cent. Lack of available training places seriously precludes participation in TEVET in Malawi for both female and male students (UNESCO, 2013b).

According to TEVETA's *Annual Reports* (2016, 2017a, 2018), in 2014 the number of females enrolling in technical programmes at public and private TCs was 339 out of 1,170, representing 29 per cent. In 2015 the percentage of females was 35.5 per cent (320 students), although total enrolment was down to only 900. In 2016, the total intake was an all-time high of 1,909; however, the percentage of females (28.4 per cent) decreased. In 2017/18, although more than 11,000 applications were received from potential students, only 1,491 students (469 females (31.5 per cent] and 1,022 males) were eventually enrolled. Even with the increases in enrolment, the enrolment of female students and SWD has seen only modest changes. In fact, in 2017/18 the overall enrolment numbers, as well as the numbers of female students, declined from the 2016 numbers. However the percentage of females was slightly higher (by 3 per cent) than the previous year at 31.5 per cent.
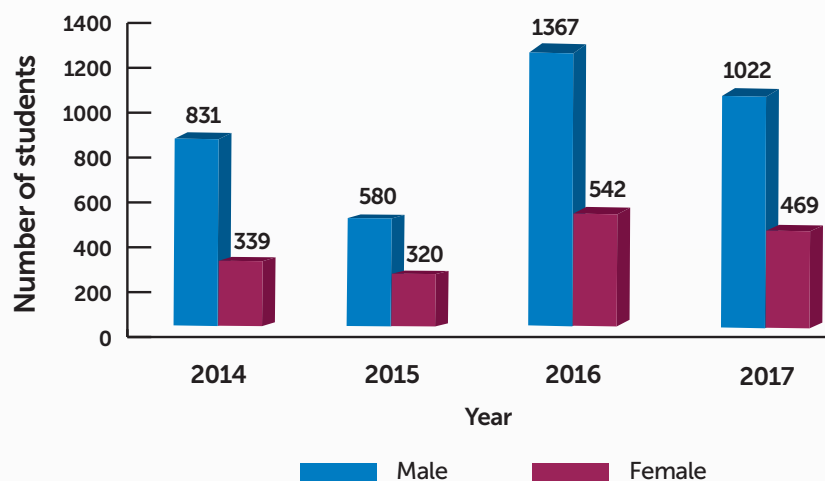
Figure 6: Student enrolment in public and private technical colleges, 2014 to 2017

The number of female students in construction trades such as bricklaying, welding and fabrication, and carpentry and joinery, was very low over the years reviewed (2014/15 to 2016/17), as indicated by the statistics from a number of Malawi's TEVET training institutions (Table 7). Each of these institutions enrolled between no and six female students in carpentry and joinery for each year.

Table 7: Enrolment in carpentry and joinery in selected colleges, 2014 to 2017

College	2014		2016		2017	
	F	M	F	M	F	M
Mzuzu Technical College	5	15	1	20	3	23
Phwezi Rural Polytechnic	0	20	2	26	1	27
Miracle Technical College	0	20	1	21	0	11
Nasawa Technical College	6	14	4	24	3	23
Ezondweni CTC					3	17
Mponela CTC					4	16
Mangochi CTC					3	17
Totals	**11**	**69**	**8**	**91**	**17**	**134**

Source: Statistics provided by TEVETA, November 2017.

Enrolment in CTCs

The percentage of female students enrolled in CTCs decreased in 2016/17 to 32 per cent from 35.3 per cent in 2015/16, while the overall number of students increased from 803 to 1,107. In 2016/17, most females (45.7 per cent) were enrolled in tailoring and fashion design. Within male-dominated trades, females increased their numbers in fabrication and welding, and especially in plumbing (52; 32.9 per cent of total students), while trades such as carpentry and joinery saw slight decreases or remained the same (Table 8).

However, the opportunity to begin studies in a training institution close to home and to have lower training-associated costs provides females and SWD from rural areas with an opportunity to learn a skill and become independent. After completing Level 1 at the CTCs, students have the opportunity to move on to a public or private TC for Level 2 training, providing another avenue for continued education (see Section 10). The numbers of females undertaking study in male-dominated trades through the CTCs is higher than those enrolling in these trades in public or private TCs.

Table 8: Enrolment by trade in community technical colleges

Trade	Enrolled 2015*			Enrolled 2016**		
	Female	Male	Total	Female	Male	Total
Automobile mechanics	0	0	**0**	3	17	**20**
Bricklaying	34	115	**149**	34	163	**197**
Carpentry and joinery	31	124	**155**	26	159	**185**
Electrical installation				3	17	**20**
Fabrication and welding	39	127	**166**	42	174	**216**

Trade	Enrolled 2015*			Enrolled 2016**		
	Female	Male	Total	Female	Male	Total
ICT	0	0	**0**	7	12	**19**
Motorcycle mechanics	5	12	**17**	4	16	**20**
Plumbing	50	102	**152**	73	147	**220**
Tailoring and fashion design	125	39	**164**	162	48	**210**
Total	**284**	**519**	**803**	**354**	**753**	**1107**

*Sources: *Enrolment statistics 2015/16 provided by TEVETA on request; **TEVETA (2018).*

Programme enrolment by male and female student respondents

Study results indicate that most of the male students interviewed were enrolled in construction programmes, while the majority of the female students interviewed were enrolled in textiles, fashion and design *(Figure 7).* The trend was similar to overall TC enrolment data, which showed that electrical installation, motor vehicle mechanics, bricklaying, plumbing, and refrigeration and air conditioning were male-dominated programmes[3]. Meanwhile, textiles, fashion and design, hospitality management and administrative studies were female-dominated programmes, with less than 20 per cent of male students. However, programmes such as ICT studies and business administration had almost equal enrolment from females and males. In addition to increasing the numbers of females in TEVET programmes overall, continued efforts are required to focus on creating a gender balance within the programmes.
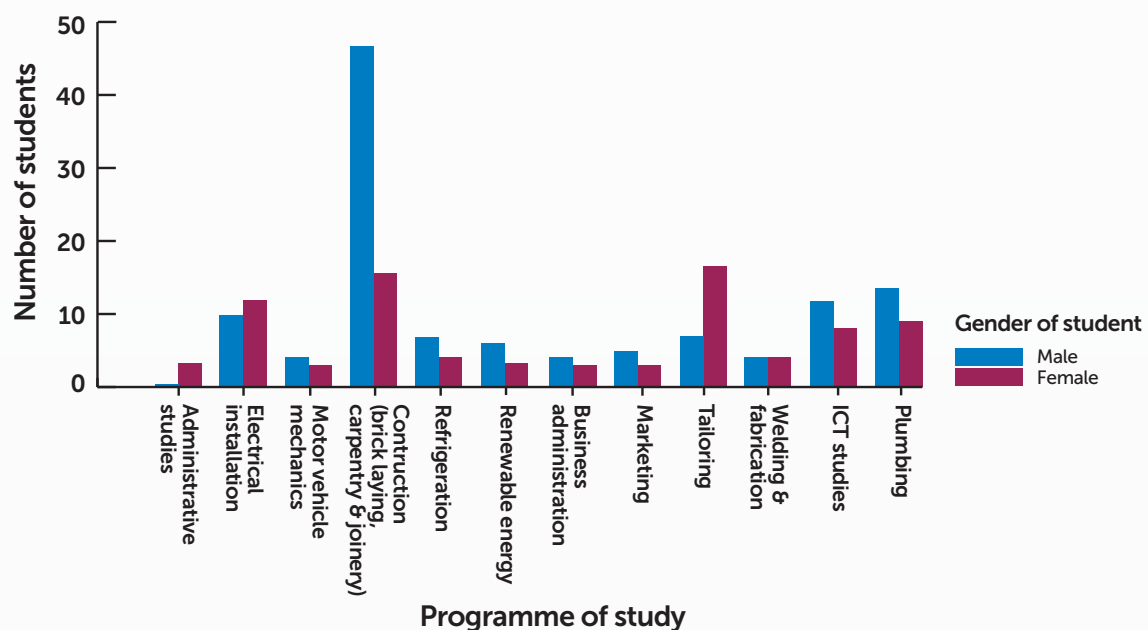
Figure 7: Programme of study by gender of study subjects

3 TEVETA. 2017. Statistics provided to the study.

The findings on programme enrolment were similar to the findings on the priority choice of programmes identified by students in the study. Most male students indicated that their programmes of choice were bricklaying, and carpentry and joinery, while most of the female students reported that their priority programme was tailoring *(Figure 8).* Instructors indicated during the interviews that there appeared to be more female students enrolling in electrical installation and plumbing, especially in CTCs, indicating that there may be a rising interest among females in some of the technical-related trades.
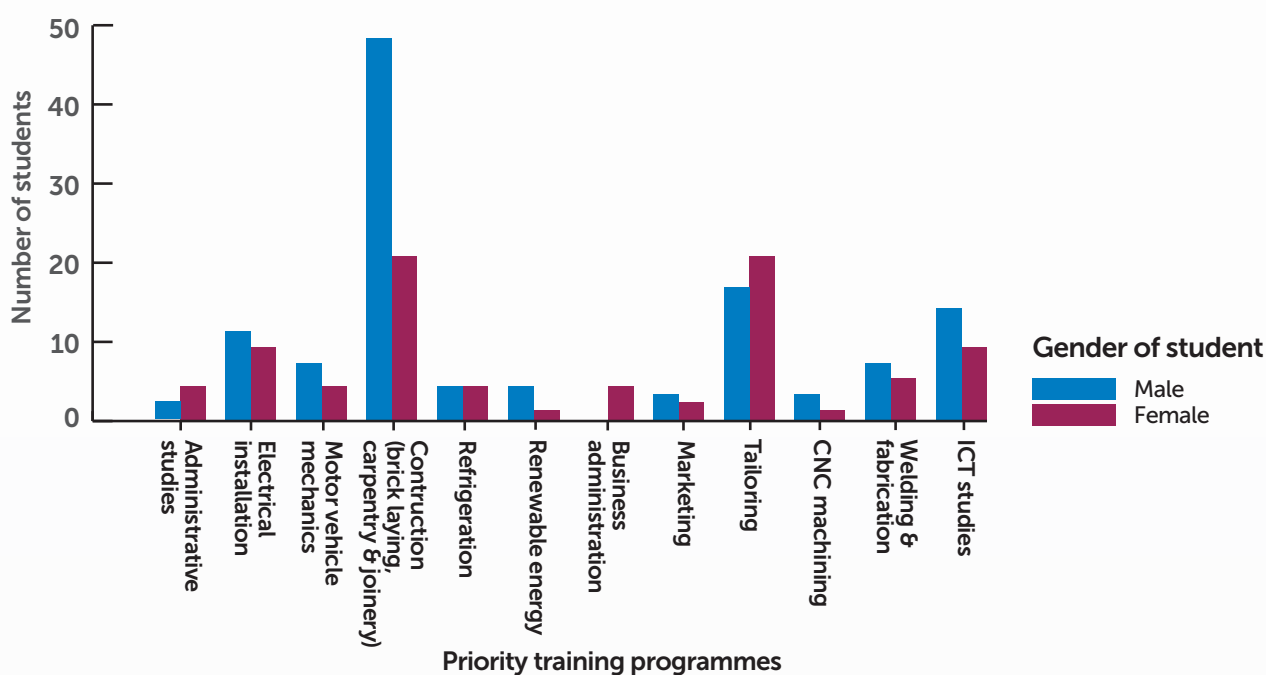
Figure 8: Priority training programmes by gender

Instructors reported that the number of female students applying to plumbing is increasing, with one instructor indicating that in his current class eleven out of nineteen students were female.

Enrolment of SWD

The results also showed that there are few SWD enrolled in public TCs, private TCs, CTCs and CSDCs. Most of the colleges visited had either one or two SWD, and some of these students had minor disabilities. It was surprising to note that even at Lilongwe VI, an institution designed specifically to train SWD, the 2017 enrolment data provided by the institution showed fewer SWD enrolled than able-bodied students (Figure 9). While it is important for policies of inclusion to integrate facilities with all types of students, the sharp contrast in numbers is worrisome, as students without disabilities have many options to choose from within the existing programmes and institutions, while the choices for SWD are limited. This corresponds with the views reported by SWD at Lilongwe VI *(see Section 9).*
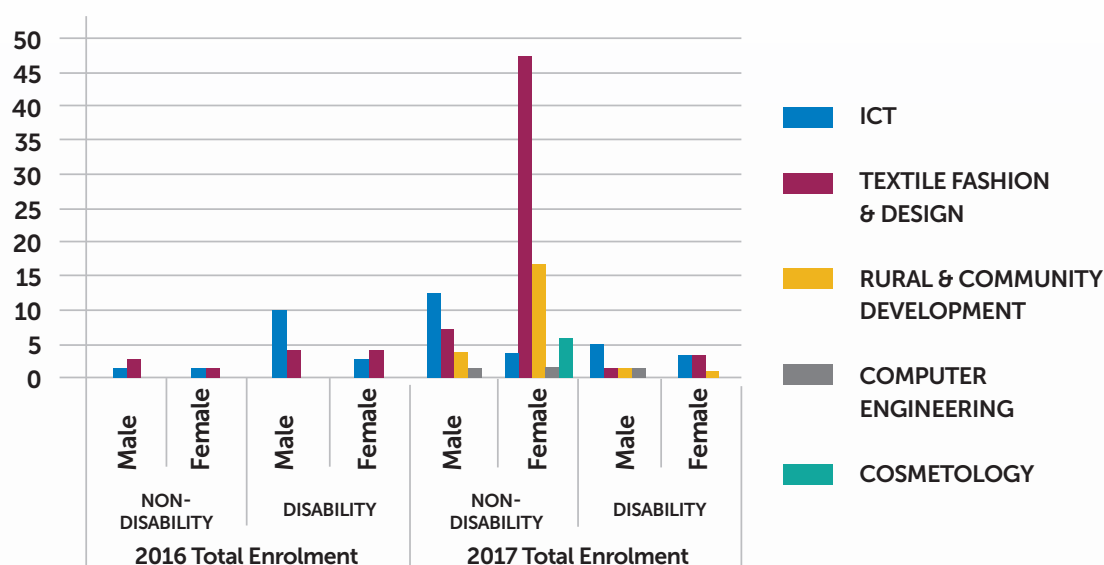
Figure 9: Student enrolment at Lilongwe, 2016 to 2017

6.3. Factors that influence decision-making on enrolment

According to students interviewed, three main factors influenced their decision to apply and enrol in a specific technical college: easy access to the college, affordable tuition fees, and availability of job opportunities (Figures 10 and 11). Easy access implied proximity to roads that can be used throughout the year and the availability of reliable transport. Students noted that some colleges cannot easily be accessed during the rainy season by public transport. More female students than male students saw job opportunities and the availability of accommodation at the college as important considerations. Female students face additional challenges in commuting to colleges and in securing self-boarding facilities, so the availability of boarding facilities at an institution is important for them. During interviews, students stated that they learned about job prospects in certain trades from those who had completed training and were either employed or self-employed.
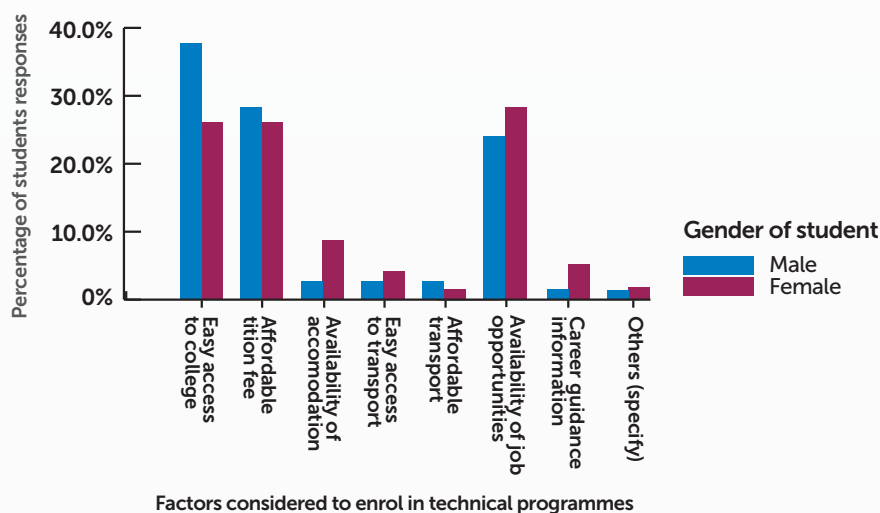
Figure 10: Factors considered for enrolment by gender
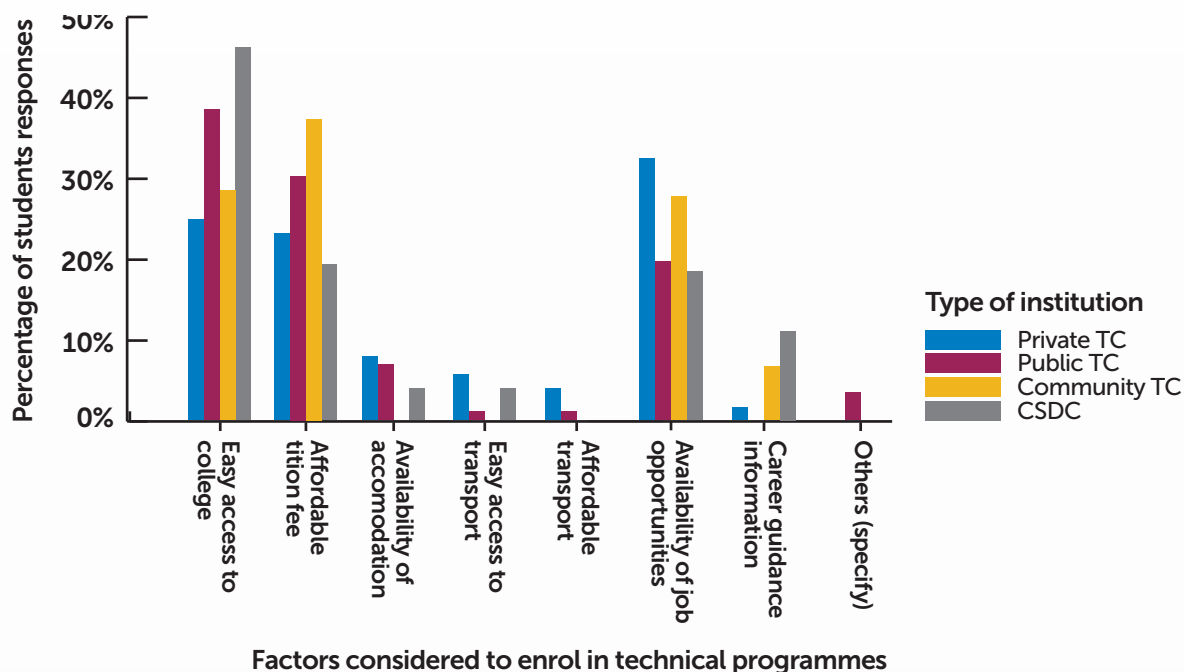
Figure 11: Factors considered for enrolment by type of institution

According to a study conducted in 2017 by the Africa Gender and Innovation Lab (part of the World Bank), the 'strongest predictor of a young woman's decision to enrol in male-dominated technical and vocational courses is her existing relationships with people who work in the associated trade' (World Bank, 2017a). The study also determined that the choice of course of study was influenced by the females' personal preferences and the prospects for future work (77 per cent of respondents). These factors took precedence over the preferences of family and friends (9 per cent). It reported that gender beliefs and issues of gender discrimination in the workplace did not affect the preferences of females in the study. These findings point to potential areas of focus for promotion of TEVET to female students in Malawi. The World Bank study also contradicts the findings in this study, which confirmed that parents and guardians still influence decision-making for Malawian females (20–30 per cent) in choosing their course of study. Whether that influence is towards stereotypical programmes cannot be confirmed, but instructors and administrators reported that both students and parents often favour stereotypical roles (see also Section 8.4).

The FGDs with both male and female students also confirmed that gender stereotypes still play a vital role in programme choice. According to the students participating, instructors, parents/guardians, the students themselves and community members categorize technical programmes as 'masculine'. Female students are often discouraged by negative remarks when they apply to or enrol in courses for male-dominated technical trades. A female student had this to say:

> *Many people mock us in different ways like – why are you doing the job that is meant for men? You cannot manage it because you don't have power like men and you will not be employed when you complete because no one would like to employ a woman. (female FGD)*

The findings also revealed that parents/guardians, friends, spouses and college authorities influence students' decisions on the choice of study area (Figure 12). It was noted that parents play an important role in decision-making among female students while friends contribute more among males. Since both parents and friends

are likely to influence students' choice of study area – either positively or negatively – these influencers are a potential area of focus for TEVET promotion.
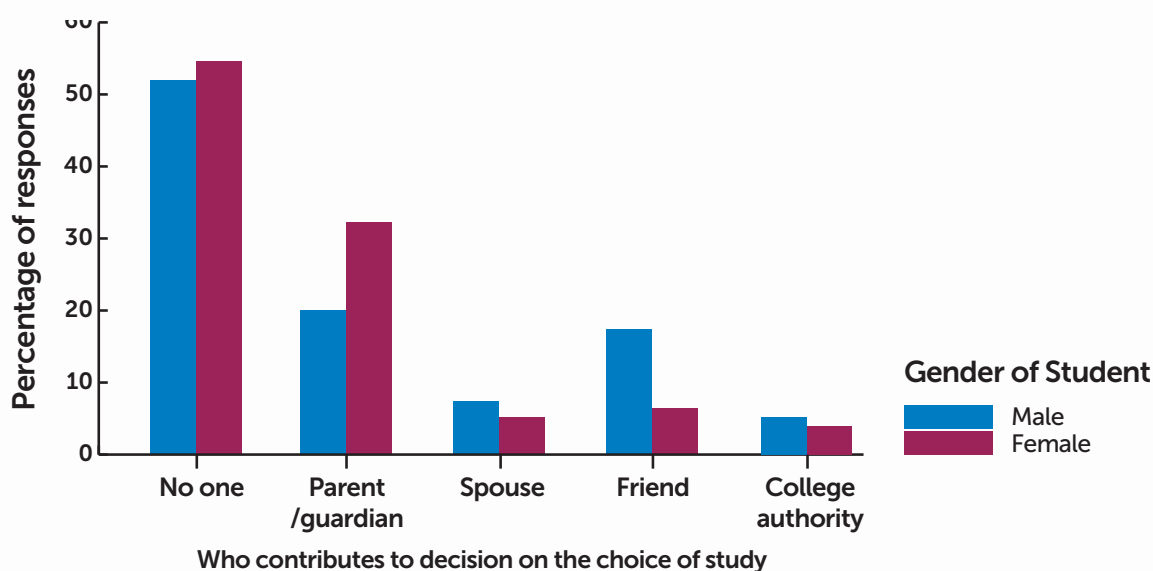
Figure 12: Those influencing programme selection by gender

The KIIs with instructors and administrators revealed other factors that may affect female enrolment in technical programmes. One is that many technical trades, including construction trades, require credits in mathematics and science in the Malawi School Certificate Examinations (MSCE). Although this could not be independently verified, key informants indicated that female students often have more difficulties in these subjects and therefore might lack the qualifications for some courses.

In addition, many administrators acknowledged that the facilities, particularly the boarding facilities, provided by technical colleges are not well tailored to female students. Students might not be aware of these conditions on enrolment, but they can influence later drop-out rates. Students in FGDs spoke of obtaining information related to all aspects of teaching, learning and living in TEVET institutions from social media, and what they learn in this way can also affect their decisions.

The GoM uses a geographic and trade quota system for entry into all training programmes, including technical training. It is based on population numbers, with applications screened by population, district, specific trade area and MSCE results. TEVETA staff indicated that they aim for a 60/40 male/female split but often there are insufficient applications from qualified females to achieve this. They argued that although there might appear to be large numbers of female applicants, in fact many do not meet the entry requirements, which they felt were more exclusionary than the quota system. There needs to be further investigation into the extent to which the lack of educational qualifications inhibits female enrolment, so that strategies to overcome these barriers can be implemented.

Programme decision-making by SWD

According to both students and instructors, training choices by SWD are complicated by occupational gender-based stereotyping, fear of discrimination and marginalization, and a lack of confidence. The TEVET application form requires SWD to describe the type and level of their disability. At TEVETA's request, a disability

expert assesses the fitness of the applicant for their chosen programme and the ability of the college to accommodate them. If the chosen college is unable to accommodate the student in their programme of choice, the expert and TEVETA assist the SWD to select a programme more suited to their needs at a college that can accommodate them. The condition of the facilities is particularly critical for SWD, who require an infrastructure that allows them to access and move between classes, workshops and hostel facilities. (See also **Section 9.3.**)

6.4. Application costs, tuition fees and other programme costs

The study revealed that application fees and associated costs might also play a role in decision-making. While there is no application fee for public TCs, there are costs associated with submitting the application, such as obtaining a passport photo, transportation costs (to deliver the application) and/or postage costs. The study showed that 42 per cent of the student sample had paid some additional charges related to transport and postage for their applications. The mean payment was MK4,253, which included transportation and postage. The highest application costs applied to CTCs, followed by private TCs (Figure 13). Again, these costs included transportation and postage.
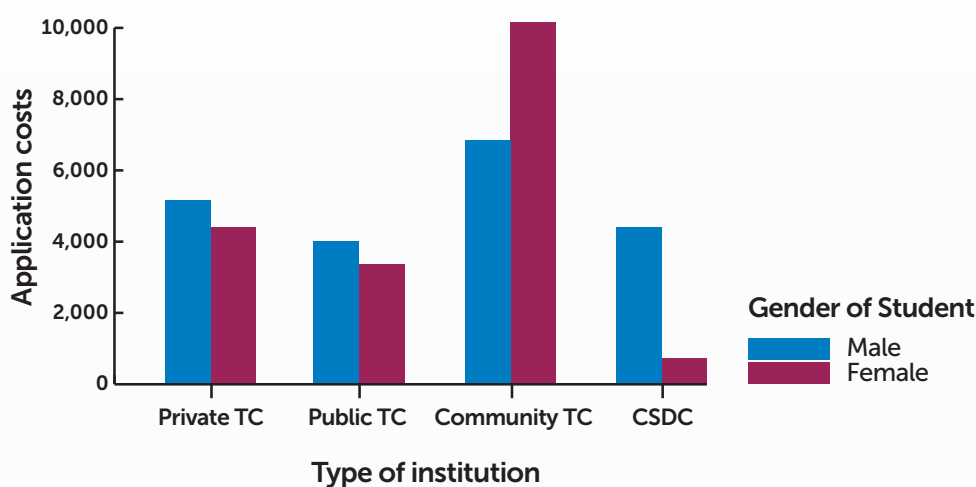
Figure 13: Application costs by type of institution

Students reported paying different tuition fees based on the type of college and the type of programme. These differences derive in part from both the type of institution and the level of government subsidy. Students reported paying the highest tuition fees in private TCs, followed by public TCs **(Figure 14).** The median tuition fee per semester was MK15,000, with a minimum of MK3,000 and maximum of MK155,000. Each academic year has two semesters. Typically, students take 3 years to complete Levels 1, 2 and 3 at TCs.
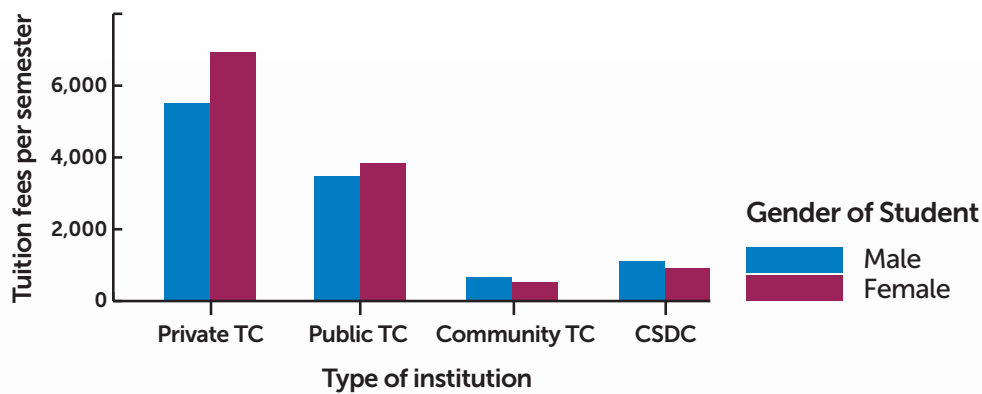
Figure 14: Tuition fees by type of institution and gender

According to the students interviewed, those at Stephanos Technical College paid the highest amount, followed by Don Bosco Youth Technical Institute and Phwezi Rural Polytechnic (Figure 15). Female students in all the three private colleges reported paying more in tuition fees than did males. This might reflect the nature of the course: for example, textiles, fashion and design might require more materials than other trades.
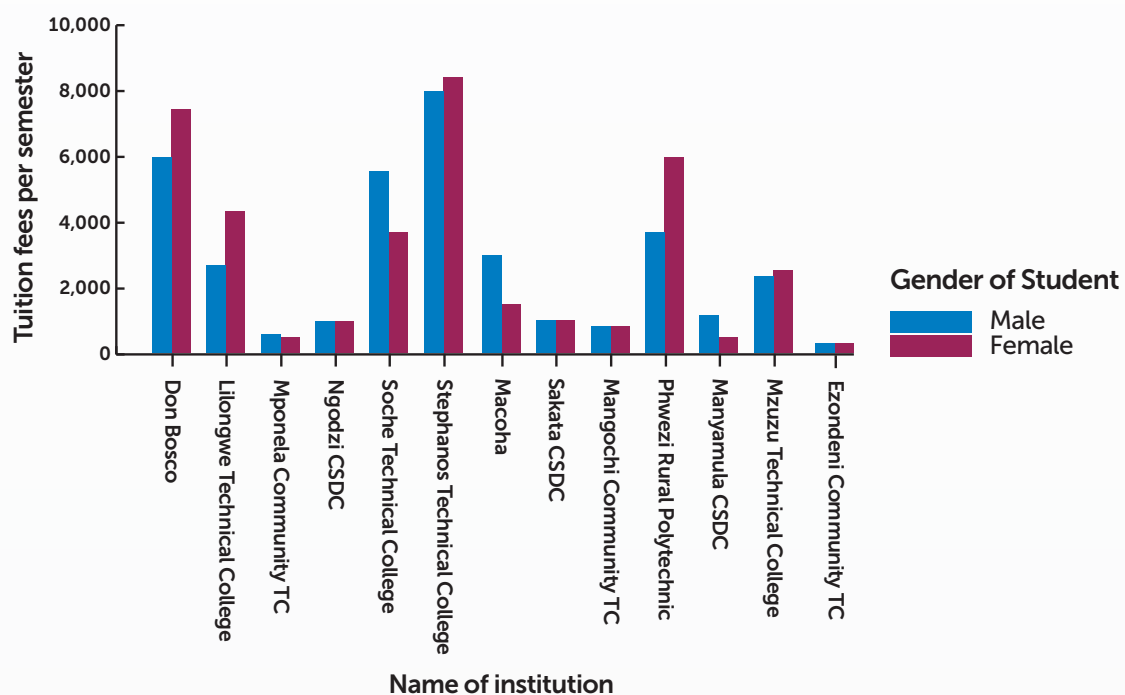
Figure 15: Average tuition fees per institution

Other associated costs include textbooks, food, workshop fees, library fees, examination fees, transport to the examination venue, registration fees and photocopying of class notes. Examination fees, which are higher than tuition fees, are currently not covered by TEVETA subsidies. The introduction of a new examination fee schedule for 2018 is causing anxiety according to student and administrator/instructor reports. TEVETA

has indicated that it may have to increase support payments to assist some students with severe financial constraints with these fees. For self-boarding students, the costs of rent, food and transportation must be added to the overall costs.

Administrators acknowledged that many students find paying fees difficult, but they argued that government-sponsored students already get a highly subsidized education and that it is important that both parents and students value it by contributing something towards the cost. They were concerned that if students received subsidies that covered both their tuition and their living costs, they might feel a lower commitment to their studies than if they were responsible for some of the costs.

7. Access to TEVETA subsidies, bursaries and scholarships

Subsidies, bursaries and scholarships are an important element in the TEVETA SP, and are critical in that without them, many students could not undertake TEVET. All respondents (students, instructors and administrators) had questions about the distribution of bursaries and scholarships, and saw them as both an inducement to TEVET training and a barrier for those who did not receive these funds. The researchers perceived a lack of clarity about the selection process, which led to them to further investigate TEVETA's bursary and scholarship scheme.

 TEVETA administers tuition and boarding subsidies and the bursary programme under the authorization of its SP. Its major source of funds, for many programmes and services including these, is the payments made by employers through the TEVET levy (TEVETA, 2013). The TEVET levy is a tax on employers, who are required by the TEVET Act 1999 to pay a sum equal to 1 per cent of their payroll to support the TEVET system (TEVETA, n.d.). Other student support services also funded in this way (not further discussed here) include the provision of tools to graduating students.

7.1. Training subsidy

All government-sponsored apprenticeship students studying in Malawi's public and grant-aided TCs, and CTCs, automatically receive subsidies. Paid directly to the TC, these cover a large proportion of their tuition and boarding fees. The subsidies are also paid for government-sponsored students training in private colleges (fifteen private colleges were used in 2016/17), at the differing rates required by the tuition policy at these private institutions. All students at both public and private TCs who receive the subsidy are required to pay the MK15,000 per year that is not covered.

7.2. Accessing bursaries and scholarships

TEVETA also administers a bursary programme for female and male government-sponsored students who have serious financial needs. A committee comprised of representatives from MoLYSMD, TEVETA and employers' organizations determines the amount of the bursary offered to individual students. The bursary distribution process is decentralized to TEVETA's regional TEVET service centres, where regional needs are determined in concert with colleges. A TEVETA administrator stated:

> *The bursary scheme should not be one-size fits all – we need to look at the girl to say – 'can she afford the other things she needs besides tuition and boarding such as study materials, personal items and pocket allowance?' Some female students are enrolled in courses that aren't offered in boarding schools and they are therefore day students living in a self-boarding situation, which is very expensive. The ultimate objective is that we don't want to see someone failing TEVET, especially female students, because they don't have fees.*

According to TEVETA administrators, the TEVET bursary amount for individual students at TCs is MK15,000: that is, the proportion of tuition and boarding fees not covered by the basic government subsidy. Students at CTCs are required to pay the remaining MK 3,000 of their tuition fees after the subsidy for their education is paid to their college. According to TEVETA's Annual Reports both the numbers of bursaries provided and the amount of funds distributed have fluctuated over the time period examined (Table 9). While the individual amounts of bursaries provided were not available in the reports, from other information provided it was calculated that they also fluctuated, from a low of MK6,818 in 2016/17 to a high of MK22,198 in 2015/16. No explanations for these fluctuations were provided in the reports. Female students received slightly more than a proportionate percentage of bursaries disbursed. A total breakdown of student support amounts in bursaries and scholarships over the period 2014/2015 to 2016/2017 is found in Annex 3.

An abridged version is given in Table 9.

Table 9: Bursaries and scholarships, 2014 to 2017

TEVET Bursaries and Scholarships awarded to Apprentices 2014 - 2017					
Year		**Female**	**Male**	**Total #**	**Total Kwacha Amount**
2014-15	General bursaries provided	23	209*	232	5,150,000
	Specific bursary for needy female students	79		79	1,026,000
	Scholarships provided	-	-	-	
	Total disbursed MK				**6,176,000**
	As % of number of students enrolled	30.0%	70%		
	% of bursary funds provided	32.8%	67.2%		
	% of scholarships provided	-			
2015-16	General bursaries provided	108*	229*	337*	6,895,000
	Specific bursary for needy female students	64	-	64	1,491,000
	Scholarships provided	24	-	24	672,000
	Total disbursed MK				**9,058,000**
	As % of number of students enrolled	30.5%	69.5%		
	% of bursary funds provided	33.0%	67.0%		
	% of scholarships provided	100.0%	0%		

TEVET Bursaries and Scholarships awarded to Apprentices 2014 - 2017					
Year		Female	Male	Total #	Total Kwacha Amount
2016-17	General bursaries provided	250	532	782	5,332,000
	Specific bursary for needy female students	-		-	-
	Scholarships provided**	14		14	210,000
	Total disbursed MK				**5,542,000**
	% of number of students enrolled	30.5%	69.5%		
	% of bursary funds provided	33.2%	66.8%		
	% of scholarships provided	100%	0%		
Total bursaries and scholarships all years		**562**	**970**	**1494**	**20,776,000**

* Figures corrected from annual report, which reported numbers incorrectly added.
** The fourteen scholarships in 2016/17 were provided by the TEVET Service Centre, Central Region using money remaining after bursaries were awarded and reported, according to interviews with personnel.

Source: abridged data from TEVETA (2016, 2017a, 2018).

Over the three years to 2017/18, TEVETA disbursed 524 bursaries and 38 scholarships to female students. Given these figures, it seems unlikely that either of TEVETA's financial assistance packages for female students (bursaries and scholarships) is likely to achieve the SP's planned targets (1,000 bursaries/300 scholarships) during the period of the current SP, which ends in 2018.

Table 10 identifies the percentage of the TEVET levy used to support students with subsidies, bursaries, scholarships and industry attachment allowances. Attachments and issues related to those allowances are discussed in **Section 12.4.**

Table 10: Percentage of TEVET levy used for subsidies, bursaries and scholarships for male and female students

Percentage of TEVET Levy used for subsidies, bursaries and scholarships			
	2014/15	2015/16	2016/17
Total student subsidies	123,134,125	202,289,500	269,130,950
Total student bursaries	6,176,000	8,386,000	5,332,000
Total student scholarships	0	672,000	210,000
Total student attachment allowances	133,640,717	96,450,000	193,412,750
Total student support payments*	**262,950,842**	**307,797,500**	**468,085,700**
Total Levy collected**	2,492.60	2,681.67	5,187.45
Percentage of Levy used for direct student support	10.55%	11.48%	9.02%

Sources: TEVETA (2016, 2017a, 2018).

These support payments include subsidies, bursaries, scholarship and industry attachments amounts.

**Amounts in MK million.

The percentage of the TEVET levy expended solely on support to female students through bursaries and scholarships is seen in Table 11.

Table 11: Percentage of TEVET levy used for female-only bursaries and scholarships

Percentage of TEVET Levy used for female-only bursaries and scholarships*			
	2014/15	**2015/16**	**2016/17**
Total female student bursary and scholarship support	1,536,560	4,372, 674	1,914,604
Total Levy collected*	2,492.60	2,681.67	5,187.45
Percentage of Levy used for female student support (bursary and scholarship only)	0.062%	0.160%	0.037%

Note that TEVETA does not report gender-disaggregated subsidies and attachment allowances. If these were included, the percentage would be slightly higher.

*Amounts in MK million.

The TEVET Policy and the TEVETA SP state the government's commitment to increasing female access to technical training and to removing the financial barriers that restrict access and success. However, with less than 0.2 per cent used to directly support female access, this commitment and government priority is not reflected in the distribution of available funds. Additional research is required for TEVET administrators to design the most effective method to support increased access and success rates. The financial situation of students should be further studied to determine the real financial need for bursaries and scholarships, including a review of the specific amounts required. The aim should be to increase both access and success rates for female students and others who are vulnerable, such as SWD, as stipulated in policies and strategic plans. The issue of self-boarding students needs specific attention as their costs are higher, and this arrangement increases the vulnerability of both female students and those with disabilities. However, technical education is expensive and it is impossible for governments to bear the cost of this education without student input if the TEVET system is ever to become sustainable. It is also considered important that students show that they appreciate the value of the education provided by paying a portion of the cost, if at all possible.

Results of students' bursary applications

The SSIIs showed that only 28 per cent (58, n=206) of students interviewed were given the opportunity to apply for a bursary. Out of those who applied, 69 per cent (40 students, n=58) received bursaries. Students in FGDs expressed concern that the bursary covers only the amounts of tuition and boarding costs (accommodation and food) not already met by the government, and not other expenses. They also expressed concern about the lack of information about the bursary programme and its selection criteria, and the lengthy selection process. TEVETA administrators acknowledged that there are instances when the bursary amounts are not paid in a timely manner. They attributed this to the late arrival of TEVET Levy funds. College administrators and students indicated that the late payments create hardships for both students and the colleges.

Bursary selection process

According to TEVETA officials, the bursary programme has two categories or 'envelopes' of funds: one category for both males and females, and another category designated for 'very needy' females[4]. TEVETA did not offer a definition of these terms. The bulk of bursary funds are given to male students (as shown in Table 9), in part because of the greater number of males enrolled in technical programmes (usually two-thirds of the enrolment), and also because a low number of females are provided with application forms and are judged to have sufficient need. TEVETA officials also indicated that male students appeared to have more serious financial problems than did their female counterparts. However, in discussions with female students, and with administrators and financial officers at technical colleges, female students were described as having serious financial needs. Additional clarity is required to ensure that female students are being fairly assessed in the application process.

Because there are separate (decentralized) regional office budgeting processes, TEVETA officials stated that even with all the demand, there can be funds remaining in a TEVET service centre's bursary account at the end of the process depending on the needs found in that particular region. In 2016/17 a surplus in the Central Region was turned into a one-off scholarship fund for female students, and was reported as such in TEVETA's publications. In an interview at another TEVET service centre, it was reported that the 2016/17 budget allocated for bursaries for that region was over-stretched, and as a result some students requiring financial support went unfunded.

According to TEVETA, bursary applications are assessed on the basis of financial need, and this need is not differentiated between female, male and SWD applicants. A three-step process is currently in place to identify students with financial needs:

1. TEVETA asks instructors in each college to identify 'needy' (TEVETA-sponsored) students in their classes and provide those students with bursary application forms.
2. TEVETA and the instructor interview the students who have completed the application form to corroborate information.
3. TEVETA finalizes the decision and a list of successful bursary students is sent to each college.

Bursaries awarded to students are distributed directly to the colleges in each region through the TEVET regional service centres, and it is the responsibility of each college to notify successful students. Because of this process, unsuccessful students do not receive any information about the status of their application.

Students who were either unsuccessful or excluded from the application process altogether expressed concerns that the application process is not transparent.

Once selected, a student receives the bursary for all three years of study. If the financial situation of the student changes, for either better or worse, the instructor can request TEVETA to investigate. According to TEVETA officials, students who are not selected may approach their college administration and/or the TEVET Regional Service Centre to plead their case, although it is uncertain whether students are aware of this option. A number of the instructors interviewed had had experience in identifying 'needy' students for TEVETA's bursary programme. TEVETA does not provide criteria but leaves it up to the instructors to make the judgement. The instructors indicated they used a variety of methods to determine a student's level of need, but did not treat females and other vulnerable students differently from males, and did not indicate knowledge of separate or additional bursaries for female students. Although instructors are free to choose their own method of assessment, they mentioned a number of different criteria:

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4   The term 'needy', as used by TEVETA in its reports and in working with bursaries and scholarships, has negative connotations for female and other students, and should be replaced with something else such as 'students with severe financial constraints'.

- identification and investigation of those who had not paid outstanding school fees (the remaining MK 15,000) by a certain date;
- observation of the student's clothing and the kinds of materials and other possessions they bring to class, such as books, writing materials and cell phones;
- conducting an induction interview to learn details about the student's family situation (size of the family, whether they have parents or guardians who support their education, the employment status of parents or guardians), and if the student has part-time work or other means of support;
- identifying other personal issues, such as illness of the parents, that could affect the student financially.

Although the process is obviously subjective, the instructors interviewed who had been involved reported that in their opinion, the system works fairly. When asked, they did not identify any different needs for female students or SWD that would require additional funds. This is an area where additional direction from TEVETA is required to create increased awareness amongst instructors about the female-specific bursary and the differentiated needs of females and SWD. The differential needs of self-boarding students must also be identified and considered when bursaries are determined.

Two of the private TCs in this study also offer bursaries to private students with serious financial constraints who are ineligible for TEVETA's government bursaries. Board members at one of the colleges privately sponsor a very small number of students (up to three) each year. At Don Bosco Youth Technical College private students with financial needs are catered for by the college itself, if at all possible. The accounts officer stated:

> *We do have a lot of students that come to ask for help – they come in all the time. We go out to meet with their families and try every way to keep them in school. That is our goal. It pains us to see them leave but we can't assist even half of those requesting help. Some of the homes are so poor they can't even find money for food. But we want the girls to know that it is better to go to school and we do everything to assist them.*

Although they do not have bursaries or subsidies, a number of the CSDCs indicated that students are not turned away because they cannot afford the fees and are not harassed for payment. However, transportation, boarding, food and other costs also contribute to students' financial problems – issues that these institutions cannot easily solve.

TEVETA scholarships

While a Scholarship Programme is identified in TEVETA's SP, it is currently not fully implemented on an annual basis. We were unable to identify why this is so. TEVETA provided twenty-four merit scholarships to female students in 2015/16 and 2016/17. In addition, one TEVET service centre (Central Region) implemented a scholarship programme using funds unspent from the bursary programme, giving fourteen scholarships of MK15,000 each to a top female student in each trade at each training institution in the region. Students receiving scholarships are sent a letter directly informing them of their award. The TEVET Scholarship Programme appears to be somewhat ad hoc at present, and implementation needs to be made more robust.

Two private colleges in the sample offered their own scholarship programmes for private students, although one college awarded only small amounts to only a few students. In 2017, one private college awarded sixty-four merit-based scholarships worth MK65,000 per term for three terms, plus MK20,000 per student for upkeep, and paid the students' examination fees. The main criteria given were students' economic status, merit, gender and vulnerability (for example, for SWD and street children). No gender breakdown of successful applicants was available, but it was reported that most recipients were male. This puts into question how firmly the stated criteria are applied in practice.

Issues related to the bursary and scholarship process and selection

While instructors indicated they thought the bursary identification and selection process worked well, other administrators had a different view. All the financial officers and bursars interviewed stressed the issue of students' serious financial constraints, and indicated that the government bursary scheme was inadequate to cover the many students suffering from a lack of resources. They further indicated that needy students did indeed drop out because of an inability to pay fees, but demographic information about the dropouts was not available. According to TEVETA's dropout survey (2017b), conducted in 2016, 41 per cent of respondents mentioned financial constraints. Although the study had a small sample and was composed of more CTC than TC dropouts, it indicates that early identification of financially vulnerable students would potentially allow strategies to be put into place before dropouts occur. Increased communication between the colleges and the bursary administrators is required to clarify need and response.

Other significant concerns related to bursaries and scholarships raised by respondents, as well as by the authors of this study, are as follows:

- To reflect the commitment of government to increasing access (and retention) of female students to technical training, a significantly higher proportion of the TEVET Levy funds needs to be allocated to both bursaries and merit-based scholarships for females and SWD.
- To counteract student perceptions that the bursary application process is non-transparent and slow, further clarity and communication of the selection process is required.
- Students need improved, direct and timely communication of the status of their application, to allow them (and their institutions) to pursue other avenues of funding, as needed.
- Bursary selection criteria should be more definitive, less subjective, more transparent, and the potential bias of instructors should be reviewed with an oversight mechanism provided to remove the opportunity for unfairness, particularly in receiving first application forms. A bursary application checklist could be developed by TEVETA for all instructors to use in assessing need, to avoid the subjective nature of the assessment as much as possible.
- TEVETA's regional planning and budgeting/disbursement system of bursary funds does not allow funds that are superfluous from a bursary account in one region to be used in another region. This leaves students with serious financial constraints without funding.
- TEVETA's Scholarship Programme should be fully implemented and used as a promotional tool to attract more female students and SWD to TEVET programmes. Various types of scholarships should be provided that are not necessarily merit-based but could have other criteria such as:

  o most improved female student in a programme;
  o female students with serious financial constraints (perhaps because of family issues or distance from home);
  o self-boarding female students;
  o females showing diligence/creativity/hard work in workshop practice;
  o female SWD.

- SWD have additional requirements for clothing, equipment, transportation and other expenses, which could be catered for through scholarships.

8. Barriers to access and success in TEVET programmes, and mitigation strategies

Student respondents, instructors and administrators at colleges, and at TEVETA and at the MoLYSMD, identified a number of barriers to access and success in technical training for students in general, and in particular for female students. All classes of respondent suggested strategies to overcome these barriers.

8.1. Lack of information and poor communication

Of the students interviewed, 47 per cent indicated they did not have sufficient information related to their application and the enrolment process, the TCs themselves, and the programmes that are offered *(Figure 16)*. This limits their ability to make informed decisions on which programmes to apply for. Most of the students interviewed indicated that they did not get any information related to their application once they had submitted it. However, others (less than 20 per cent) stated that they did get information on the date of application, results, and types of training offered by each college.

Type of information provided during application
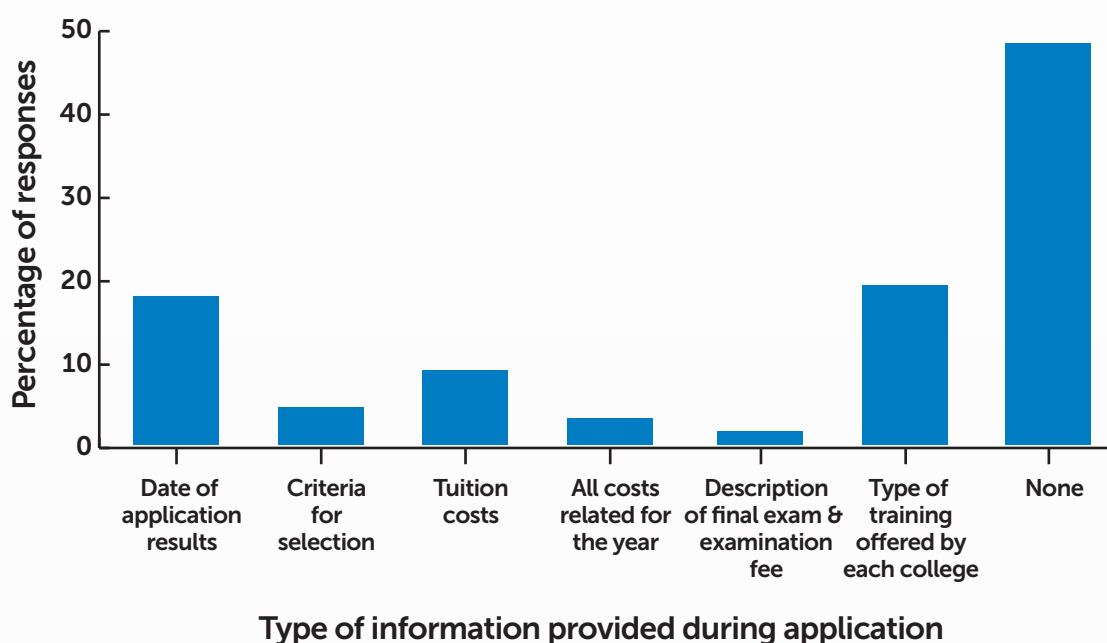
Figure 16: Type of information received during application process

TEVETA's communication modes related to applications for study can create a barrier for would-be students. It predominantly uses newspapers to advertise its programmes. The survey showed most students (male and female) received information about training options from friends and through mobile phones *(Figures 17 and 18)*. Students, especially those attending CTCs and CSDCs, do not use newspapers to obtain information.
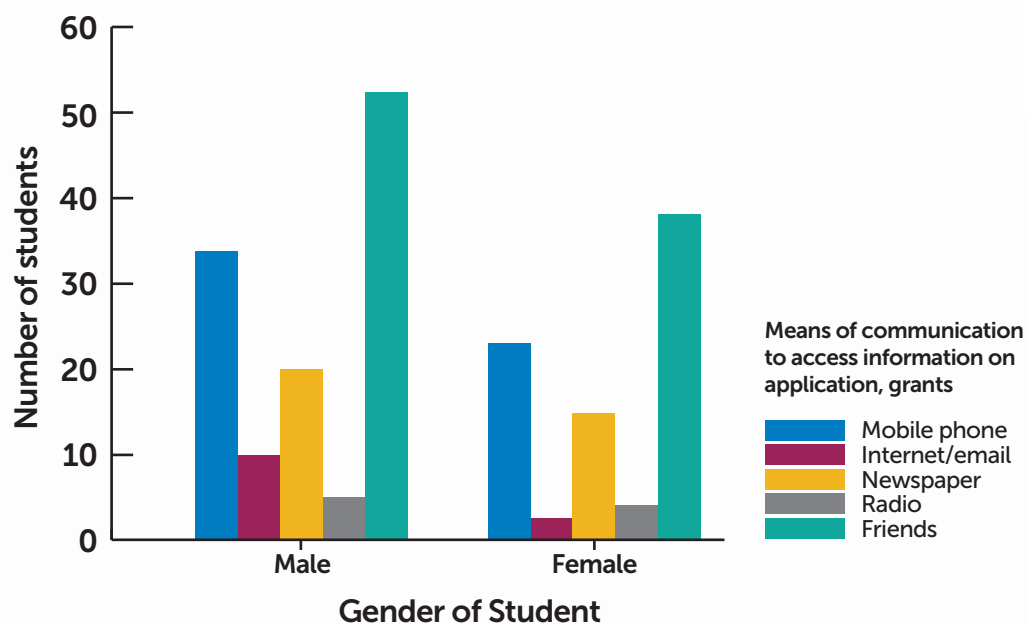
Figure 17: Means of communication by gender of the student
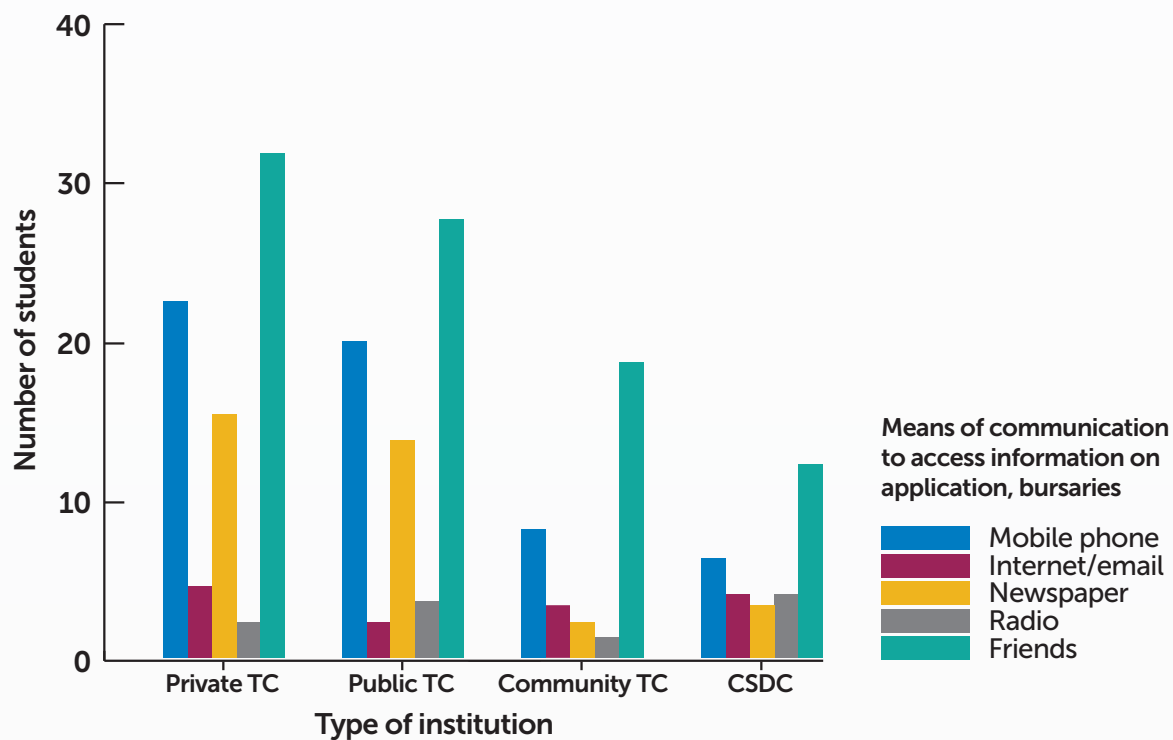
Figure 18: Means of communication by type of institution

This was a topic for many suggestions by students and other key informants *(see Figure 19)*. Some of the students interviewed (25 per cent) suggested that improved communication about the enrolment process overall would help in increasing enrolment success. In addition, 20 per cent of students mentioned improved communication about programme choices, especially when applicants were changing their choice of priority programme. Increased information about bursary and scholarship options was also considered important.

Suggestions to reduce barriers in Enrolment, Tuition payments, Scholarships/bursaries
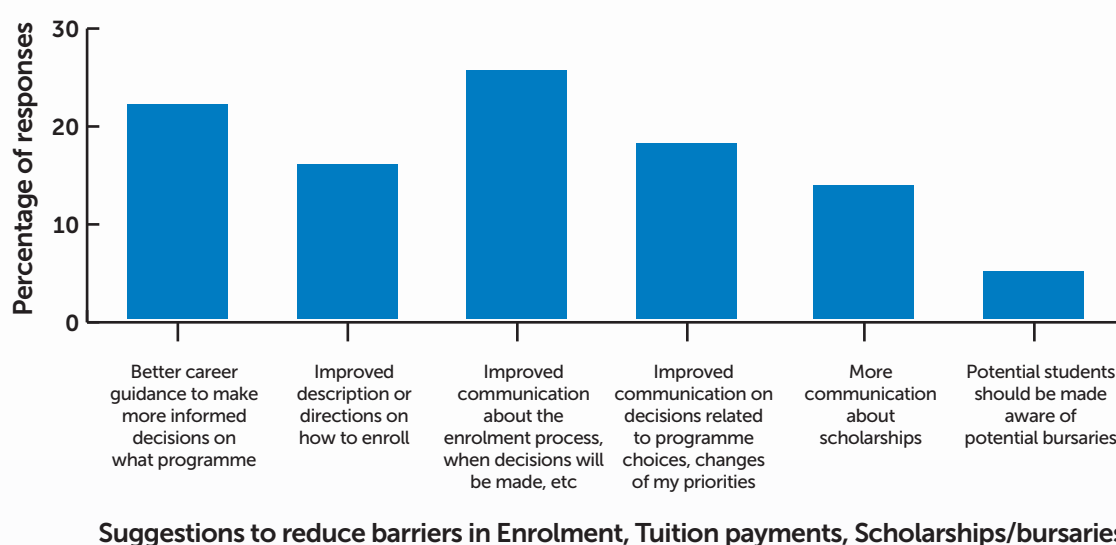
Figure 19: Suggestions to reduce barriers to enrolment

8.2. Poor attitudes of instructors

The female focus group participants found the attitudes and remarks of some of the predominantly male instructors discouraging. They described instructors' preferential treatment of male students as favouritism, which they felt contributed to female students' decisions to drop out. One female participant stated:

> *Most of the time our instructors favour boys as compared to girls. When there is something to be done, for instance when the instructor was requested to fix solar panels, he just selected only male students to do the work. When we asked him why he did that, he replied that we (females) cannot manage to climb up on the buildings.*

In at least two schools, female students had reported the same complaint to their matrons: that instructors tended to assign all the physical tasks to male students, apparently believing the female students were incapable. The matrons also reported that female students had said that when instructors had outside 'piece works' (private contract work) that might provide additional real skill development and job experience, as well as an opportunity to earn a small amount, they gave male students preference.

While most administrators and instructors did not identify their own attitudes to female students as a potential barrier, at least two administrators indicated that this could be a problem with some instructors. No respondents suggested specific mitigation strategies; however, given other results, a recommendation has been made to increase teacher training on gender and inclusivity to combat this issue.

One administrator indicated that instructors do need more training, and that at times he had had to intervene when he had noticed 'bad attitudes' by instructors towards female students. He stated:

> *We have to give instructors a 'pep talk' – we have to treat each student as a customer. If we lose one customer, our collection has been reduced and we are not living up to our motto to train Malawian youth. We value the students and if we lose one, we have to go deep to find out what the problem is and how to solve it. If an instructor is misbehaving, then we must change that behaviour or we will continue to lose more customers.*

8.3. Lack of career guidance

A lack of comprehensive career guidance was reported by students, instructors and administrators as a significant barrier to students' knowledge about training options, especially in technical careers. Most of the students in FGDs reported that they did not receive career guidance in secondary school. Those few students who reported having career talks in secondary school stated that only university programmes were discussed. These findings echo the results of a study on career and guidance counselling at secondary schools conducted in 2016 (Munro, 2017). Students suggested this lack of information plays a role in students perceiving TEVET as a fallback option should they fail to be accepted into a university programme.

The majority of both instructors and administrators interviewed agreed with the students in identifying the lack of career guidance in schools, particularly related to TEVET options, as a major barrier in attracting both females and males to technical education. According to the respondents, TEVETA has begun implementing a number of career guidance activities in some secondary schools in Malawi. However there is no career guidance policy, or any national programme offered in Malawi's schools. A few secondary schools, particularly private schools, do offer some career information, but it focuses on careers that require university training, and is conducted in an ad hoc manner.

All classes of respondent suggested mitigation strategies, including a call for comprehensive career guidance and awareness campaigns to reduce barriers to enrolment. Seven instructors and administrators further described their vision of a good career guidance programme, indicating that programmes should begin in upper primary and carry on throughout secondary school. The programmes should be comprehensive and highlight all potential careers, including technical careers; they should also include information about self-employment. One principal indicated that in Zambia, a 'careers master' provided career guidance once per week from Standard 8 through secondary school, and this comprehensive approach was also required in Malawi. Informants agreed with students that the use of role models, particularly females working in male-dominated trades, is an important strategy – and one they have personally witnessed as having great positive effects. In addition, many instructors commented positively on TEVETA's multi-pronged approach to career guidance. Currently, TEVETA provides outreach programmes on TEVET career guidance to students in schools, school advisory groups, parent groups, secondary school teachers and others. The informants also suggested that the message must be given by different types of personnel using a variety of tools to create the cultural shift required to support females in TEVET occupations. They saw the use of different media, particularly radio as well as mobile phones, as important.

Almost all instructors and administrators also suggested the use of role models to promote TEVET programmes in secondary schools. Many instructors indicated that they had seen the effects of using female role models, and identified the strategy as an important tool in providing accurate information and improving awareness. Three instructors mentioned bringing role models into their classes to motivate female students. For girls who have never known a female tradesperson, role models can create an awareness of new career possibilities. As the World Bank Gender Innovation Lab Study (2017a) found, female students are more likely to choose a technical trades career when they know someone who is involved in that career.

Three TEVET administrators recommended re-establishing vocational training at both the primary and secondary levels as an important strategy to increase awareness of TEVET careers. They saw this as one way to demystify technical training and to increase awareness of different options from an early age. They argued that if they had had some exposure to a trade, those unable to continue with tertiary education in a formal way might find an opportunity for some kind of self-employment or apprenticeship in their home village.

8.4. Traditional, stereotypical attitudes and cultural beliefs

As was explained above, female students, instructors and administrators saw the cultural values of female students and their parents, and their attitudes to technical occupations, as a significant barrier to access. These lead to stereotypical ideas of 'male' and 'female' occupations. Several instructors said that female students typically see male-dominated programmes as unattractive because they have had little or no exposure to female role models in these occupations, they perceive some of these trades as 'dirty jobs', and they do not fully appreciate the advantages skilled artisans can find in both employment and self-employment. These views contradict the findings of the World Bank Gender Innovation Lab study (2017a) that few students let stereotypical gender beliefs or attitudes related to technical trades influence their chose of programme.

However, as previously mentioned, females in FGDs did raise a concern about stereotypical ideas of male and female occupations. As one administrator of a technical college stated:

> *If Malawi as a nation wants to go forward, we need to go into rural areas to disseminate information to the village headmen and others, telling them the importance of training a woman, and of having a lady technician in their village – start from there.*

Although the students themselves did not raise this issue, according to instructors and administrators the cultural practice of early marriage for females, particularly in poorer and rural households, continues to hold females back. Instructors reported that married women can be pressured by husbands who might have accepted their initial enrolment but then change their minds. They might come to think of the occupation as unappealing as time goes on, or become jealous of the time their wife spends away from her household duties and with other students, some of them male. Household responsibilities intrude on school and study time, particularly for married female day students. The instructors mentioned a number of cases in which married female students had withdrawn after facing severe opposition from their husbands, even when school administrators tried to intervene on the student's behalf. However one instructor reported the case of a married woman who did face severe criticism and threats from her husband, but continued on to finish the course, since she was determined to better herself and her family.

8.5. Education deficits and lack of personal commitment

Administrators from both colleges and TEVETA, and college instructors, indicated that a significant barrier for some females is deficiencies in their educational background and qualifications, particularly in mathematics and science subjects, which are required for certain technical programmes. The instructors felt that when those with these problems were allowed to enrol, their low level of comprehension meant they had difficulty in coping with the academic challenges. Unfortunately there are no official bridging programmes to assist students to overcome these difficulties, although sometimes individual instructors provide private support to their own students on an as-needed basis.

Another barrier to success identified by a number of instructors and administrators relates to the students' own commitment once they are accepted at and studying in a technical college. They described students applying to TCs as a last resort – the 'chance not choice' option – because they were not accepted at a university. Some female students especially were though to find themselves in a programme not of their own

choosing and fail to become fully committed to it. Unless instructors are able to motivate them, they can lag behind and could eventually drop out. As an administrator stated:

> *People go for TEVET because it is cheap – they are not doing it for any passion about a career choice but because they have no other choice. There is so much that one can achieve if you have a passion for what you do.*

8.6. Poor course options, programme length and type of certification

Other respondents mentioned the lack of interesting course options as an additional barrier to female students accessing TEVET training. While males might find a number of different trades attractive or at least acceptable as career choices, several instructors and administrators at colleges suggested that many female students are not immediately attracted to technical courses, and there are few other options except business administration and similar subjects. Offering the 'same old courses', as one administrator put it, does not create interest. The TEVET system needs to develop new fresh courses that are in demand and of interest to females if it is to increase their participation in TEVET. Informants indicated that this is an important issue that is frequently mentioned, but that new programmes are not being developed. Some suggestions provided by administrators were pastry chef, steel fixing, aluminium work, event/wedding planning, interior decorating and instrumentation. One administrator and one instructor further mentioned the 'shallowness' of what is taught in the courses and the very basic nature of the training, as something that both fails to build interest and provides a poor basis for industrial attachments and a subsequent career. In some fields, such as ICT, the very basic skills that are taught are of little or no interest to employers.

A few administrators and instructors indicated that programmes are too lengthy and lead to a low level of certification. This too makes TEVET programmes unattractive in comparison with other training opportunities. Five instructors indicated that students of both genders sometimes find work during their training and decide to discontinue their course as a result. This supports evidence found in the TEVETA dropout survey (2017b), which found that family and other responsibilities caused students to drop out to seek employment. Others are accepted into what is perceived to be a better programme in a different institution, and drop out to take up this option. Instructors said that some female students get the opportunity to marry, and after a year to two in the programme they simply leave in order to do so. Several informants mentioned that primary school teachers receive a teaching certificate after one year and get higher pay than do TEVET graduates after three years of training. The wages for skilled labour in Malawi continue to be low even for with those certification, making TEVET programmes less attractive.

Instructors also identified as a barrier to successful course completion the long periods of attachment in industry, coupled with the accompanying financial issues. Industry attachments can increase anxiety for female students since they encounter problems with conditions at the workplace and inadequate finances to procure safe housing and transportation, sufficient food and appropriate work attire (see **Section 12.4** for further discussion of industry attachment).

8.7. Poorly maintained and insufficient infrastructure

Students in focus groups identified the poor conditions at colleges as disappointing, frustrating and at times dangerous. They provided many examples of lack of maintenance and a lack of sanitary equipment, as well as issues such as missing door locks on toilets and hostels. These issues are further described in **Section 14** on safety, security and health issues.

Five instructors identified poorly maintained technical college infrastructure, particularly in public TCs, as a contributing factor to the poor image of TEVET. The respondents stated that the condition of some of the

hostels makes them unattractive to female students. The lack of hostel beds was also identified as a barrier to increasing numbers of female students in technical training. For female students, self-boarding is expensive and at times unsafe.

Many administrators, particularly those at the higher government level, indicated that female students could be more drawn to technical training institutions if the infrastructure and overall maintenance of the facilities were improved to make them at least adequate. While applicants might not know that buildings and equipment are poor, once they are in the school, these deficits become obvious. As one administrator stated:

> *Females are particularly interested in and sensitive to hygiene – more than boys; if you want to attract females, you need appropriate infrastructure, including appropriate types of toilets with all of the required sanitary fixtures for their comfort. And these toilets have to have locks and be situated in [such] a way that females are not subjected to unsavoury comments when using the facilities.*

8.8. Lack of a comprehensive student induction programme

One experienced instructor stated that a more thorough orientation or induction programme should be provided for female students in technical colleges, especially those entering male-dominated trades or those who are placed in a course that they did not choose for themselves. He indicated such an orientation would alleviate a lot of anxiety, allow students to get to know more about the course in which they were enrolled, the types of job opportunities or chances for self-employment that would be available for them at the end of the course, and some of the challenges they might face. This training would eliminate a lot of anxiety right from the first week, and help to get the female students in a good frame of mind to start the course.

Given the anxieties expressed by students related to male-dominated trades, and some of the issues related to the use of unfamiliar tools and workshops, the researchers felt this would be a very effective strategy. A programme could be used to supplement the normal induction days that many colleges offer at the start of a new school year, and could include an 'orientation to workshops' session. This has been added to the recommendations provided as part of this report as well as to the Institutional Guidelines prepared as part of this study.

8.9. Inadequate instructor training and need for female instructors

More female instructors were identified by key informants as an important enabler of success, especially in male-dominated trades. Informants stated that when there is a critical mass of women qualified in male-dominated and other technical areas, the opportunity to increase the number of female instructors will also increase.

8.10. Targeted financial support

All college finance officers interviewed and several of the college administrators stated that providing additional financial support to prospective female students was an important step in combating a serious barrier to their continuing education and training. These key informants stated that scholarships for female students should be reintroduced, as they provided an incentive to work harder and helped ensure students completed their programmes. Two instructors identified the need for soft loans to support students' initiatives to become self-employed. These loans would have low interest rates and long repayment periods. CSDC committee members also identified financial constraints among their female students, and suggested the introduction of flexible tuition fee payment schemes which gave these students some leeway to find funds.

9.Barriers to access and success for SWD, and suggestions for mitigation

9.1. Legislation, policies and plans

The Disability Act (2012) identifies the rights of persons with disabilities to equal opportunities for education, and states that institutions must provide the necessary infrastructure, a supportive inclusive environment, assistive devices and other support services required. The Act also states that a minimum of 10 per cent of financial assistance packages provided to vulnerable groups should be directed to SWD. TEVETA regulates the required infrastructure changes in TEVET institutions through inspections to ensure that physical structures are adapted, including the building of ramps, accessible toilets, hostels and other campus facilities.

Despite this policy and regulatory framework, barriers for SWD are still evident, as reported by both students and other key informants. These include infrastructure and equipment barriers, lack of required previous knowledge and qualifications such as mathematics and science, lack of career guidance, inadequate teacher training, discrimination against SWD, and poverty.

9.2. Lack of career guidance and role models

All instructors teaching SWD indicated that a lack of career guidance and counselling in general was a concern, and that SWD required specific career counselling to help them find an appropriate programme to suit their particular needs. Instructors indicated it was likely that SWD were unaware that some occupations, such as tailoring and ICT, were well suited those with mobility problems. Instructors further suggested that additional efforts by MoLYSMD and TEVETA were required to promote technical skills training to SWD. Including the parents of SWD in promotional efforts is also critical, according to the instructors. The lack of visible role models with disabilities in technical occupations compounds the issue, according to key informants.

9.3. Infrastructure, equipment and teaching barriers

Facility, equipment and learning materials needs

The need for appropriately designed facilities was identified by all the key informant groups as critical to improving access to the TEVET system for SWD. Coupled with other infrastructure improvements, such as appropriately designed ramps, wider doorways and good pathways between buildings, was the need for appropriately designed and situated sanitary facilities both in hostels and throughout the college, in order to make it easy for SWD to enter and exit these facilities in a safe manner.

Both the SWD and all the instructors and administrators interviewed identified the lack of specific training materials and equipment for students with disabilities as a major barrier. The lack of braille equipment for blind students was frequently cited. Materials for deaf students, such as additional teaching materials in print form, were also not available, and teachers did not have sign language skills. Instructors complained about the lack of additional structures such as raised platforms, adjustable desks and seating designed to provide a comfortable 'fit' for those in wheelchairs or with other forms of mobility problem. Some suggested that if patterns for constructing these types of 'accommodative desks' could be designed by knowledgeable experts, these structures could be built in the carpentry workshops in technical colleges. In addition, the instructors mentioned the need for basic equipment such as wheelchairs and crutches and other mobility supports, which some people require for safe navigation around the campus.

The key informants also indicated that there is a lack of ordinary training equipment in working condition, such as sewing machines, which makes it more difficult to ensure that SWD have enough time to complete work. An instructor provided an example from their college in which only eight out of the twenty sewing machines in the workshop were in working order. This produced a huge backlog of students who had lengthy

waits to use the machines. SWD might require extra time using the equipment to complete projects, which increased the shortage and further disadvantaged all the students.

At Lilongwe VI, where there were significant numbers of SWD, infrastructure and some support services were more readily available. In the other twelve study institutions, where there were very few SWD, they struggled to succeed in a difficult environment. As one key informant bluntly stated:

> *Why would they come? There are no desks for SWD, no trained instructors who can teach them and no materials for them to use.*

However, although some of the community committee members from CSDCs echoed the concerns mentioned above, they indicated that no one who comes to their institutions is denied, including females and SWD. They stated that while they might not be well equipped, the institution provides the best education and training opportunity for SWD that is possible with what they have. One instructor summed up like this:

> *No, we are not adequately prepared, and neither are our institutions prepared with facilities and equipment to work with students with disabilities. But we do our best.*

Inadequate instructor training

SWD reported that instructors are untrained in special needs education and therefore unable to give them the attention, guidance and assistance they require in the classroom and in the workshop. It was noted that even at Lilongwe VI, many of the instructors do not have training in special needs education. One SWD had this to say:

> *When I went to Soche Technical College the teachers couldn't believe that I was really selected and they gave me a special interview just because I am disabled. Therefore, most of the time we find it difficult to enrol in appropriate institutions of our choice.*

Instructors and administrators indicated that they often felt helpless when trying to assist SWD. About half of the instructors interviewed had current or past experience teaching at least one SWD, ranging from a student with epilepsy to those with vision and hearing disabilities, 'slow learners' and those using crutches or wheelchairs. At Lilongwe VI, instructors might have students with various types of disability in their class at the same time.

All key informants stated that there is a serious lack of appropriate teacher training for TC instructors to work with SWD. Only one of the instructors interviewed had any training in special needs education (a 1-week course). Most instructors (twenty-one out of twenty-six) felt inadequate and under-confident when working with SWD. Although instructors have designed their own methods to assist SWD, the strategies and approaches should be available as instructional resources, and training workshops and other continuing development opportunities should be available to instructors to improve their effectiveness and to share knowledge developed in the field.

Even at the MACOHA-run Lilongwe VI, a school purportedly established to work with SWD, only one of the three instructors interviewed had received a short course on working with special needs students. Most of the instructors interviewed expressed a willingness to attend additional training to help them work with special needs students more effectively. Instructors were especially interested in learning sign language and braille. A male instructor stated:

> " *No, teaching these very different groups, especially those who have special needs, is difficult. We have no training for this. These students need special handling and this is challenging when you do not have the training. But I also need instructor training. I have the trade skills but no teaching skills. There are big needs at our college for special equipment for blind students and materials or equipment to help deaf students as well. Really we need materials and equipment for students with all different types of physical disabilities.*

A male instructor summed up his thoughts on the instructor's role in teaching SWD, stating that, in his opinion, instructors must be champions of SWD:

> " *We should be the first persons to defend their rights, including education rights, allowing them to participate in all aspects in their training. Treat them equally – don't segregate them due to the nature of their disability. Choose all students for questions – do not favour one over the other. If we don't take this responsibility, who will?*

9.4. Lack of qualifications, discrimination and lack of emotional support

Instructors and administrators identified the lack of educational qualifications among SWD as a critical barrier to increasing their access to TEVET. The SWD themselves agreed, stating that for them, overcoming the barriers involved in attending primary and secondary school is difficult. As a result, many SWD are unable to earn the qualifications required for a number of TEVET programmes. However, at some CSDCs, SWD can qualify to enrol in informal training courses to gain a marketable skill. Instructors interviewed expressed the need to do more to assist students in overcoming their problems in order to find a way of making a living.

The SWD reported that they are at times regarded by others as 'inferior' people. They also indicated that some cultural beliefs promote a lack of disrespect for people with disabilities, leading to stigma and discrimination in their own communities. One female student reported that:

> " *When I started Standard One, people were telling my parents that they should be hiding me in the house and there is no need for me to go school.*

Further, SWD reported that employers continue to discriminate against persons with disabilities and that most of them are not employed after completing their studies, which discourages other SWD. The students also stated that most companies and industries in Malawi do not have an infrastructure that is user-friendly for people with disabilities. There are no data available on the graduation or employment rates of SWD who have taken TEVET programmes.

Instructors also identified concerns of the parents of SWD, related to the likelihood of students facing discrimination, marginalization and ridicule when studying at the colleges. They further stated that government should tackle this issue to increase the enrolment of SWD in technical training institutions.

Instructors at Lilongwe VI also felt that SWD often lacked confidence in themselves to face new challenges, possibly because they have been told all their lives that they can't manage. As a male instructor stated:

> " *A lack of confidence from a lifetime of being unable to participate effectively in any sort of public activity, gives students no basis for undertaking new challenges.*

During interviews, SWD strongly stated that they believe that they can learn most effectively in programmes with other SWD. This view is counter to the current 'inclusion' policies. Some SWD expressed the opinion that fellow students may resent their presence. One male student reported:

> *Sometimes our fellow students think that we are giving them a tough time to take care of us which causes stigma and discrimination. This is also restricting us to enrol in some training institutions that have no one with a disability.*

SWD face more than physical limitations, and one instructor stated:

> *On top of physical disabilities, sometimes students have emotional difficulties because of stigma, mocking by fellow students and a lack of confidence.*

9.5. Poverty and increased costs for SWD

Low economic status is a barrier for many SWD, because parents do not have the resources to send their children to special schools or to purchase special equipment. Most SWD depend on TEVETA bursaries and scholarships, which are not adjusted to accommodate the additional costs attributable to managing a disability. One female student in a wheelchair had this to say about these increased costs:

> *The minibus conductors demand that we pay a full bus fare for a wheelchair as well because the wheelchair occupies a seat that is supposed to be occupied by an individual.*

An instructor at MACOHA stated that issues of poverty mean that some SWD lacked appropriate clothing as well as the personal effects needed to stay comfortably at the college. Other SWD required a full-time assistant to help them navigate the campus and to care for their personal hygiene and well-being, incurring additional costs. Another male instructor addressed the poverty of persons with disabilities:

> *These people are everywhere in the country, some of them hidden in their homes by parents, some outside begging for alms. If they are given something to do, they can be empowered and become self-reliant.*

According to administrators and instructors, the level of bursary funding for SWD should be adjusted to reflect the national policy (10 per cent of financial support to vulnerable students) and to assist with the additional costs attributable to living with a disability. Merit scholarships should be introduced to reward the accomplishments of SWD and to draw public awareness to the accomplishments of SWD.

Table 12 summarizes barriers and the level of their impact as identified by SWD through FGDs.

Table 12: Barriers and their impact identified by students with disabilities

Barrier	Source of barrier	Level of impact on access and success	Affected disabilities and gender groups
Facilities that are not appropriately designed for SWD	Either a lack of structures or the inappropriate design of structures provided. No or limited government funds used to build appropriate infrastructure.	Very high	Both male and female students in wheelchairs; blind students
Lack of specialized equipment and materials	Poor resource allocation and omission of such needs in the curriculum	Very high	Both male and female students in wheelchairs; deaf and blind students
Lack of instructors with training in special needs education	Lack of instructor pre-service and in-service training in special needs education	Very high	Both male and female students with different types of disability
Stigma and discrimination	Cultural beliefs and lack of sensitization and awareness campaigns on education opportunities for people with disabilities	High	Both male and female students with different types of disability
Limited choices for technical education programmes unless sponsored by TEVETA	Poverty Poor academic background especially in science subjects	High	Both male and female students with different types of disabilities
Poor academic background	Inadequate support in primary and secondary school	Very high	Both male and female students with different types of disability

High – high impact as defined by the interviewees.
Very high – extreme impact as defined by the interviewees.

10. Gender equality and inclusion analysis for completion, graduation and job attainment

10.1. Course completion and graduation

TEVET policies and plans prioritize increased sustainable access for all leaners to the TEVET system. Ultimately, the 'success' of the system is defined by the ability of students to complete their training successfully and find decent work.

While recruitment and enrolment statistics for public and private TCs are available from TEVETA through annual reports, it is difficult to analyse completion data as information is not easily available from either the institutions or TEVETA. Data on completion for TC students of the class of 2014, who graduated in November 2017, were not yet available when this report was finalized. However, TEVETA noted in two recent studies – the *TEVET Trainee Dropout Survey* (2017b) and the *Tracer Study Report on 2014 Formal TEVET Graduates*

(2017d) – that gaps in the trainee database prevented the gathering of accurate statistics and the development of effective reports. TEVETA indicated in both study reports that a new trainee database is to be established to correct the problems. The database, to be updated on an ongoing basis by all training colleges, will contain biodata to enable trainees to be tracked from entry into the college to exit, with contact information updated to enable future contact for tracer studies. With a full set of data available, the evaluation of the effectiveness of the TEVET systems' policies and plans related to improved access and successful completion of students in training programmes will be more efficient.

Graduation statistics for CTC graduates who were able to transition to public technical colleges having completed Level 2 training are provided in Table 13, and indicate that the pathways between CTCs and the public national TCs function as intended. (TEVETA, 2018). In 2016/17, a total of 348 students (no gender breakdown provided) graduated from Level 2 training at the CTCs. Of those, 223 students (59 females) made the transition to Level 3 TEVET training. Of the total students transferring, fewer female (26.54 per cent) than male students transferred to national TCs. However, information was not available on the other graduates who may have applied but were not accepted into Level 3 or simply did not pursue further training, While the levels for females are low, it is positive to see that thirteen females did go on to Level 3 Carpentry and Joinery (with thirty-six males) and sixteen females (plus forty-seven males) joined Level 3 Plumbing. Also of interest are the statistics related to tailoring and fashion design, in which females have come up almost to parity with males in this previously male-dominated course.

Table 13: Number of students who transitioned from community technical colleges to national technical colleges in 2016/17

Trade	Male	Female	Total
Bricklaying	40	4	44
Carpentry and joinery	36	13	49
Fabrication and welding	20	4	24
Motor cycle mechanic	3	1	4
Plumbing	47	16	63
Tailoring and fashion design	18	21	39
Total	**164**	**59**	**223**

Source: adapted from TEVETA (2018, Table 1.4).

10.2. Job searching and entrepreneurship training

Students in FGDs were unanimous in reporting that their TEVET programmes did not provide information about job searching. However, the students reported that they did receive entrepreneurship training for self-employment in their first year, and that they found the information encouraging. Students indicated that they felt they could become entrepreneurs if they were committed and hard working. In addition, the students stated that the training provided sufficient knowledge, skills and practice for them to become self-employed. Students did provide recommendations for colleges to improve the programme offerings in entrepreneurship, such as:

> *The training - it's not enough because when you want to start your own workshop you need money for start-up, therefore there is need of providing loans to those students that are willing to be self-employed if possible, as skills and knowledge only is not enough.*

> *The equipment that they give us after completing TEVET programmes, such as tool box, should be real ones and not fake ones.*

Students were also asked about their opinion of their chances of getting a job after completing TEVET training, and whether they thought there is a difference between employers' perceptions of males and females during recruitment. One female student stated:

> *No, there is a very low chance that female students will get a job after TEVET training because employers' perception is that women don't have the skills and required knowledge to perform certain tasks. But employers forget that we learn the same things in classes and workshops – both men and women.*

The same sentiments were echoed by another student, who stated:

> *We have different chances because employers have a mind-set that women cannot perform well in male-dominated technical courses and they don't want to lower their production because they have employed a female worker.*

Another question asked was 'Who is more likely to get a job between male and female graduates if they graduate successfully from the same programme, and why?' Answers again indicated a lack of confidence by females in their ability to overcome the stigma related to being a female in a male-dominated trade, and that other criteria, such as appearance, held more importance that a certificate showing graduation from the particular trade. However, one student did put forward this point of view:

> *It can be men or women depending on the employers' knowledge about gender balance. When the employer has the knowledge about gender equality, they will recruit equal numbers of men and women provided they have a qualification and meet required conditions.*

When asked about whether the constraints experienced by males and females in getting a job were the same or different, the male students had these comments:

> *No, the constraints are different because when you are a female, sometimes you can be favoured by the boss and sometimes the boss can ask for sex in exchange for a job.*
>
> *Sometimes, females are offered lower pay than males because employers claim that their work output is minimal.*
>
> *Some employers prefer to recruit males because the rate of absenteeism for females is higher than males and they give a lot of excuses mainly related to social issues.*
>
> *The constraints can be the same if both of you have not met required conditions for a particular job. For example, the TEVET certificate is not really recognized out there.*

10.3 Employment and self-employment

TEVETA recently conducted two tracer studies to determine the employment status of TEVET graduates in the formal TEVET training programmes as well as in the CSDCs. The tracer study of formal TEVET graduates (TEVETA, 2017d) was conducted in November 2016, and investigated TEVET graduates from the class of 2014, with a sample size of 226 graduates (59 females and 167 males). The results *(Table 14)* were that while the majority of graduates were engaged in economic activity (80 per cent), female graduates were more likely to be unemployed than male graduates. Whether employed or self-employed, females and males earned about the same monthly income, although the income level for both was low.

Other results of the tracer study *(Table 14)* were:

- 80 per cent of the graduates were engaged in economic activity, and 20 per cent were unemployed at the time of the study.
- Of the employed group, 61 per cent of the respondents were in waged employment (49 per cent of females) and 21 per cent were self-employed (12 per cent of females).
- 20 per cent of graduates were unemployed, with 39 females unemployed compared with 14 unemployed males.
- 83 per cent of graduates were in full-time employment.
- 75 per cent found employment within the first six months following graduation.
- Wages ranged from a high of MK 135,000/month and above for 13 per cent of the graduates to a low of MK 15,000/month for 2 per cent of graduates.
- Forty-five of the 226 waged graduates reported earning less than the government stipulated minimum wage (MK18,000/month).
- 54 per cent of self-employed graduates earned MK 60,000/month or less while 33 per cent received MK 60,000–120,000/month and 15 per cent received above MK 120,000/month.

Table 14: Employment status of graduates with formal training

Employment status after of graduates with formal training			
	Male	Female	Total
Wage employed	66	49	61%
Self-employed	25	12	21%
Not employed	14	39	20%
Total (participants)	**166**	**59**	**225**
Multiple responses were allowed; some respondents were both wage employed and self-employed.			

Source: adapted from TEVETA (2017b, p.35).

The employment and self-employment rates are fairly high, indicating that graduates were able to use their training to gain access to decent work. Satisfaction rates with the training provided were high, with 53 females and 64 males indicating satisfaction to a 'large extent' or a 'very large extent'. However, when ranking the support received from the institution for employment, job searching and starting their own business, both females and males were less satisfied, with both genders giving their institutions a score of 2.8 out of 5. Unfortunately, the level of wages earned for the majority of employed graduates of TEVET programmes is a significant concern, and may account for some of the lack of interest in TEVET programmes, especially given their length and the level of certification received.

11. Attitudes, values and beliefs on gender equality and inclusive education

Attitudes towards female TEVET education

Almost all instructors and administrators interviewed voiced positive attitudes towards the participation of females and SWD in technical education and training as an important contribution to development of the country overall. A number of instructors stated that everyone is entitled to education and training and that since females make up over half of Malawi's population, their participation in technical trades should be proportional. However, when the researchers probed more deeply into questions related to a gender-responsive curriculum or teaching methodologies, many instructors suggested that they are not necessary and that all students should be taught in the same way.

In this context, instructors and administrators did express knowledge and understanding of the benefits of educating females, particularly in TEVET. A number of both female and male instructors stated that despite the limitations perceived by females and SWD, it was critical that their participation was increased to promote self-reliance and to enable them to contribute to society. A female instructor stated:

> *Yes, it is important to bring more females into training for gender equality and to influence other ladies to join TEVET – if you have one, two or three in the system, you can use them as role models and other females can see it is possible for them to achieve. From these graduates, more female instructors can be found and females would not always have to be taught by male instructors.*

Further, a male instructor stated:

> *Yes, an increase in female participation is necessary anywhere in the world. In Malawi, the number of females is greater than the number of males – many ladies in the country are pushing development. Even in the villages, women are doing manual work such as making roads. They are also responsible for taking care of children. They could even become the president – they need to be empowered.*

Another female instructor added thoughts about SWD, stating:

> *For people with disabilities, other people may make them feel separate. We want to remove that barrier so that they go together with others. They are all equal.*

Other instructors talked of the importance of training females because of the multiplier effect it has on the health of the family, the community, and the improvement on society as a whole. A male instructor who currently teaches three female students alongside twenty male students in carpentry and joinery indicated that 'There is lots of space for female learners and they can do anything a male can do.' A female carpentry and joinery instructor talked about the importance of both formal and informal education for female students who have dropped out of school, become pregnant or married, but still need to earn a living. Other instructors indicated that female education is an important factor in delaying early marriage and childbearing, decreasing population growth, and providing a lifelong skill to fall back on should life take unexpected turns. A number of instructors and administrators indicated that once trained, skilled female tradespersons were in demand by industry.

However, in the case of many instructors interviewed, the depth of knowledge on gender quality and inclusive concepts beyond these generalities was found to be limited. While espousing attitudes and values of inclusivity, several instructors went on to state their opposition to any differential requirements for teaching female

students or those with disabilities. It appears that some instructors believe that gender equality and inclusion is good and necessary, but gender equity, or providing extra assistance to 'level the playing field', is seen as favouritism. This lack of knowledge and understanding may be the result of the overall lack of comprehensive teacher training, but it appears to go beyond pedagogy to an overall lack of knowledge of what gender equality actually means and the types of behaviour that would result from certain attitudes and values.

The link between attitudes, values and behaviours needs to be strengthened through education, and it is likely to be difficult for individuals (instructors or administrators) to promote or create favourable conditions for learning for females and SWD when they do not fully understand the basic concepts of gender equality, gender equity and inclusion. This is exacerbated by the general lack of academic preparation, including pedagogy, for at least half of the TEVET system instructional team. The need for education and training on these concepts is critical to increasing knowledge, improving attitudes and behaviour, and increasing the access and success of those who are currently disenfranchised in the TEVET system. In addition, this lack of understanding may have contributed to some of the poor attitudes displayed by some instructors related to assigning work, as reported by the female students.

Questions related to instructors' knowledge and understanding of the term 'inclusive education' received a mixed response. Six of twenty-seven instructors (22 per cent) had never heard the term and had no idea what it might mean. Others were unsure of the definition but made an effort to define the term anyway, most of them indicating that it meant females and males were to be included. Fifty-nine per cent of instructors interviewed provided a good definition of the term that included providing education for all, male and female, as well as SWD. It is clear that instructors and administrators require additional in-service training to give them a more in-depth understanding of inclusive education.

Other administrators indicated that attitudes and values follow on from knowledge and experience, and that for TEVET staff to be fully implementing concepts of gender equality and inclusion, comprehensive, rigorous and compulsory gender and inclusion education is required. Nearly all administrators (89 per cent) agreed that the TEVET system requires this training and it should be incorporated into all upgrading of current teaching and administrative staff as well as strengthened in pre-service training.

12. Gender equality and inclusion analysis of the TEVET curriculum, teaching and learning

12.1. A gender-responsive and inclusive TEVET curriculum

Curriculum development is facilitated by TEVETA through its Standards Development Unit, which has two staff, one female and one male. The Unit is responsible for the development, finalization and printing of the training modules (the curricula intended to guide the teachers) and any other supporting materials produced for teachers or students. The content of the modules is developed by a contracted team of experts in the particular field of study.

According to the TEVETA curriculum developers, the TEVET curriculum strives to be 'gender neutral', and contains only the bare minimum of content in terms of competencies to be acquired both academically and practically. TEVETA does not have specific curriculum guidelines for development of gender-responsive or inclusive education concepts, and therefore these concepts are not included in the training modules at the present time. Currently, there are no additional teaching or learning manuals produced for use by instructors or students, but TEVETA hopes to develop such manuals in the future. The TEVETA curriculum specialist indicated that gender-responsive and inclusive methodology concepts could potentially be outlined within these new materials, especially the ones developed for instructors, if and when they are developed. This will be a major advantage to those instructors without comprehensive teacher training.

SWD also use the standard curriculum and training modules. The TEVETA curriculum specialist indicated

that more research is necessary to work effectively with SWD in order to come up with training courses and specific methodologies that best suit their needs.

In this study, instructors were asked whether they considered the curricula 'gender-responsive'. This question was not well understood by the instructors interviewed, and a significant number indicated that any curriculum materials should be gender-neutral and that all students should receive the same kind of teaching. Their response corresponds with a potential lack of understanding of issues related to different learning styles and the concepts of inclusive education. These attitudes may affect their practice as well as their ability to create a positive enabling environment for all the types of students.

Visibility of females and SWD in technical training curricula and promotional materials

While TEVETA has made a concerted effort to visually depict female learners in many of its publications and within promotional literature, additional effort is required to increase the visibility of SWD in these publications. A deliberate policy, or guidelines for publication, must be developed to guide the TEVET system and ensure gender equality and inclusion in all public documents. Nevertheless, according to two central administrators from TEVETA, the organization actively promotes the prominent visibility of female students in both male-dominated and other technical trades, in its printed materials, its website, and even on its vehicles.

A number of TEVET occupational training modules (curricula) for specific occupations were reviewed. Each module has a photo on the cover, and TEVETA officials interviewed stated that they make it a practice to depict male and female students equally on the various module covers. No other photos are provided in the training modules, which contain only printed materials such as competencies and tasks to be learned as well as graphics on the content (for example, how to build a window frame). Of the seven modules reviewed, two modules had photos of females only on the cover, while three modules had photos of males only. Another module had a photo of both genders on the cover, while a final module had a photo of a female leading a task while male students watched.

Calendars and other printed materials, such as the quarterly *TEVET Times magazine*, also show photos of women and men working singly or together in technical trades. In the six *TEVET Times magazines* reviewed, out of approximately twenty articles per issue, two or three articles related to female achievements or other stories about female role models or female training opportunities were featured. In addition, in every issue reviewed, TEVETA's female reporters had more bylines in the magazines than their male counterparts. For example, in the July–September 2017 magazine, sixteen out of twenty articles were written by female reporters, while in January–March 2015 the articles were evenly split between the genders. On two occasions during data collection at specific colleges, a TEVETA vehicle appeared with a female electrician depicted on the vehicle's side panels, a powerful example of TEVETA's promotion of females in male-dominated occupations.

The inclusion of SWD in the various printed and other documents remains very low or altogether lacking, reflecting both the low number of SWD in the training colleges and perhaps the lack of emphasis on SWD by the TEVET system. None of the training modules reviewed had a photo of a SWD on the cover, and there were no articles related to SWD in the magazines reviewed. SWD must be able to 'see themselves' in these occupations, and depictions of students with various types of disability must become more visible in newsletters and calendars, and in other types of promotional literature.

12.2. Gender equality in teaching, learning and assessment

Availability of female instructors

The gender bias in the technical programmes is also reflected in the number of female and male instructors teaching in the institutions. The findings from the technical colleges participating in the study were that there

are more female than male instructors in female-dominated trades, and likewise, more male than female instructors in male-dominated trades *(Figures 20 and 21)*. It is important to note that overall, there are more male than female instructors in technical colleges, providing few role models for female students in male-dominated trades. This fact was also identified as a barrier to success for female students by all respondents.
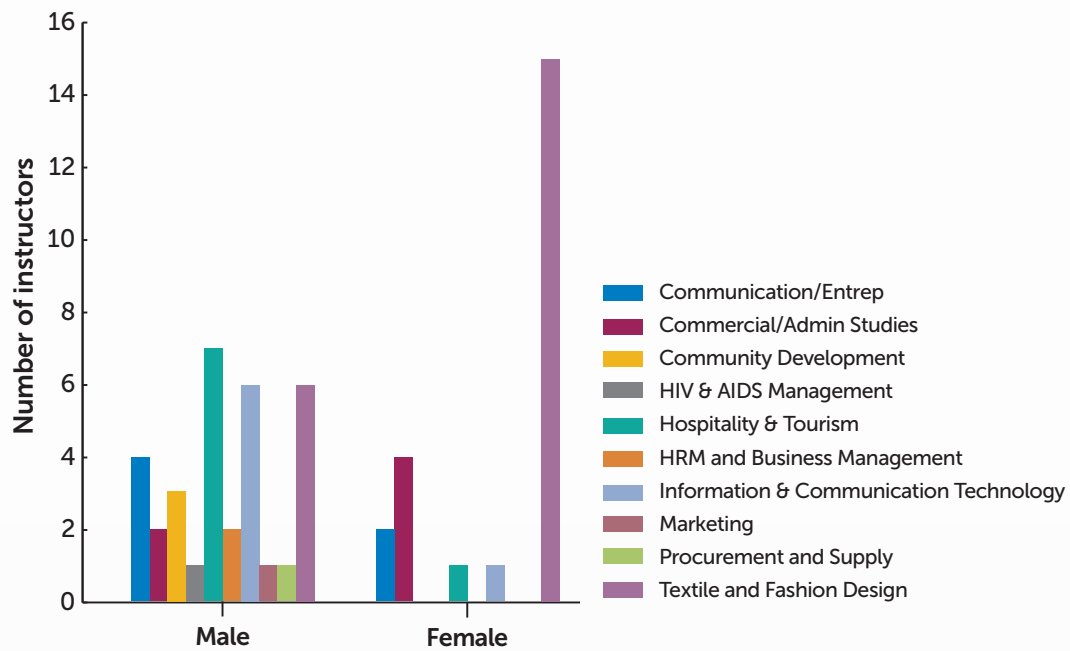

*Figure 20: Female and male instructors in typically female-dominated trades*
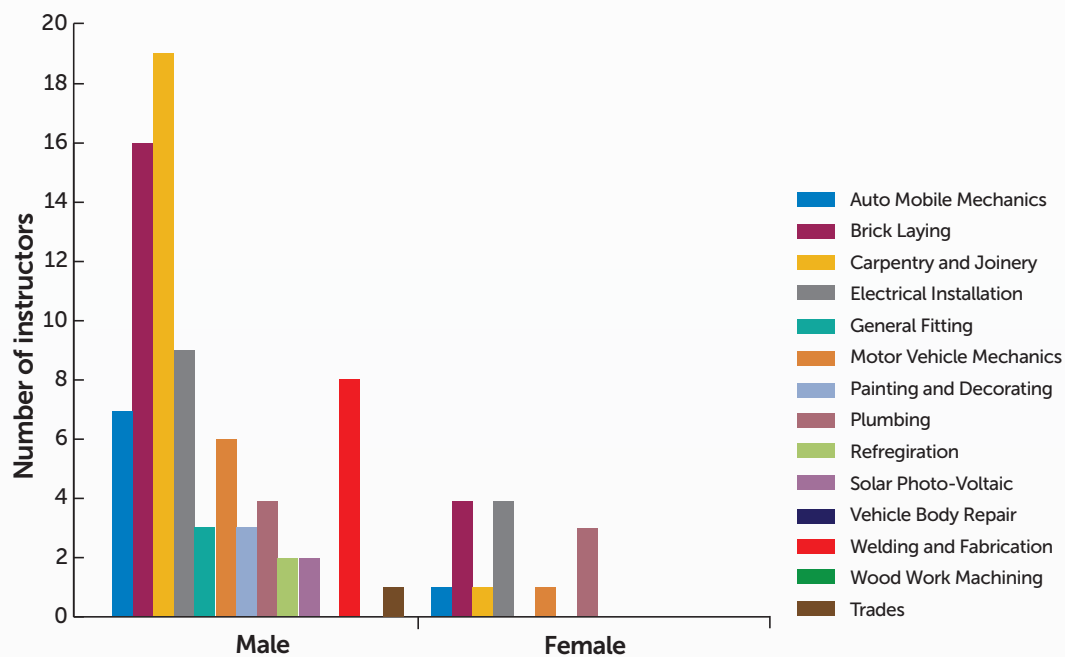
Figure 21: Female and male instructors in typically male-dominated trades

Reported differences in achievement between female and male students

All instructors interviewed are teaching or have taught female students. Instructors in construction and auto mechanics stated that the number of female students was low (from one to three female students per year, with approximately twenty male students).

According to half of the instructors interviewed, females tend to do better in theory than in practical exercises, although data to substantiate this was not available. The reasons suggested included a lack of previous exposure to tools and equipment, an inferiority complex and lack of confidence, and a mindset which tells them that this trade is a male job.

In some private schools visited, instructors indicated that male students assist female students and the school supports the female students to overcome any academic or skill obstacles. However, a significant number of instructors did admit that the male students frequently mock the female students by telling them that 'You are a man now wearing overalls' or 'Why are you trying to do this job, this is a man's job?' Instructors indicated that they try to discourage this behaviour.

A number of instructors indicate that once the female students became familiar with the tools and the workshop, they exhibit a great work ethic, studying after class and getting additional help when required. Several instructors indicate that when overall marks were finalized, female students often perform better than male students, although this was not confirmed by data. An instructor at one CSDC stated, 'Actually, in this institution, the females are always ahead of the male students.'

In some programmes, such as motor vehicle mechanical repair and electrical installation, instructors indicated once again that mathematics and science can be a problem for female students because they do not have the prerequisite level of prior maths and science knowledge to excel. The lack of previous preparation is especially evident at CSDCs, where students with various levels of qualification may be studying in the same programme. Those with only a Junior Certificate of Education often struggle with concepts requiring mathematics and science knowledge. Instructors indicated that they often provide additional time with these students after school hours. As data is not available on the grades of students, it is not possible to corroborate this commonly held belief.

A few instructors noted that at times, a lack of physical strength can be an issue for female students when doing certain tasks such as bending plumbing pipes. Instructors also stated that because technology is changing, strength is not as much of a significant issue in 'doing the job' as it once was. An example provided was that many modern automotive shops have machines which do the heavy lifting (such as removing engines from vehicles), making the occupation more attractive to both females and males with less body strength. Teachers are not taught how to provide students with differing levels of strength or ability with the necessary tools or methods to accomplish these tasks more effectively.

Some female students have home responsibilities which can result in their missing classes, being forced to leave college by their husbands, and having to stand up to criticism from family members and from their classmates. Additionally, some instructors have experienced new mothers who, having returned to class, disrupt it by leaving to breastfeed, although this is not a common issue. While one school might think of this as a disruption, another school (a CSDC) supported a new mother who was on attachment when she gave birth by paying for a nanny to be with the baby so she could finish her studies.

Assessment of student learning in the TEVET system can be influenced by many factors such as construction of the assessment process, the types of assessment tools and the attitude of the assessor. Additional student-related factors which can affect the outcome of the assessment process include their cognitive ability, level of confidence with the subject matter, familiarity with assessment tools and processes, and levels of anxiety about the assessment (UNESCO, 2017a).

All TEVET instructors interviewed indicated that male students, female students and SWD were treated equally during assessments. According to instructors, students must demonstrate that they have mastered their set tasks. Most instructors strongly agreed that assessment must be the same for all students, and that favouritism or leniency for females or those who were disabled did them no good in the end as industry only cares about having a skilled worker. Some instructors indicated that female students did better on continuous assessment than on written exams. Advocates of gender-responsive teaching and assessment would argue that different types of assessment may be required to provide both females and SWD with an 'equal playing field', while ensuring that all students are able to demonstrate their competency. Some students may perform better in one type of assessment than another for the same task. For example, a combination of oral, written and practical assessment may yield better results for both male and female students.

12.3. Teacher capacity in inclusive education

Most instructors interviewed (twenty-two out of twenty-six) indicated they felt they could teach female students successfully, but admitted that they really did not know much about gender differences in learning styles, nor had they experienced gender-responsive teaching and learning concepts in their training. Four of the instructors (three female and one male) indicated they needed more training on gender-based learning styles and responsive teaching. Most instructors were unable to describe particular gender-responsive teaching methods they had used, and several stated categorically that all students should be taught in the same way. One instructor indicated that he found the group discussions a non-threatening way to assess each student's understanding of an issue, including female students, and he was then able to identify those who required remedial teaching. A female instructor in a male-dominated trade indicated that she tried to use herself as a role model to talk about self-employment opportunities and the excitement of owning your own business. Because she has two successful businesses, she was able to give both female and male students another vision for their future.

A very new female teacher appeared to have inculcated her pedagogical training and indicated that many methods would be suitable for female students, stating:

> *Although I have no females in my class now (first year of teaching) I would use discussions, group work, demonstrations, sketches – to make sure that different students have equal chance of grasping the content. For any students, females included, if the content isn't grasped during class time, additional explanations are provided after class to assist the students.*

Only one of the instructors interviewed (out of the twenty-seven) had had previous pre-service or in-service training in gender equality or inclusive education. A few instructors reported receiving some training about teaching methodology at Domasi College of Education; however none of the instructors were unable to recall any concepts related to gender-responsive teaching and learning. One very new male instructor reported he had had neither teacher training nor any gender equality and/or inclusive education training, but stated:

> *I have had no official gender training but there is just a part of me that cares much about giving women chances, not just women, but giving equal opportunities to everyone, regardless of gender or disability.*

When instructors were asked later in the session if there were any areas in which they felt they could use additional training, most of instructors said they would welcome additional training in gender equality issues, gender-responsive training and gender-inclusive pedagogy.

Administrators at both MoLYSMD and TEVETA identified the need for gender equality and inclusion training for all instructors and administrators in the TEVET system. As one administrator indicated:

> *The narrative on gender had changed significantly and it is time for everyone providing TEVET in Malawi's colleges to be updated on important aspects of gender sensitivity.*

Another administrator provided this view:

> *At the TEVET induction for all new instructors we need to have gender-sensitive teaching methodologies as a module. Currently we are not doing this. Having females in class, especially in male-dominated trades, requires special efforts from instructors. Instructors have a role in ensuring that female students feel welcomed and part of the group and can 'see themselves' in the curriculum and materials produced. Now if a female student comes to school and the class is all males except for one or two females, she is already feeling like she is in a strange environment. She is bucking the cultural trends ... she is already feeling on the outside. Then all she sees is male instructors. Then all materials show photos of males doing the work. Then the instructor takes no particular interest or uses any methodologies that are more attuned to her needs. Then she goes into a hostel which is dirty, the toilets don't work and there are no good washing facilities. She is further alienated. Then she faces challenges from fellow male students, or even the teaching staff. We are trying, but we have to do a lot better if we really want female students to succeed.*

12.4. Gender analysis of issues related to attachment of students in industry

Practical training in industry is an important part of the TEVET training system but it produces a number of issues that adversely and differentially affect female students. Some female and male students were interviewed individually (five females and three males) and others participated in FGDs (six females and six males) to identify issues related to their experiences during attachment. Out of the eight students interviewed, two were in their second year while six were in their third year.

Students have had a 'successful' attachment experience if they have acquired the necessary skills on the job and this skill acquisition is confirmed with the supervisor signing the student's logbook. However, a number of issues can complicate the experience for both females and males, creating personal as well as educational and financial hardship.

The main issues related by students include:

- Insufficient and late-paid financial support (training allowances) increases vulnerability particularly for female students (all eight agreed), leading them to skimp on food, use unsafe transportation methods and stay in unsafe boarding houses.
- Female students especially experienced sexual and other types of harassment at their workplace, boarding house, or during transport to and from the workplace, including:

  o Supervisors who provided additional paid work demanded sexual favours in return.
  o Work assignments and logbooks were negatively affected when students refused sexual advances by supervisors (mentioned by two of the eight females).
  o Students were denied a placement for their industry attachment (one of the eight females) after refusing to have sex with the industry placement person. (private student seeking own attachment).
  o Verbal abuse by supervisors, experienced by all eight females and six of the eight males interviewed.

      o   When they had financial problems, all eight females expressed worry about asking their employer for assistance because they feared an expectation that they would provide sexual favours in return.

- Their workplaces lacked safety boots, tools or work suits, leaving students subject to injury on the job site, or being left out of different types of work for which the equipment was essential; 80 per cent of focus group students indicated that they had had to purchase their own safety equipment. (All TEVETA-sponsored students in public and private colleges must purchase their own work suits and boots for training programmes.)
- Female students are subjected to stereotyping related to work assignments, such as being given less demanding work or being sidelined by supervisors, while male students are given, for instance, tasks requiring climbing or strength. Because of their exclusion from this section of the work, some females do not gain sufficient new skills.
- Assignment of work to students appeared to be unrelated to their learning outcomes.
- Payment for overtime worked had been agreed but it was not paid.
- Lengthy attachments at times lead to students dropping out because they are unable to manage them financially, to cope with pregnancy during them, or for other reasons.

The issues identified by students were corroborated in some instances, by instructors, administrators and TEVETA itself. Recommendations for improving the attachment experience were provided by all respondents, and are included at the end of this section.

Organization of industry attachments

TEVETA, through the regional TEVET service centres, has the responsibility for organizing attachments with employers for all the government-sponsored students in TCs and CTCs; students are also free to also find their own placements. Students at CSDCs also have workplace attachments organized by the CSDC staff, the students themselves, community committee members and the local district council.

TEVETA's annual reports provide data on the numbers of apprentices attached each year. A three-year summary is found in **Table 15**. According to these reports, 1,649 students received attachments in 2014/15, with the numbers decreasing to 1,375 in the following year. No explanation was provided for this decrease. There was a great increase in 2016/17, at least in part because new CTCs became operational with their trainees being attached. These were inadvertently left out of the target projections, as indicated in the annual report. The number of females on attachments also decreased during 2015/16 (from 536 to 371) but rebounded again in 2016/17 to 776, or 27.8 per cent of the total number of attached students. This percentage is close to the average number of females in the formal TEVET system. The meaning of the 'target' shown in Table 15 is not defined, but it is likely that it is related to the number of students enrolled in training programmes requiring attachments in any given year. The targets are not disaggregated by gender, making it impossible to determine the percentages of females and males needing attachment, and then further to determine how successful female students were in getting an attachment compared with their male colleagues.

Table 15: Three-year summary of practical attachments in industry by region

Practical Attachments of Apprentices in Industry				
	Target	**Females**	**Males**	**Total**
2014/15 North	320	55	262	317
2014/15 Centre	500	354	408	762
2014/15 South	484	127	443	570
Total 2014/15	**1,304**	**536**	**1,113**	**1,649**
2015/16 North	350	111	207	318
2015/16 Centre	600	120	365	485
2015/16 South	533	140	432	572
Total 2015/16	**1,483**	**371**	**1,004**	**1,375**
Total 2016/17	**1690**	**776**	**2013**	**2789***

Source: TEVETA (2016, 2017a, 2018). A breakdown per region was not available for 2016/17. Noted that the totals for targets and attachments in this table differ from the numbers in Table 17, which reports on attachment allowances paid. Both are accurate reflections of the numbers provided in the TEVETA annual reports. The discrepancy is not explained.

*TEVETA states that target was underestimated as it did not take into account attachments from CTCs.

Students at different types of institutions are attached for different periods of time, and with the new harmonized curriculum, starting in 2017, the attachment lengths have been decreased from 12 months to 7 months for public and private TCs and CTCs. **Table 16** identifies new attachment periods for government-sponsored students. Students in cohorts prior to 2017 are using the older time frames, which were lengthier.

Table 16: Length of attachment in industry by type of institution

Type of Institution	Responsible	Year 1	Year 2	Year 3
Public/private TCs Level 1, 2, and 3	TEVET, apprentices, college	Students in class from January through to December	Students attached in industry for 7 months (Jan–July); back to college for until December	Students attached in industry from January–July and back to college until December.
CTCs Levels 1 and 2	TEVETA, apprentices	Students in class from January to December.	Students attached in industry for 7 months from January to June and in school from September to December; training is then complete.	
CSDCs, CBET Informal Training	Teachers, local committee	They do not offer Level 1 and do not follow the prescribed academic calendar. They usually offer training between 3 and 6 months and can organize a short industry attachment.		

Source: Summary received from TEVETA Central Office

Allowances to students on attachment

While on attachment, students must pay for their own accommodation, meals and transportation to and from their workplace. To assist students, TEVETA pays attachment allowances. The amount of the allowance is determined by a committee comprised of MoLSYMD, the employers' associations and TEVETA. The cost is in theory shared with the attachment provider, in a formula which takes into account the experience level of the student. According to TEVETA service centre staff, there are continuing difficulties in having industry comply with this policy.

At the basic skill level (Level 1), this amount is below the minimum monthly wage prescribed by government policy (MK18,000/month), while Level 2 students receive just above the minimum wage.

The current rates are:

- Level 1 students: MK16,500/month with TEVETA paying 100 per cent to the student.
- Level 2 students: MK18,500/month with TEVETA paying 50 per cent directly to the student and the employer paying the other 50 per cent.
- Level 3 students: MK 20,500/month with TEVETA paying 25 per cent and the employer paying 75 per cent.

The numbers of students on attachment and receiving attachment allowances from 2014/15 to 2016/17 are provided in Table 17. The expenditures increased over the three years, as did the numbers of students participating.

Table 17: Attachment allowances paid by region, 2014/15–2016/17

Region	Annual target	Achieved		Total	Amount (MK)
		Female	Male		
2014/2015					
North	320	19	105	124	15,524,093
Centre	500	178	298	476	77,326,280
South	771	78	215	293	40,790,344
TOTAL	**1591**	**275**	**618**	**893**	**133,640,717**
2015/2016					
North	175	42	136	178	12,657,500
Centre	614	125	230	355	22,786,000
South	500	99	275	374	61,006,500
2015/16 Total	**1,289**	**267**	**640**	**907***	**96,450,000**
2016/17 Total	**1690**	**776**	**2,013**	**2,789****	
Total	**2272**	**471**	**1,127**	**1598**	**193,412,750**

Sources: TEVETA (2016, 2017a, 2018).
*Total changed from report due to an addition error in the report (906)
** The TEVETA Annual Report for 2016/17 did not report attachment allowances paid by region.

TEVETA's portion of the allowances is paid from funds received under the TEVET levy. However, as previously mentioned in the discussion on bursaries and scholarships, TEVETA receives the levy funds from industry on a sporadic basis, which creates occasional cash flow issues. Consequently, according to a TEVETA administrator, on occasion students receive allowances very late in the month, creating serious difficulties and causing vulnerable situations. Instructors and administrators also reported this as a difficult issue. As TEVETA administrators indicated, TEVETA is aware of the issue and is trying to resolve the efficiency of the cash transfer to students. Non-government sponsored students must pay their own expenses or negotiate an allowance from their employer.

Employer responsibilities and requirements

TEVETA partners with employers (through a written contract) which agree to provide students with meaningful skills training based on the tasks listed in the students' logbooks. Employers also agree to pay their share of student allowances, as stipulated by policy and their contract.

TEVETA provides guidance to employers and supervisors through an induction course to ensure that new employers/supervisors understand their responsibilities; a copy of the induction course PowerPoint presentation (TEVETA, 2013b) was provided to the study. In a gender analysis of the induction programme, it was not evident that gender issues are discussed. Suggested topics for inclusion are the 'social distance' required between supervisor and students, the importance of creating a workplace free of sexual harassment and unfair treatment, and the importance of equal opportunity for males and females in providing appropriate skills training for both.

It is recommended that TEVETA develop a more gender-responsive, standardized industry attachment induction programme which engages the employer as part of the 'solution' in ensuring zero tolerance for GBV in the workplace. The new course should be provided to all employers/supervisors to achieve 100 per cent coverage, over time (as opposed to only new supervisors who are currently offered training). A printed copy should be delivered to the employers/supervisors along with the contract to ensure, as far as possible, that the messages are clearly received. Providing new, more comprehensive information to employers and supervisors supports the overall TEVET system's zero-tolerance approach to sexual harassment and mistreatment.

Orientation of students on the attachment process

According to the staff interviewed at two TEVET service centres, TEVETA staff provide a student orientation or induction programme to students going on attachment at each college. According to the staff at the TEVET Service Centre (Southern Region), who kindly provided a copy of the PowerPoint presentation used in this region (TEVETA, 2017d), the verbal presentation includes objectives and purpose of the attachment process; expectations of behaviour on the job; issues of occupational health and safety; reporting procedures for issues arising at the workplace (inappropriate work assignments or other personal issues); work hours and issues of overtime; importance of updating logbooks identifying tasks performed while on attachment; payment of upkeep allowances; and the planned verification visits by TEVETA. This induction is a verbal presentation and no handouts are provided.

A gender analysis of the PowerPoint presentation for students indicated that there is no mention of specific issues of GBV which female students might confront, although there is a topic which includes 'issues of health and safety' in which the GBV issues could be encompassed. A process for reporting issues is provided which suggests the student follows the hierarchy of the workplace. If this reporting is unsuccessful, they can bring issues directly to TEVETA. It is recommended that a more detailed discussion takes place during the student induction, which openly outlines issues related to GBV and reiterates TEVETA's commitment to supporting female students to ensure a safe workplace and an effective learning environment. A printed copy of the attachment orientation should be provided to the students, with the appropriate contact information for reporting, especially for issues requiring immediate attention.

Students' perception of work attachments

The students interviewed all agreed that work attachments can be a very important training opportunity, and that if they are facilitated properly, they can provide good work experience, possible subsequent job opportunities, and the opportunity to earn some extra money, especially if the employer pays the student extra when they take on outside jobs. However, some supervisors take advantage of female students, and female students were quick to reveal issues that can arise when they are given an opportunity for additional work, as one student stated:

> *The supervisor took me with other male workers to do a task outside of our work place and we were given some money by the supervisor as a wage for that task. To my surprise he gave me more than others. After some weeks he asked me to go out with him and I refused so he demanded that I pay back the money he gave me or he would report that I had stolen some things from the company. I was forced to borrow some money from friends to pay him back. And from there on, he has never given me any task to do, if anything I was used as a casual labourer.*

Some supervisors use resources, such as money, to abuse the students, and this can be discouraging and demotivating. It is possible that some female students become victims to such types of behaviour for fear of being suspended from work.

TEVETA advises students to bring issues arising to their attention, but it appears that many issues go unreported for a variety of reasons. Some students stated that they were willing to remain in a poor situation and not report issues because the employer gave them some extra allowance which they would lose if they moved to a new business. Alternatively, some do not report issues for fear of losing their attachment.

Instructors and administrators corroborated the students' concerns, also stating that the low level of allowances increases chances that vulnerable female students, who are without any recourse, may succumb to advances by male employers or supervisors who agree to give them money. And worse, a number of instructors and administrators indicated that female students had to face sexual harassment from their landlords as well as suffering the same at the workplace. They also indicated that the length of the attachment period can lead to an increase in dropping out because of a number of factors including financial issues, pregnancy and finding full-time employment.

Recommendations for improvement to the practical attachment process include:

- Provide a more robust, gender equality-focused induction training for employers and supervisors which supports a zero-tolerance approach to GBV and clarifies that the purpose of attachment is related to skill acquisition and appropriate work.
- Improve the student induction course to include issues of GBV arising in the workplace, and how to respond to and report these issues.
- Increase the amount of attachment training allowances and ensure it is distributed on time to students.
- Improve the quality of the work experience for students to increase opportunities for skill development.

12.5. Programming in health, HIV and AIDS, and reproductive health

Instructors and administrators in all colleges indicate that students, because of their age and stage in life, require information on health, and particularly on reproductive issues. Many instructors indicated that students are away from home, sometimes for the first time, and are therefore exposed to social situations that can affect their health and well-being.

The Occupational Health and Safety module taught at Level 1 includes information on HIV and AIDS as well as other reproductive health issues such as condom use. A number of instructors identified this course as an important part of the curriculum which could save students' lives. However, it appears that in recent revisions of that module, the information has been excluded, although this could not be confirmed by TEVETA at the time of writing.

Instructors and administrators were almost 100 per cent in agreement about the importance of this information being provided to all students. Many indicated that civil society organizations can be asked to come into the school from time to time to provide HIV and AIDS awareness days, including testing, information around other reproductive health issues and even relationship guidance. Some colleges indicated that they these organizations did indeed come in at least once a year. Others indicated that there are student clubs, such as HIV and AIDS Prevention Clubs, which tackle these issues. There is no overall policy or guideline on this issue, which means that in the end, individual colleges make up their own programmes or there is no programme at all. Leadership by TEVETA on this issue could provide guidelines for colleges on how to provide sexual and reproductive health information on their campuses. A one-day HIV and AIDS awareness programme is insufficient to provide the depth and type of information required by students.

13. Gender-based violence in TEVET institutions

Various forms of GBV were experienced by both male and female students in TCs. The GBV was perpetrated by fellow students, instructors and administrators. Some students, especially females, had experienced forced sex, disrespectful or mean talk, and unwanted touching.

13.1. Forced sex

The students' individual interviews reported cases of forced sex, especially in private and public TCs. Out of the 206 students interviewed, 9 per cent of the females and 2 per cent of the males reported forced sex *(Figure 22).* These results are similar to findings from a 2017 SRH and GBV study in technical colleges (UNESCO 2017b), in which 8 per cent of respondents reported sexual abuse in the colleges. In the private colleges, it was only females who reported forced sex, while in public colleges forced sex was reported by both males and females. On the other hand, students from CSDCs and CTCs did not report any cases of forced sex. This result could be because of the smaller number of students interviewed at the smaller institutions, the fact that the public and private institutions were boarding facilities and therefore there was more opportunity, or random chance in the sampling. Although there are relatively few cases of forced sex reported, the findings confirm that GBV is a serious issue in the TCs. However, such cases are almost never reported to authorities. Out of the twenty-eight students who had experienced cases of GBV, only one had reported the case to authority. The FGDs with female students revealed that they do not report to authorities because they fear being penalized or failed during the exams, especially where the perpetrators are either instructors or administrators.
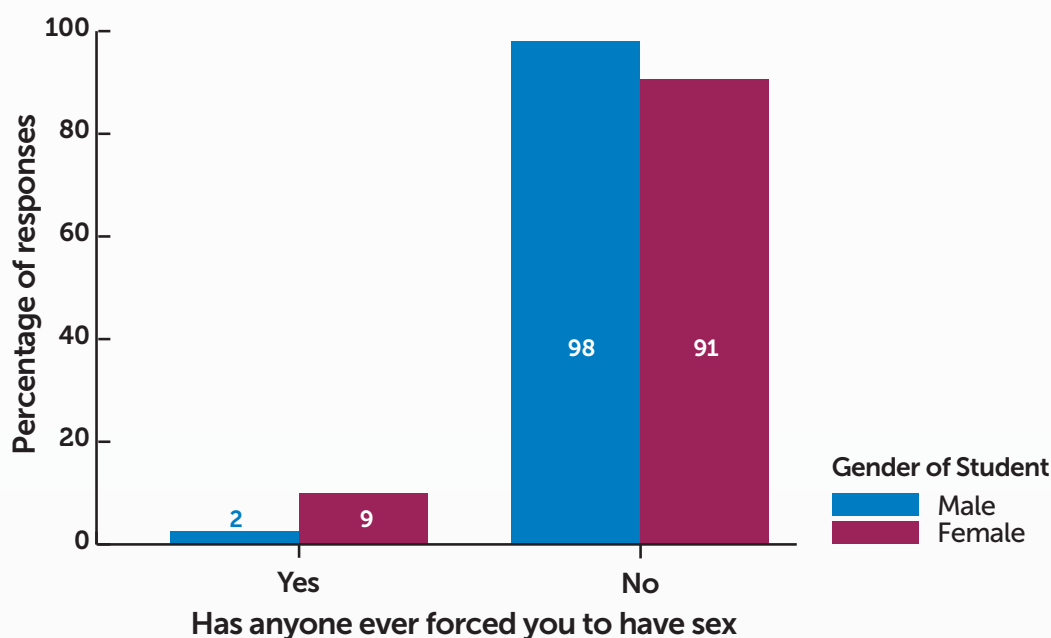
Figure 22: Forced sex by gender of students

Students on attachment also reported cases of forced sex during attachment. Out of the eight interviewed students on attachment, one female reported that she was forced to have sex with an attachment supervisor.

13.2. Disrespectful and demeaning talk

Students from all the colleges reported cases of disrespectful and demeaning talk from both instructors and fellow students. Almost 14 per cent of both male and female students stated that they had experienced either disrespectful or demeaning talk from instructors *(Figure 23)*. The discussion revealed that some female students had been victims of mockery and unwanted comments by the instructors in class, especially after they had turned down sexual advances from the instructor.
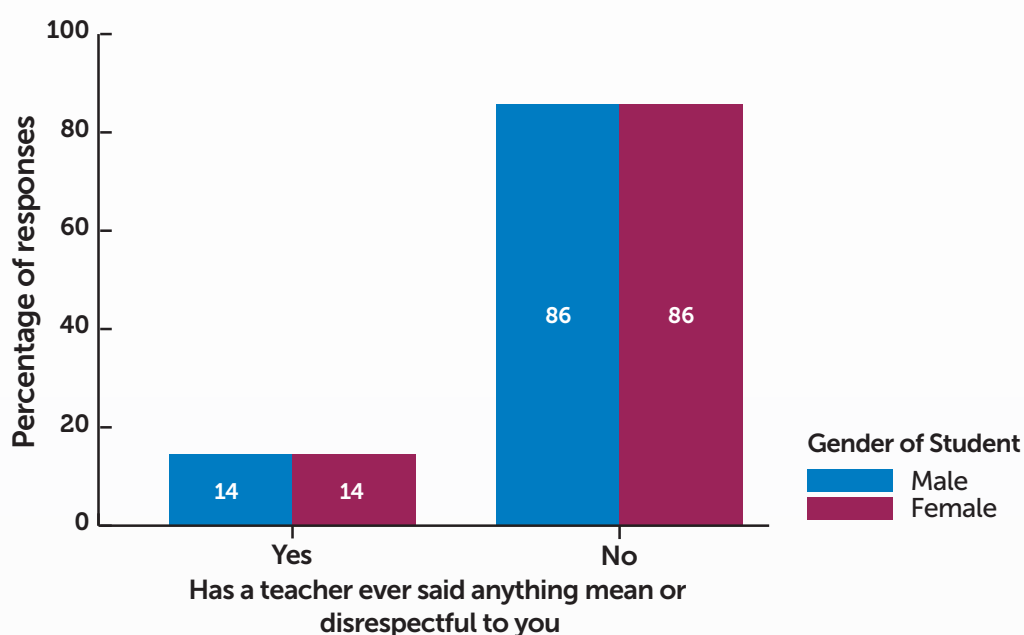
Figure 23: Disrespectful or demeaning talk from instructors by gender

The finding is that more female students (29 per cent) than male students (18 per cent) are subjected to disrespectful and demeaning talk from fellow students. The discussion with students revealed that fellow male students speak disrespectfully to females, especially when they are drunk. The male students sometimes go to female students' hostels when they are drunk to insult them. Out of the eight students on attachment, two had experienced mean and disrespectful talk from supervisors. It was also noted that two of the eight students (both male) had been harassed by their supervisors.

13.3. Student reports of violence

The students reported that they fear potential violence from both fellow students and instructors. The female students seem to fear violence more from fellow students (20 per cent) than from instructors (17 per cent). Half of the students on attachment (50 per cent) reported that they feared violence from supervisors and others in authority. The higher percentages of students who fear violence may suggest high cases of GBV during attachment. It was interesting to note that issues of GBV do not only affect female students; male students are also victims, as illustrated in Table 18. (See also Section 12.4).

Table 18: Students' experience with violence (%)

Variable	Percentage of respondents	
	Female (n=85)	Male (n=121)
Do you fear for yourself related to potential violence from fellow students?	17	16
Do you fear for yourself related to potential violence from teachers or others in authority?	20	13
Have you ever been hit by a teacher, administrator, or students?	4	1
Has a teacher ever said anything mean or disrespectful to you?	14	14
Has a fellow student ever said anything mean or disrespectful to you?	29	18
Has anyone ever forced you to have sex with him/her?	9	2

During FGDs both male and female students reported serious issues of GBV in some colleges, perpetrated by both students and instructors. However, instructors and administrators from all the colleges disagreed in their interviews, and emphasized that there were no cases of instructors perpetrating GBV in the colleges. Some administrators indicated that there was 'likely' cases perpetrated by fellow students, or that perhaps instructors engaged in disrespectful talk on occasion. A number of administrators did indicate that incidences occurred which went unreported to the administration. It was noted in some colleges that some GBV activities are influenced by the unsafe and insecure state of the infrastructure. For example, most of the rooms in the female hostels have broken doors without locks, and so it is easy for males to enter at night. Although all the colleges have guards who patrol at night, including the areas of female hostels, most of the hostels have no fence, making it difficult to control exits from and entrances to them.

Colleges that are church-based or private appear to have stricter codes of acceptable conduct for both students and staff. It appears that institutional management sets the tone for behaviour in the institutions, limiting poor behaviour, allowing it to occur unchecked or ignoring it altogether. Codes of conduct for both students and instructors/administrators exist at all institutions studied, according to information from the respondents. However, most institutions were not able to produce a copy of the actual documents for instructors or students, and most instructors were unable to recall if they had actually seen such a document. All instructors and administrators interviewed indicated that personal relationships with students was against regulations and were grounds for disciplinary measures, if not dismissal.

The FGDs with SWD reported a number of acts of violence or demeaning behaviour that were perpetrated by fellow students, instructors and society in general. One female student provided an example:

> *A certain female student was told by a certain teacher at this institution that she is not blind and she is lying to them that she cannot see. The teacher waved a sheet in paper in front of her face, asking her to say what was on the paper.*

Both female and male disabled students at Lilongwe VI said their institution is free from any form of gender-based violence. They stated that they had only heard that there were several cases of violence in the past. SWD also face violence from the workplace, where some employers are not willing to employ them because of their disability. One male student reported that:

> " *I went to an oil company for a job interview. The job interviewers told me that they don't have a department where I can work, they said 'Because we need someone to work with oil milling machines, what if we employ you and an accident occurs and another hand is cut by the oil machines, then you will not have both hands therefore it is better for you to go and look for other jobs.' I noted that I had a higher qualification than most of them.*

13.4. Codes of conduct

Students, instructors and administrators at college level, as well as at the level of MoLYSMD and TEVETA, were asked about the existence and implementation of codes of conduct or regulations for both students and instructors/administrators in the TEVET system. All institutions and the students themselves reported that there are student rules and regulations that are provided to students at the start of each school year. However, only two institutions could provide a copy of these regulations. It was stated that in some private institutions, the regulations are printed and students must sign them as an indication of having read and understood the rules. In other institutions, these rules are simply verbally disseminated to students during induction week. Students indicated that the management of the institution determines whether in fact rules are followed. In some cases, the management is weak. As one student from a public college stated, 'This institution has no rules.'

It was less clear whether there was a code of conduct for instructors and administrators, and none of the institutions visited was able to produce such a document. However, all administrators and instructors interviewed stated that such a code of conduct did exist, and that they had been told of it at the time of hiring. Some indicated that they believed they were under the Malawi Public Service Regulations as employees of the government. Others, particularly those from private institutions, indicated that there were additional rules provided by their board or the church. Still others indicated that their institution had something in writing but they were not sure where it was kept. Almost all instructors voiced the opinion that 'social distance is required between instructors and students', and all those interviewed indicated that penalties exist if such rules are broken. These penalties, according to the informants, involved being brought up before the disciplinary committee at the college, and there was the potential for dismissal.

Administrators of institutions all agreed that improper relations between instructors and students are not to be tolerated, but none of the respondents was able to recall when such a case had been brought to their attention, except for one incident reported in a private college. As indicated previously, students are hesitant to bring such matters to the attention of authorities for fear of retribution. It was an issue of significant concern to hear administrators and instructors state that there are no incidences of GBV on their campuses, when students in the next room were talking of experiencing multiple issues of GBV, especially demeaning and disrespectful talk, and many instances of female students being propositioned by males in authority. While it is possibly true that females do not report these issues as they should, it is not difficult to understand why that is the case when the administrators or instructors are involved in the abuse and harassment.

According to a number of administrators, there is a protocol at all public TEVET institutions for handling complaints, including those of sexual violence. The complaint is sent to the college's disciplinary committee which then makes a recommendation to the school management regarding the matter. It is then up to the principal of the institution to send a memo to the principal secretary at the MoLYSMD, for the attention of the director of technical and vocational training (DTVT), describing the issue. The director has the responsibility to look into the matter, and if it is deemed serious, the director forwards it to the MoLYSMD Human Resources Office for further investigation and action.

College matrons who were interviewed did identify incidences of sexual violence against female students, including unwanted touching, disrespectful remarks, and issues of involvement of instructional and

administrative staff with female students. Other boarding personnel stated that while they do hear of issues between instructors and students, they feel helpless to confront a fellow employee or instructor. Clearer codes of conduct and stronger expectations of reporting of bad behaviour would work towards lessening instances of GBV in colleges.

In addition, according to the boarding personnel, there is need for more social, educational and social clubs on campus, as students need outlets for their energy, and opportunities for exercise and socialization. They stated that these clubs, such as HIV/AIDS clubs and others related to reproductive health and safety and interpersonal behaviour, would be helpful to the students, particularly the females.

14. Safety, security and health issues for students

The study assessed institutions in relation to issues of safety, security, and the condition of college buildings and their environment. Health concerns created by the structures and the environment were also identified. Data was collected through interviews with students and staff and through direct observations of the institutions' infrastructure, including classrooms, toilets, workshops, hostels (including showers and toilets) and transportation. Observations were also taken of the environment surrounding the buildings, including walkways, lighting, and general cleanliness and maintenance. Issues relating to accessibility for SWD were specifically noted. While safety, security and health observations were made for all students, the impact of these issues for female students and students with disabilities was more specifically observed. The institutions were further examined to assess their ability to promote successful training completion and support students' well-being.

14.1. General safety, security and health issues

Student priority concerns

The study findings revealed a number of issues related to safety, security and health, as reported by both students (Figure 24) and other informants. Lack of protective wear for the workshop was the major safety concern noted, with over 20 per cent of both male and female students reporting this as the greatest concern. There were multiple issues related to toilets reported by both female and male students, including insufficient toilets and many that were not functioning, no separate toilets for females and males, unhygienic toilets, lack of hand-washing equipment, lack of locks on toilet doors, and a lack of sanitary bins. Interestingly, males ranked the lack of toilets, unhygienic toilets and the lack of hand-washing equipment in higher numbers than did females, while females ranked the lack of separate toilets for females and males, the lack of locks on doors, a lack of sanitary bins in toilets, and the lack of security guards at night, as issues of higher concern than did males. These issues were echoed in FGDs, where female students stated that because they do not have sanitary bins in the toilets, they had to dispose of their used sanitary pads in an open pit latrine, and this jeopardized their privacy, as well as creating health concerns. One female student said:

> " *We don't have sanitary bins where to throw our used pads and the only option is the pit latrine outside the hostels and it is an open area, so we always find it difficult to throw our used pads during the day time because the male students laugh at us and ask many questions.*

In one public TC, students improvised a dangerous home-made solution, building their own sanitary disposal incinerator inside the hostel. Students set an open fire, creating numerous hazards including the potential for uncontrolled fires. Instructors and matrons also agreed with students' concerns regarding the lack of appropriate sanitary facilities in general, including disposal bins, especially for females.
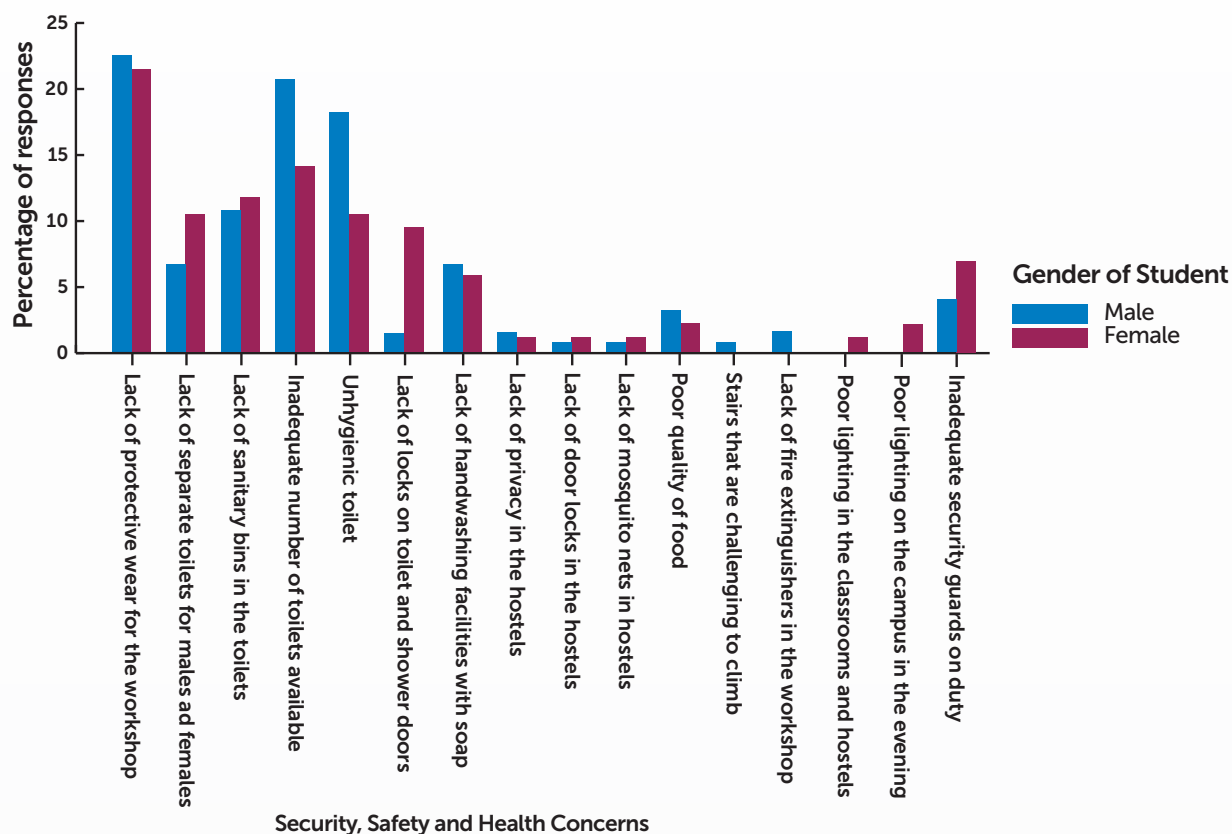
Figure 24: Safety, security and health concerns for students

Toilets

Toilets are a big concern in almost all of the colleges, and a number of health and hygiene issues were noted. Although students complained of inadequate numbers of toilets, it was observed that most colleges have sufficient toilets for the population of students. However, in three of the twelve colleges most of the toilets were in poor working condition and many were completely blocked and non-functional. In one female hostel in a public TC this scenario was deemed critical, creating potential health hazards. In eight of the twelve colleges there were no designated toilets for SWD. Lighting was sufficient in only seven of the twelve toilets. Two institutions had pit latrines with no lights, but since there were only day students, these toilets were unlikely to be used at night. Some colleges have persistent shortages of water. It was noted that in some cases where there are pit latrines, they were not used because they were filled up and had not been emptied. In eleven of twelve institutions the toilets had no amenities such as toilet paper or soap, and female toilets had no sanitary pad disposal containers or incinerators.

Lighting

Poor lighting on the walkways in study institutions posed additional safety and health concerns, especially the walkways to most hostels at night. It was observed that in one public TC most light bulbs required replacement. Security guards also identified the lack of lighting as a security issue, partly owing to the power outages and

also owing to a lack of installed lighting. Guards indicated that solar lighting, especially for pathways and around hostels at night, would assist all persons on campus.

It was also observed that while the pathways in most institutions (ten out of thirteen) were easy to navigate, especially during the day, three institutions had pathways that needed urgent maintenance to prevent injuries. A positive feature is that in most of the colleges visited, the buildings are situated relatively near to each other, creating an accommodative environment and ease of navigation, at least in daylight. The exception to this was two private technical institutions, where girls' hostels were considered too far from other buildings, and somewhat isolated. Two public TCs were found to have uncovered drains and holes, and blocked and smelly sewer lines which created additional safety and health concerns.

Security issues

The issue of the lack of security fencing was raised by students as well as administrators, instructors, guards and matrons at twelve of the thirteen institutions. It was observed that only one institution (a private TC) had both a complete fence around the institution and security cameras (CCTV). In other institutions, the fences were only partly complete or there was no fence at all. Students stated that when there is no fence around the entire property, a fence should at least be provided around the hostels to prevent easy access by intruders and thieves. The majority of instructors and administrators, and all the guards, except at the one college with a complete fence, stated that the lack of fencing is one of the biggest security issues on campuses. Both students and other informants reported that it is easy to enter and leave most of the institutions, and in some instances this causes additional problems with students returning drunk or bringing outsiders into the hostels.

Safety and security on campus is often in the hands of security guards, and a number of guards (20 per cent female and 80 per cent male) were interviewed, when available, specifically at institutions with boarding facilities. The number of guards deployed depends on the size of the institution. Normally they patrol in pairs, with female guards patrolling during the day. Guards reported that their duties include patrolling the grounds, including hostels, checking receipts provided by individuals who remove property or goods from the college grounds, and checking the identities of those entering college premises.

The most frequent issue reported to guards is theft, particularly of items like cell phones and students' clothes left drying on a line. Guards indicated that this is caused by either students stealing from fellow students, or outsiders coming in and entering hostels to remove goods. Guards intervene on other issues such as fighting, even between female students and 'sugar daddies'. Issues of violence against any student of any kind are reported to the matron and/or the principal for further action.

Security guards pointed out that a lack of training and a lack of safety and other equipment (reflective and protective clothing, shoes, batons, torches, whistles), hinders them in the performance of their duties. A few guards also complained that a lack of real authority in their positions decreased their effectiveness.

Food preparation and cafeterias

Students reported health concerns related to unhygienic food preparation areas and the poor quality of the food served in college cafeterias. It was observed that all three public TCs have a cafeteria. Facilities in two of the three institutions are in very poor condition, creating an unhealthy environment and requiring serious refurbishment. The other public TC has a tidy cafeteria in fairly good condition. Only one of the three private TCs visited has a cafeteria, while in the others students cater for themselves. None of the CTCs or CSDCs have cafeterias as they are not supposed to have boarding facilities, but in cases where there are self-boarding facilities, students cater for themselves.

The FGDs with students revealed health concerns related to food and practices in the cafeteria, which students

described as unhygienic. A male student reported that:

" *The cooks use the same sinks that are used for cleaning utensils for laundry, the pots are too dirty such that you cannot differentiate between inside and outside of the pots.*

The students also noted that sometimes they are given food that is spoiled or rotten, and that the cooks clean and dry the utensils using dirty towels. In all colleges alternative eating options are available. Students can bring their own food, there are tuck-shops in the neighbourhood, and some vendors are allowed to sell food on campus.

Sanitation and water

It was observed that while in theory all colleges have a clean water supply, at times water is not available because of inefficiencies of the supplier or broken equipment. For some colleges this is a common occurrence. It is possible for water to be sourced elsewhere. In public and private TCs, designated personnel are responsible for bringing water from other sources, such as boreholes, when necessary. In most CTCs students are expected to fetch water. For SWD this is not feasible, and they stated that when water is not available, they simply stay at home. At the MACOHA college in Lilongwe the lack of a consistent water supply is a critical issue facing SWD.

Most institutions handle garbage in a safe manner except for disposal of sanitary napkins. In one public TC, garbage is piled up haphazardly and burned carelessly, which could become both a fire and a health hazard. In terms of environmental cleanliness, the landscape of seven of the twelve colleges was neat and tidy, while in others it was not well kept, with papers and other litter found throughout the campus.

The study questioned whether any recycling activities were implemented at study institutions, particularly for the wastes produced in the workshops. It was found that none of the colleges have recycling systems. According to informants, this is owing to lack of knowledge and technical know-how.

Access to first aid and health facilities

It was observed that two out of twelve colleges (private institutions) provide first aid equipment both in the teaching areas (classrooms, workshops and administration block) and in the hostels. Four institutions have first aid facilities in the workshops only, and most CTCs and CSDCs (two out of three of each) have no first aid kits at all. Students in FGDs revealed that most of the workshops do not have first aid kits as stipulated in the regulations, so that not even the most basic first aid can be administered on site. This is especially concerning for rural institutions where there might not be health clinics nearby.

While most colleges do not have adequate first aid facilities, one institution has a clinic on campus. Other institutions rely on health services from nearby health centres, at a distance of from 200 metres to 8 km. According to informants, these clinics provide students with a variety of health services including reproductive health and birth control services, treatment for sexually transmitted diseases (STDs), and other advice on personal health. One exception to this availability is a public TC supported by the Catholic Church. The nearest health centre is a church-sponsored clinic which does not provide reproductive health services to unmarried students, and according to informants, the clinic makes it difficult for students to find services related to birth control or STDs there. Students are therefore left without reproductive health services at this college.

Reporting mechanisms for safety, security and health issues on campus

Both security guards and matrons indicated that they report any security issues with students, including those of a personal or sexual nature, to the principal; or in some cases guards report issues related to students to

the matron. If matrons are unable to resolve issues, other mechanisms include hostel committees, college disciplinary committees, the students' union, and ultimately the principal. If necessary, the local police are called in to assist. There were no details available regarding the results of these reports or action taken.

According to both guards and matrons, there are no written guidelines about the types of issue to be reported or how issues related to GBV are handled. Matrons and boarding mistresses indicated that female students often do share personal issues. Matrons expressed regret that they are untrained to work with students in what are sometimes traumatic situations, but try to do their best regardless. According to interviews with matrons, students appear to understand the reporting systems. However students indicated that they are reluctant to report issues of GBV, as was noted earlier.

Boarding personnel indicated that they required training in social skills, guidance of students, GBV, conflict resolution skills and overall safety and security. All indicated that they had had no training in gender equality concepts or on how to work with SWD. Many matrons indicated that many female students, and particularly those with disabilities, were very poor and required assistance in many areas, from safety and security to educational, physical, social and financial assistance.

Access to police services

It was observed that all colleges have access to local police services; the nearest is police station is 300 metres from the college, and the farthest 22 km distant. Guards and college administrators refer cases of a serious nature to the local police.

Safety and security concerns with transportation

Most of the students interviewed reported no significant issues regarding safety and security with transportation to and from the training institution (Figure 25). However, it must be noted that most of the students interviewed were boarding, and therefore did not have to travel to college each day. Transport safety concerns that were reported were poor roads, poor condition of vehicles (minibuses) and unreliable services, as opposed to personal security issues. All institutions visited had a proper road network and reliable transport, making them accessible to students, although some are less accessible during the rainy season. SWD, especially those in wheelchairs, can experience difficulty using local transportation, especially when they are charged extra for their wheelchairs.
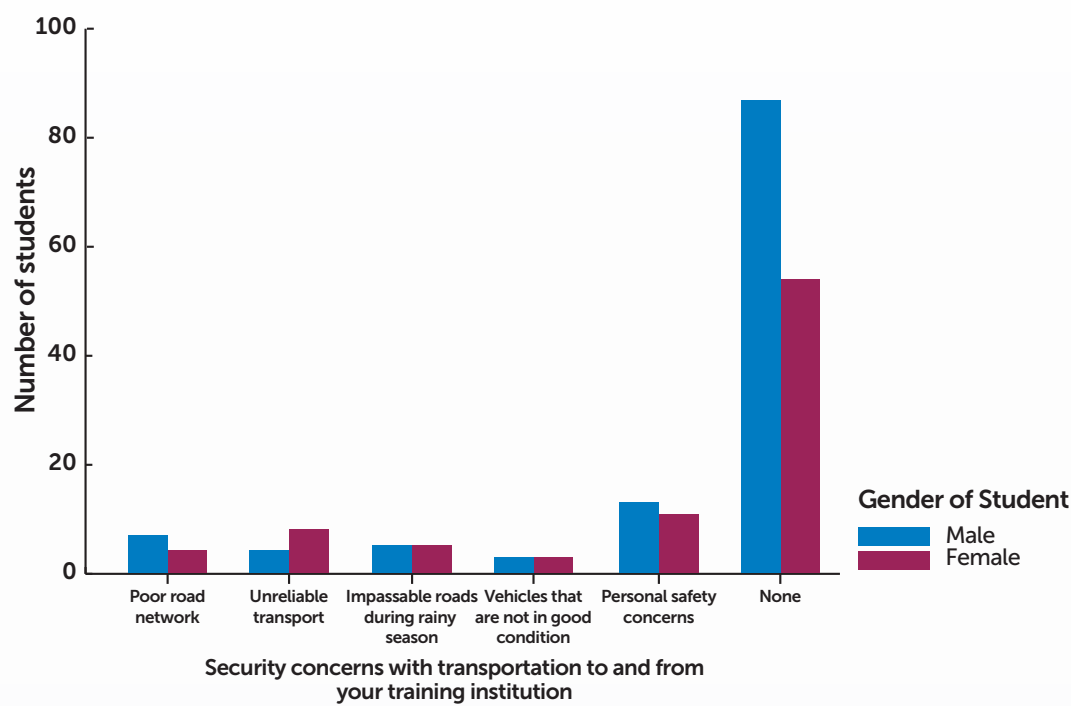
Figure 25: Safety, security and health issues with transportation

It was observed that most institutions (eight out of twelve) are close to a main road. One private TC, one CTC and two CSDCs are between 5km and 20km from a main road; however they are accessible to the communities around them, and transportation is available. **Table 19** shows common means of transport used by students to access institutions.

Table 19: Common means of transport to access the institutions

Means of transport	No. of colleges with access to these means of transport	User friendliness of the means of transport
Minibus	4	Fairly good for most students including SWD; students with wheelchairs are asked to pay extra for the wheelchair.
Hired bicycles	8	Fairly good for most students, including SWD except wheelchair users.
Hired motorcycles	2	Fairly good for most students including SWD, except wheelchair users.
Walking	12	Most available option for most students who are able-bodied.

In all the institutions studied, most day students walk to the college or rely on hired bicycles for transport. However, we noted that students with disabilities – especially wheelchair users – are at a great disadvantage when trying to find transport. Students using wheelchairs must either be accommodated on campus or have relatives or friends who are able to assist them to get to college on a daily basis.

14.2. Safety, security and health issues for SWD

It was observed that while many institutions have begun to change their infrastructure, most of the facilities in public TCs are not user-friendly for students with disabilities, especially the blind and those with a wheelchair (see **Section 14.4**).

SWD from Lilongwe VI and other colleges noted some safety and security issues that were particularly relevant for students with disabilities. For example, they complained of poor lighting in some of the hostels and corridors, and a lack of supportive equipment in the bathroom (for example, chairs). One student at Lilongwe said:

" *Students with a disability do not have specific materials to use when bathing such as chairs where they can sit in the shower, as well as a lack of personnel who can direct and advise them. Another challenge is that we have water shortage problems at this campus and it is tough for students with a disability to go and fetch water from the river since we don't have a bore hole at this campus.*

14.3. Safety, security and health issues in hostel accommodation

In hostels, females in particular reported many safety, security and health concerns (**Figure 26**). Other informants also mentioned the conditions of hostels as a major issue. Concern was expressed about insufficient numbers of rooms leading to overcrowding in many hostels, as well as insufficient or inadequate numbers of toilets. A general lack of maintenance was also a major concern, including toilets that were broken and unhygienic, and a lack of locks to bedrooms, toilets and showers. Students in FGDs stated that the colleges do not provide resources such as mopping towels, mops, brushes or detergents for toilet cleaning. Almost none of the hostels have nets or screens at the windows, and in most public TCs the windows were broken, leaving the room open to the elements, and to thieves or other intruders. It was reported that at one CTC and one CSDC there is no lighting in the hostels.
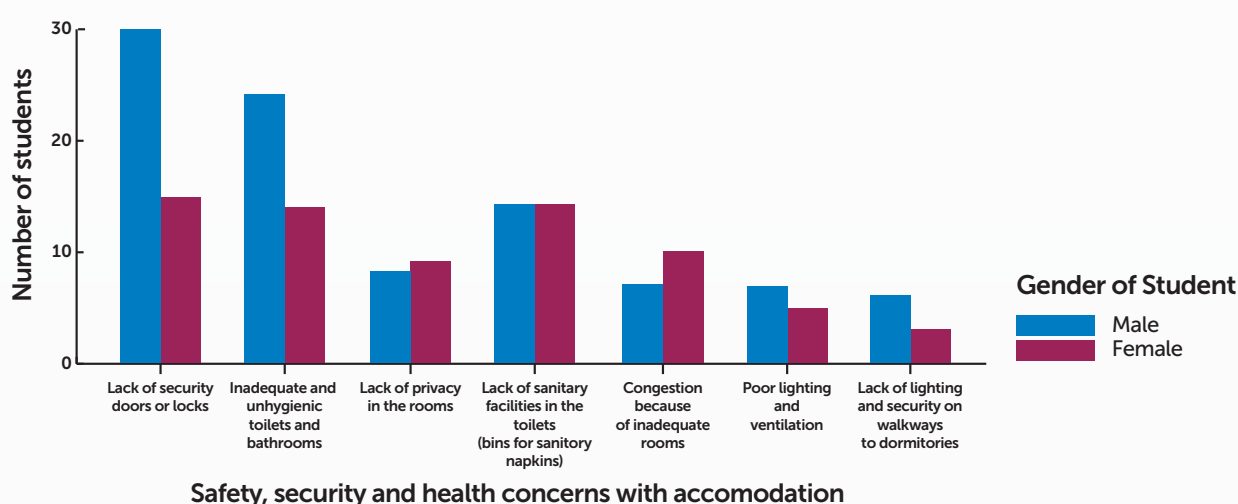

Figure 26: Safety, security and health concerns with accommodation

Matrons interviewed supported the findings of other informants about the overcrowding in hostels, with one matron reporting that all female students in her institution sleep on the floor on mattresses they have to bring from home. Another college matron indicated that there were nineteen female students in a room meant for twelve, so some students slept in the seating area. They also indicated that in a number of hostels the showers and toilets are insufficient, and confirmed the lack of maintenance of toilets.

Concerned about the condition of the hostels, one matron described creating prizes for cleanest hostel in an attempt to increase the pride of ownership among the students. Other matrons expressed frustrated that students, particularly male students, appear to treat campus and hostel property poorly and have no sense of pride in where they stay, leading to a very poor physical environment. This compounds the lack of maintenance of hostels.

As mentioned above, the absence of security fences and gates around the hostels and the college property was of concern to all students and other informants. During a FGD, male students at one college reported that the female students are not safe or secure because their hostel is too close to the male hostels and there is no fence separating the two. According to male students, other males can easily sneak into the female hostels, especially since most of the hostel rooms have a broken door or a door without a lock, or windows without glass or safety bars. Students mentioned some additional dangers related to hostel accommodation:

> *The hostels of male students are surrounded by the forest which is a sanctuary and there is just wire fence. There is a high possibility that this nearby forest can bring snakes and dangerous animals into this campus which will harm us.*

14.4. Status of classrooms, workshops and grounds

Accessibility for SWD

Most institutions observed (eleven out of twelve) have begun to comply with national (Disability Act, 2012) and TEVET (TEVETA, 2008) regulations. These require training institutions to accommodate and be accessible to all learners, regardless of ability or disability. The physical changes undertaken by most colleges consisted mainly of installing ramps for easier wheelchair access to various areas of the campus. In some cases, in smaller institutions, there was one ramp to the main classroom/workshop block. In larger institutions there were additional ramps to various buildings, classrooms, workshops and administration areas. Private institutions, along with CTCs and CSDCs, were more likely to have made some attempt to create disability-friendly access than were public TCs.

Three of the twelve institutions had ramps available to most buildings, while others had ramps available to some campus buildings, but not all. It was observed that five institutions have some buildings accessible to wheelchair users in the teaching area but a lack of accessible pathways between the teaching areas and the hostels. In some cases SWD, particularly wheelchair users, are limited to enrolling as day students because of a lack of access to hostels. One institution had not yet begun infrastructure changes. Unfortunately, ramps already constructed in a number of institutions were not built according to specifications in terms of size or slope, or had other anomalies. In some cases they are either too steep or too narrow, or require surface maintenance. Sometimes ramps end in piles of rubbish, making them useless to wheelchair users. It was noted that only three institutions (all private) have dormitories accessible to wheelchair users. It was also noted that there are no rumble surfaces for the blind in any of the colleges, so blind students are dependent on their friends who assist them in moving from place to place. Almost all (eleven of the twelve) institutions have signposts that direct students to the different buildings, including workshops.

One private school had undertaken extensive renovations, and in one public TC some additional renovations,

such as an accessible toilet and ramps, had been carried out to support a specific student. These ramps are still known by that student's name. Overall there was insufficient access to toilets for SWD. At the MACOHA college in Lilongwe, in general the facilities such as classrooms, hostels and the dining room were easily accessed by SWD, as there are ramps and other necessary facilities close by.

Observation of classroom access focused on the provision of accommodative seating arrangements and accessibility to the classroom. It was observed that in 75 per cent of the colleges visited, the desks can accommodate students in wheelchairs. In other colleges there is insufficient space between the table and the seat to accommodate a wheelchair, and in some instances the desk and seat are fixed together and therefore impossible to move except as a unit.

Status and capacity of the buildings

In ten out of twelve colleges visited, the buildings are maintained in fairly good condition, although almost all of the public institutions have buildings with broken windows, especially in the hostels, creating safety and security concerns. In two institutions (one public TC and one CTC), the buildings require extensive maintenance including painting.

Observations of classrooms also focused on capacity issues related to safety and comfort of students, particularly for females and SWD, where a lack of personal space may contribute to issues of GBV as well as general comfort. It was noted that some institutions do not have enough classroom space to cater for all the enrolled students, especially in two public TCs, one CTC and all the CSDCs visited. In two of the public TCs more than sixty students were found in a classroom with insufficient space, while the third public college had smaller numbers of students (thirty per classroom) and space was sufficient. All three private colleges visited were deemed to have sufficient classroom space, with from twenty-four to forty students in various classrooms. Two of the three CTCs had sufficient space for students in classrooms, while in all three CSDCs, classroom space was deemed insufficient for both comfort and safety, and conduciveness to training completion.

Despite the space problems in some institutions, it was noted that in almost all of the institutions, the students each have a table or desk, and in cases where they share (in two institutions), the desks are designed to accommodate two people. In one CSDC it was observed that the tailoring workshop/classroom had no desks and students used sewing machines on their laps.

Capacity and maintenance of boarding facilities

In most institutions where there are boarding facilities, bed capacity for males is greater than for females. There are no designated beds for SWD, who share the available resources. In almost all institutions maintenance of hostel facilities is poor, and requires immediate action (see ***Table 20***).

Table 20: Bed capacity and state of facilities

Type of college	Bed capacity		State
	Males	**Females**	
Public TC 1	166	141	Very poor, maintenance required
Public TC 2	150	104	Poor, most beds are damaged and door locks are broken; maintenance required
Public TC 3	220	100	Fairly good

Type of college	Bed capacity		State
	Males	Females	
Private TC 1	50	50	Fairly good but not sufficient for number of students requiring boarding facilities
Private TC 2	12	112	Good but not sufficient for the number of students requiring boarding facilities
Private TC 3	150	150	Good
CTC 2	20	0	Very poor; needs maintenance. The beds are not sufficient and have no mattresses (students have to bring them themselves). Students without beds are expected to bring a mat.
CTC 1 and 3	NA	NA	NA
CSDCs	NA	NA	NA

Power source

Almost all colleges have access to electricity but it is frequently intermittent because of supplier inefficiencies. One CSDC had no electricity. It was noted that only a few institutions have power back-up systems. For instance one public TC has a generator which caters for the administration block only; one private TC has back-up for the whole campus; one CSDC has solar electricity being installed in classrooms but not yet fully operational.

14.5. Student support services

The study looked at what student support services were provided by institutions and whose responsibility they were. Table 21 shows the existing structural arrangements to handle student support issues in the study institutions.

Table 21: Student support responsibilities

Type of college	Responsible officer for students' health	Responsible officer for students' well-being
Public TC 1	Matron	Matron
Public TC 2	Matron, boarding master and mistress	Matron, boarding master, and mistress
Public TC 3	Boarding master and mistress	Students' master (head of department)
Private TC 1 &3	Matron and boarding master	Matron and boarding master
Private TC 2	First Aid Club coordinator	Student welfare officer
CTC 1	Principal	Deputy principal
CTC 2	Boarding master and mistress	Boarding master and mistress
CTC 3	Bursar	Principal
CSDC 1 and 2	None	None
CSDC 3	Students themselves, instructors and school management	Community, students, instructors and school management

The difference in officers responsible for handling student issues can create a disparity in how issues may be handled. There are no guidelines available on establishing an office or services to handle student issues.

Interviews with matrons, boarding masters and mistresses who are involved in student well-being indicated that some have long years of experience while others are new to the job, with some having less than a year's experience. There were no job descriptions, and none of those interviewed had had relevant training. Six of the eight boarding personnel interviewed were also instructors, which complicated their roles and increased their level of responsibility. While duties of boarding personnel varied slightly, most of them indicated that they were required to protect students under their care; take care of students when they were sick; provide oversight of boarding facilities including toilets and other facilities, and request repairs; provide counselling and guidance for personal or other issues; oversee the cafeteria and the cooking staff and procure foodstuffs for the students; and enforce the rules and regulations of the college. Some also have other duties related to providing social or sporting activities for students, and training and supervision of cooking and cafeteria staff. At the MACOHA college, matrons have additional duties to assist SWD who are unable to fetch water for themselves.

Recreation facilities

All public and private TCs have some recreation areas on campus, to which males and females have equal access. CTCs and CSDCs do not have recreation facilities owing to space limitations or lack of funds. There are no specialized recreation activities for SWD; however they are able to use the available facilities, according to informants. Boarding personnel complained about the lack of sports facilities on college campuses, indicating that additional sports and other activities could provide stress relief and give students a break from academic pursuits.

Nine of the twelve colleges have designated areas for students to gather and socialize, mostly outdoors. They can accommodate all students. Only one institution (a private TC) has both outdoor and indoor facilities. Furthermore, only two out of the twelve colleges provide extra support for SWD, such as resource rooms and designated personnel to assist with their personal needs where necessary.

Part C - Conclusions and Recommendations

15. Conclusions and recommendations for gender-responsive and inclusive programming

Malawi's TEVET system is grounded in the TEVET Act (1999), the *TEVET Policy* (Malawi, 2013), and through the mandate given to TEVETA and its *Strategic Plan 2013–2018* (TEVETA, 2013a). Policies and plans have goals, objectives and strategies requiring implementation and effective measurement of achievement. Gender equality and inclusion strategies in Malawi's TEVET policies, implementation plans and programming require updating. Intentional language must be incorporated at all levels into the policies and plans to provide direction and accountability for achieving results, and to move the policies and strategies from ideas to reality. The ultimate goal of all such policies is to eventually reach a 50:50 ratio of females and males successfully enrolling in and completing programmes in TEVET training institutions, and subsequently finding employment or self-employment.

DTVT and all training providers (colleges and centres) should prepare and implement strategic plans to further enhance policy implementation. Within these plans, gender and inclusion must be mainstreamed, including in background information and SWOT analysis. They should articulate specific, measurable targets, indicators, timeframes and those responsible for implementation of the activities related to gender equality and inclusion. There needs to be mid-term and final evaluation of achievements, according to plans, rigorously monitored and with 'lessons learned' noted for further enhancement of policies, strategies and programmes.

Tracer studies are critical to determine the success rates of female students, and others, in completing programmes and finding employment. These can also give a more accurate picture of why some females and others drop out of school. All colleges should have a standardized 'exit interview' so that reasons for leaving are known and action can be taken to help prevent such dropping-out in future. A similar 'exit interview' for all completing/graduating students would provide data on completion for all apprentices, and could provide valuable information on employment or self-employment options being considered by the graduates.

Barriers to access and success in TEVET programming for female students and those with disabilities require systematic attention by all levels of the TEVET system. Structural, financial, educational and cultural barriers are some of the causes of lack of access to TEVET, while programme choice, lack of order and discipline, untrained teachers, finances and infrastructure can lead to failure to complete courses successfully.

Infrastructure problems must be tackled, especially insufficient female boarding opportunities, and lack of maintenance which can make existing facilities unpleasant, if not unusable. Management oversight of technical training institutions requires strengthening to improve these areas. Funding for rehabilitation must be found externally or from colleges' own income streams. Gender equality and inclusion training is required at all levels of the system, from the ministry level to the college level (for administrators, instructors and support staff). Specifically, TEVET instructors require training in gender-responsive teaching methodologies, and those dealing with students' welfare issues need proper training in psychological counselling and social welfare skills. The level of technical instructor qualifications is low, and a professional development plan and teacher training and upgrading would produce a more professional teaching service better able to teach all students effectively, including females and SWD.

Students interviewed in this study identified concerns with the awarding of bursaries and the provision of industry attachments. A review of the process of awarding bursaries and scholarships should be undertaken to ensure that they reflect current financial needs, and improve the criteria for determination of 'need' and the transparency of the process. TEVET service centres that disperse bursaries could coordinate their processes so that excess funds in one region can be transferred to another with inadequate funds. The process of industry attachments for students should be reviewed and changes made to reflect current issues identified both by students and college staff.

SWD are invisible in the TEVET system because of the lack of a tracking system once they have enrolled. A tracking system is required to determine success in 'access and equity', and to help ascertain what proportion of both disabled and able-bodied students complete their course and graduate. Graduate tracer systems to follow students through to employment are the ultimate test of the efficacy of the TEVET system.

Facilities for SWD must be improved in all of the colleges, while centres of excellence in programming for SWD, integrated with students without disabilities, should be established at the MACOHA Lilongwe Vocational Training Centre and Magomero Vocational Training School. Provision of teaching and learning aids, materials and equipment is critical for full implementation of the Disability Act 2012 in the TEVET system. Employment opportunities for SWD can be improved by encouraging employers that offer attachment experiences to include those with disabilities.

Annual reports and other statistical documents from both MoLYSMD and TEVETA must be reviewed for accuracy, particularly regarding numbers that relate to strategic priorities. These figures are employed in further studies by a variety of users, and errors can be multiplied in the process. There needs to be consistency in providing the same elements in the annual reports, disaggregated by gender, year on year, to allow for comparisons and identification of trends.

Policy-level direction, programme development and teacher training in career guidance and counselling are required to ensure country-wide adoption of comprehensive career guidance programming. Programmes must include technical career options as part of the programme, highlighting the importance of participation by females and other vulnerable students, and emphasizing the employment and self-employment opportunities that TEVET can create.

There must be a zero-tolerance approach to GBV and discrimination against all students, including SWD, in training institutions. Management oversight must be improved, from the Ministry level to the support staff, and codes of conduct must be strengthened. All staff members and students must be thoroughly oriented to issues of GBV and the consequences of misbehaviour or breaches of the code of conduct. All technical teacher training programmes should be reviewed to ensure that gender equality and inclusion aspects are well covered, including gender-responsive and inclusive teaching methodologies and an awareness of GBV policies and practices.

The following specific policy and programming recommendations are provided based on the review of TEVET policies and strategies, the results of the Gender and Inclusion Study and a desk review of other relevant documentation related to TEVET and gender and inclusion in Malawi. A further elaboration of the recommendations, along with an action plan, are included as **Annex 1.** Guidelines and suggested action plan to implement the following recommendations are presented in **Annex 2.**

15.1. Policy recommendations

MoLYSMD should:

1. *Revise the TEVET Policy (2013) to mainstream gender and inclusion throughout, with expanded implementation strategies, accurate baseline information, targets and indicators, more defined timelines and the identification of departments, training providers or agencies responsible for actions.*

2. *Provide leadership and support to develop a multi-pronged, comprehensive, inter-ministerial policy*

related to career guidance and counselling for the education system, parents and communities; and develop programming and implementation, including teacher training, for delivery.

3. *Develop a renewed/revised policy and comprehensive code of conduct for TEVET administrators and instructors.*

15.2. Programming recommendations

Governance and management

4. *DTVT should develop a strategic plan based on a renewed TEVET Policy with gender equality and inclusion mainstreamed throughout, with specific, measurable targets and indicators for target groups.*

5. *TEVET colleges should develop institutional strategic plans which clearly identify strategies to increase access and success rates for female students and students with disabilities, with appropriate, measurable actions, timelines, performance indicators and areas of responsibility spelled out.*

6. *DTVT and TEVETA should ensure that all TEVET administrators and instructors are effectively trained in gender-responsive and inclusive education concepts and pedagogical approaches through planned in-service and continuing professional development workshops as well as pre-service technical instructor training programmes.*

7. *TEVETA and DTVT should improve the student management information system (MIS) to identify enrolled students with disabilities and to track all students throughout their course of study and in their transition to employment or business development.*

Teaching and learning

8. *TEVETA and DTVT should review procedures for the attachment of students in industry, improving identification of appropriate employers, increase the role of technical college instructors, review the financial needs of students, improve the timing for payment of allowances, provide clear guidelines for employers and students, and clear pathways for reporting and action on issues arising.*

9. *TEVET A and DTVT, in partnership with MoEST, should develop a series of packages of career guidance materials suitable for upper primary and secondary school students, their parents or guardians, and rural community leaders.*

10. *TEVETA and technical colleges should implement a generic, short (approximately 3-day) orientation/ induction course at all technical colleges for females, particularly those in male-dominated trades.*

11. *DTVT and TEVETA should provide support to Magomero Vocational Training School and MACOHA's Lilongwe Vocational Training Centre to enhance their physical infrastructure, train instructors in gender and inclusive pedagogy, and provide appropriate equipment to create centres of excellence in inclusive education.*

Scholarships and bursaries

12. *TEVETA should establish scholarship programmes that are both merit-based and free-standing to provide female students with additional funds to cover costs related to work suits, work boots, food, pocket money, transportation and other personal needs.*

13. *TEVETA and DTVT should provide full bursaries and scholarships for students with disabilities, and enforce the National Disability Policy which states that 10 per cent of available support for vulnerable students should be applied to SWD. Support should cover costs related to tuition, boarding, transportation and specific learning materials. Costs for guardians or assistants (where there are no support structures in the institutions) should also be provided to support students at the training venue. These bodies should also assist graduates with finding employment upon course completion.*

14. *TEVETA should provide scholarships/grants to graduating female students and students with disabilities to cover the cost of a set of tools appropriate to their trade, with additional soft loans for business start-up.*

15. *TEVETA should review current bursary programme eligibility criteria and process, increase bursary amounts, improve disbursement of bursaries in a timely manner and provide appropriate work suits and work boots for all female students and students with disabilities in male-dominated trades.*

Safety, security and health

16. *Technical colleges, DTVT and TEVETA should design and implement a short course for students on a zero-tolerance approach to gender-based violence, including disrespectful and demeaning talk, which expands upon the current student code of conduct.*

17. *TEVETA should ensure that health and safety concerns, particularly reproductive health concepts, are included in the syllabuses in all technical programmes.*

18. *MoLYSMD should review safety and security in all colleges, improving fencing and training security guards and boarding matrons and masters, to more effectively control the college environment, particularly around hostels.*

19. *MoLYSMD and DTVT should support technical colleges to improve the enforcement of codes of conduct for administrative and teaching staff and a zero-tolerance approach to gender-based violence.*

20. *MoLYSMD to provide a mechanism which is at arm's-length from the college administration for reporting misconducts, particularly issues of gender-based violence, to avoid retaliation against students.*

21. *Colleges should review hostel requirements and develop multi-year plans to expand hostels complete with fencing and security, especially for females and students with disabilities.*

22. *DTVT and TEVETA should implement a facility and environmental audit of college premises, identifying a list of high-priority maintenance requirements for all facilities (particularly for hostels, cafeterias and toilets) and developing an effective ongoing maintenance plan with actions, targets, areas of responsibility and timelines. Management and administrative responsibilities should be defined to ensure compliance and frequent monitoring. It is essential to identify sources of funding to facilitate implementation. Institutions that cannot or will not comply should be closed.*

Part D - Annexes

Annex 1 - Recommendations with action steps

The following specific policy and programming recommendations/guidelines are provided based on the review of TEVET policies and strategies, the results of the Gender and Inclusion Study and as well as a desk review of other relevant documentation related to TEVET and gender and inclusion in Malawi. Although all policy and programming recommendations/guidelines are considered important, they have been designated as Priority 1 or Priority 2 for ease of implementation. A set of institutional guidelines, with action steps, is submitted in a separate document.

Policy recommendations

MoLYSMD to:

1. *Revise the TEVET Policy (2013) to mainstream gender and inclusion throughout with expanded implementation strategies, accurate baseline information, targets and indicators, more defined timelines and identification of departments, training providers or agencies responsible for actions.*

Priority level 1	
Recommended Action Steps	**Recommended Participants**
• Identify inter-ministerial committee to review policy and prepare drafts. • Ensure gender and inclusion language is mainstreamed. • Articulate targets and indicators for all strategies and activities including those which are to improve access and equity. • Ensure responsibility/accountability for strategies.	**Leadership:** MoLYSMD with participation of ministries of labour, education, gender, commerce and industry and others. **STEP** to participate in designing review process and incorporating gender and inclusion strategies.

2. *Provide leadership and support to develop a multi-pronged, comprehensive, inter-ministerial policy related to career guidance and counseling for the education system, parents and communities; and to develop programming and implementation, including teacher training for delivery.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Identify resources to initiate inter-ministerial committee for policy development. • Identify committee membership. • Develop timelines and areas of responsibility. • Prepare draft policy for review and finalization. • Policy/strategies should begin at primary school level with strategies for sensitizing parents, community leaders and community-based organizations, including those working with people with disabilities.	**Co- leadership:** MoLYSMD/TEVETA and MoEST **Other ministries** such as Ministry of Gender, Children and Social Affairs (MoGCSW), Commerce and Industry and relevant others invited to participate. **STEP** to assist with planning for policy and programme development and teacher training.

3. Develop a renewed/revised policy and comprehensive Code of Conduct for TEVET administrators and instructors.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Identify resources to initiate inter-ministerial committee for policy/code development. • Identify committee membership. • Identify other resources such as Malawi Public Service guidelines. • Develop timelines and areas of responsibility. • Prepare draft policy for review and finalization. • Develop renewed Code of Conduct for all TEVET staff. • Code to clearly identify expected behaviours, improve the process for reporting of infractions and providing a quick resolution of disciplinary cases. • Investigate the development of a separate oversight committee at arm's length from the MoLYSMD to oversee complaints. • Design orientation/awareness strategy and implement. All instructors and support staff (including boarding matrons, guards, etc.), both current and newly hired, should receive an orientation to the new code, fully comprehend its contents, sign that they have read the contents and be fully informed of the penalties upon proven infractions.	**Leadership: DTVT/MoLYSMD/ TEVETA** with participation by MoGCSW, Ministry of Education, Science and Technology (MoEST), Department of Human Resources Management and Development, and others as required. **STEP Gender Consultant** to provide planning and gender and inclusion expertise.

2. Programming recommendations

Governance and Management

4. DTVT to develop strategic plan based on renewed TEVET Policy with gender equality and inclusion mainstreamed throughout the plan with specific, measurable targets and indicators articulated for target groups.

Priority Level 2	
Recommended Action Steps	**Recommended Participants**
• Working within MoLYSMD parameters, design a strategic plan to ensure follow-up and periodic monitoring of policy implementation. • Ensure that gender and inclusion issues feature in SWOT analysis and that targets and indicators include gender and inclusion issues and are specific and measurable.	**Leadership:** DTVT/MoLYSMD **Participants:** TEVETA and Ministries of Education, Gender, Commerce and Industry and others. **STEP** to participate in designing review process and incorporating gender and inclusion strategies throughout.

5. TEVET training colleges to develop institutional strategic plans which clearly identify strategies to increase access and success of female students and students with disabilities with appropriate, measurable actions, timelines, performance indicators and areas of responsibility.

Priority Level 2	
Recommended Action Steps	**Recommended Participants**
• As part of decentralization of TEVET institutional management, design a strategy to develop individual training college strategic plans or revise existing plans; • Design and implement a strategic planning training course for all college administrators; • Train in-house strategic planning mentors for on-going support; • College SPs should complement the TEVET Policy and planning for the DTVT; • Gender equality and inclusion concepts, as well as specific targets and indicators for measuring concrete steps towards success, must be developed and included (identify issues in SWOT, background, etc. and identify specific measurable activities, targets, indicators and timelines).	**Leadership:** Colleges, DTVT/MoLYSMD **Participants:** TEVETA and ministries of labour, education, gender, commerce and industry and others, as required; **STEP** to participate in designing review process and incorporating gender and inclusion strategies throughout.

6. DTVT/TEVETA to ensure that all TEVET administrators and instructors are effectively trained in gender responsive and inclusive education concepts and pedagogical approaches through planned in-service and continuing professional development workshops as well as in pre-service technical instructor training programmes.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Develop a training plan on gender equality and inclusion principles for TEVET administrators and instructors. • Course content to highlight common "core" concepts related to basic knowledge, attitudes and values including GBV; additional content to focus on specific information for various groups: teaching methodologies, responsibilities of administration. • Course should be easily portable, able to be delivered in a variety of settings and cater for short or long-term training. • Appropriate teaching and learning (and AV materials) should be developed as part of the package. • Develop a training plan which rolls out the training over time to include all HQ, college administration and instructional and support staff. • Review formal and informal technical teacher training programmes to ensure gender equality and inclusive education concepts and teaching methodologies are firmly integrated into programming. • Ensure that gender equality and inclusion concepts are included in the occupational profile for both administrators and instructors and that modules in training programmes contain appropriate materials to integrate the concepts into daily practice.	**Leadership: MoLYSMD/TEVETA/** to identify a process/training institution to fast track the development of a short course. **Other relevant ministries and organizations:** Liaise with other ministries including MoGCSW and MoEST, to ensure complementarity to existing programmes. **STEP:** initiate committee, assist in the design and roll-out of programme. **Technical teacher training institutions:** Committee includes technical teacher training organizations to embed concepts into existing formal and informal training courses. **TEVET Principals Forum:** include Association in committee and design work and ensure they are part of training roll-out.

7. TEVETA/DTVT to improve student management information system (MIS) to identify enrolled students with disabilities and to track all students throughout their course of study and through their transition to employment or business development.

An effective TEVET MIS is critical for monitoring and evaluation of all students. Enrolment figures are only one part of the information but for SWD, these are not available. For effective reporting of achievements of the TEVET system, completion and graduation statistics are critical including for SWD. In the interim, attaching information on SWD enrolled on the normal "head count" for subsidized students provided to TEVETA every term, would capture this data immediately.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Develop an effective student management information system that also tracks SWD. • Use statistics to trace success of students, specific needs for industry attachment, additional bursary or scholarship support and for reporting of achievement against planned targets for increasing access, equity and success.	**Leadership:** TEVETA with technical training providers

Teaching and learning

8. TEVETA/DTVT to review procedures for attachment of students in industry, improving identification of appropriate employers, increasing the role of technical college instructors, reviewing financial needs of students, improving timely provision of allowances, providing clear guidelines for employers and students and clear pathways for reporting and action on issues arising.

Priority Level 2	
Recommended Action Steps	**Recommended Participants**
• Using existing information from this study, solicit other opinions for a review of students' attachment experiences. • Identify changes required for student and employer induction training and prepare common training materials. • Prepare written hand-outs of induction materials for both students and employers which both will sign. • Review attachment allowances and ensure timely payment of funds to students. • Identify methods for including college instructors in the whole process including visits to students on attachment process. • Clearly identify process for reporting issues experienced by students on attachment with mobile numbers and other information. • Employers to consider providing incentives to students based on work output.	**Leadership: TEVETA/DTVT/technical college staff:** initiate review and identify required changes, prepare new induction training, and streamline other processes. **Students' Union representation** **TEVET Principals Forum:** provide input into required changes.

9. TEVETA/DTVT, in partnership with MoEST, develop a series of packages of career guidance materials suitable for upper primary and secondary school students, their parents/guardians, and rural community leaders.

In concert with policy development, career guidance and counseling materials should be integrated into promotional materials developed for social media and other types of media distribution. Distribute using a variety of media outlets and through stakeholder groups such as instructors/schools, primary education advisors, parent-teacher associations, community technical college committee members and local traditional authorities.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• In concert with career guidance policy development, create a series of packages for insertion into career guidance programme materials for various age groups at school; • Work with committee to develop teacher in-service training package to use materials. • Use "choice, not chance" theme repeatedly; • Create promotional materials which integrate distinct visual symbols or strategies which create instant recognition between the career guidance materials to be used in schools and those used in other media promotion. • Insert symbols or other identifying marks when describing programmes which indicate that they are disability friendly (specifically for those with mobility issues). • Ensure visibility of females and other vulnerable persons in all materials developed. • Employment and self-employment options related to technical careers to be highlighted.	**Leadership:** TEVETA/DTVT with MoEST. **STEP:** provide direction for integration of gender equality and inclusion content.

10. TEVETA/Technical colleges to implement a generic, short (~3 days) orientation/induction course at all technical colleges for females, particularly those in male-dominated trades.

The proposed "orientation to trades training" course will address some of the identified barriers to success for females related to change of programme choice, lack of confidence, and general lack of knowledge about technical careers. The course will include the opportunity for female students to understand more about trades training in general, try out a variety of hand tools, get tips to boost self-confidence, learn how to handle negative 'talk', discuss issues related to employment, and generally dispel myths and negative images of their new programme of study.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Design and implement a short induction course (3 days) for all female students, particularly those enrolled in male-dominated trades to include: discussion of trades training in general and the importance of increasing female participation in these trades; issues of self-confidence and empowerment; acknowledge change of choice of programme for some students; dispel myths regarding "female v.s. male" occupations; identify opportunities for employment and self-employment at end of programme; • As part of the course, provide a one day 'workshop orientation' programme where female students would rotate through a series of planned workshop familiarization events: general introduction to workshop practice; chance to use hand tools from various trades; importance of safety equipment. • Familiarization/review of code of conduct and expectations for all – students and teachers with a review of process for processing complaints. • DTVT to develop a communications strategy to explain to female learners when their choice of programming is not available and they are directed into male-dominated trades.	**STEP/TEVETA/DTVT:** to work with committee of instructors from training colleges to design course content and prepare for roll-out in colleges. **TEVET Principals Forum:** participate in committee and roll-out.

> 11. *DTVT/TEVETA to provide support to Magomero Vocational Training School and Lilongwe Vocational Training Centre (MACOHA) to enhance physical infrastructure, train instructors in gender and inclusive pedagogy and provide appropriate equipment to create centers of excellence in inclusive education.*

While government policy indicates that all colleges must be prepared to accept and educate all students, it is impossible in the short term to make that a reality in all government sponsored TEVET training institutions. It is therefore important to set up a series of steps to improve the access and success of students with disabilities by enhancing the infrastructure, equipment, and facilities at two training institutions already partially equipped to assist SWD. Currently, the government, through TEVETA, supports MACOHA Lilongwe by sponsoring SWD and students without disabilities at the institution. The first priority would be to concentrate resources on this institution to ensure that it receives priority in infrastructure improvements, equipment purchasing, teaching materials and educational and emotional/social support systems. Teacher training is critical and a phased-in series of upgrading workshops should be provided for all staff at these institutions. For Magomero Training Centre, currently closed, plans should be developed for re-opening and expanding its facilities for all students, but with emphasis on SWD. Not only would these training centres provide good quality training opportunities for SWD, they would open up additional seats for students without disabilities, which are always in short supply. At the same time, resource allocations for SWD at other training institutions should continue to provide training options in all parts of the country.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Implement a comprehensive audit of MACOHA and Magomero facilities, equipment and material needs and training for teaching staff. Prepare plans for improvements. • Implement same audit at Magomero. • Prioritize purchasing of equipment and learning materials suitable for the most common disabilities. • Identify the appropriate emotional/social support system requirements (counsellors/assistants) and provide them to the schools. • Work with existing special needs teacher training providers to develop/implement a series of TEVET teacher training modules building on a 'core' of critical knowledge and skills. Train at least one instructor in each programme initially to work with SWD. • Improve facility infrastructure to better accommodate all disabilities. • Train all staff from Administration to support staff, matrons, guards in gender equality and inclusion concepts.	**Leadership:** DTVT/TEVETA with MACOHA and FEDOMA to assist with planning. **STEP:** assist with facility audit

Scholarships and bursaries

12. *TEVETA to establish scholarship programmes which are both merit-based and free-standing to provide female students with additional funds to cover costs related to work suits, work boots, food, pocket money, transportation and other personal needs.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Review current scholarship programmes to determine appropriate types of scholarships, process for application and criteria for selection. • Ensure that application procedure is well publicized and transparent to students, even on application. • Publicize merit scholarship criteria and promote to students during induction/orientation. • Use appropriate media with students to ensure that all communications used most accessed media (mobile phones, SMS alerts, etc.). • Peg scholarship amounts above and beyond the tuition/boarding amounts. • Design innovative scholarship ideas such as: best female entrepreneur/business strategy; female and male competitions creating products trade area (i.e. new table designs, better tools for the home; improved desks for students in wheelchairs; best shower stall design for students with disabilities, etc.).	**Leadership:** TEVETA/DTVT **STEP:** provide funding for new scholarship activities ensuring that gender equality and inclusion concepts are included.

13. *TEVETA/DTVT to provide full bursaries and scholarships for students with disabilities and enforce the National Disability Policy which states that 10% of available support for vulnerable students be applied to SWD. Bursaries and scholarships should cover costs related to tuition, boarding, transportation, specific learning materials; costs for guardians or assistants (where there are no support structures in the institutions) should also be provided to support students at the training venue. Assist with employment upon course completion.*

Students with disabilities have overcome many obstacles to gain a place in a technical training institution. Once enrolled, they should be assisted in any way possible to fulfill their own career dreams, to ensure completion and to capitalize on the investment made in equipment, teachers, infrastructure, and other support services. These students, unlike others, may be unable to take on part time work or find other means to support themselves, while training. They may have specific needs for clothing or special shoes, crutches, wheelchairs or other supportive equipment. Full bursary/scholarship amounts should be provided. This investment will pay off in terms of economic independence in the future as well as contributing to a diverse workforce.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
Identify and track SWD once enrolled in the system through to graduation and employment. Prepare specific needs assessment for SWD related to not only tuition/boarding needs but needs for special equipment or learning materials as well as for clothes, shoes, guardians, etc. Work with employers for both attachment experiences as well as for employment once training is completed.	**Leadership:** TEVETA, with MACOHA and/or FEDOMA.

14. *Provide scholarships/grants to graduating female students and students with disabilities to cover the cost of a set of tools appropriate to their trade with additional soft loans for business start-up.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Identify costs of new scholarship/grant programme and potential of phasing in over a number of years. • Identify criteria and parameters for support and whether the programme is for all graduating students or if there are a number of such scholarships or grants to which students may apply. • Enlist the aid of organizations and agencies related to gender and inclusion as well as to industry, commerce and other, to act as sponsors of various scholarships. • Publicize the names of the scholarship providers and the application process in various media and in the promotion of the scholarships to students.	**Leadership:** TEVETA/DTVT **ECAM and other commercial/industrial groups** invited to participate (e.g. NCIC, etc.) **STEP:** Work with group to design scholarship programme, ensure its longevity and apply EU finances to support the programme.

15. *Review current bursary programme eligibility criteria and process, increase bursary amounts, improve disbursement of bursaries in a timely manner and provide appropriate work suits and work boots for all female students and students with disabilities in male-dominated trades.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Review bursary process taking into account issues identified in this report and other solicited from students, teachers and college administrators. • Determine new process which is easily explained, transparent and caters for the variety needs of students. • Design a more objective measuring system for determining "student need". • Develop a student financing management information system for tracking needy students.	**Leadership:** TEVETA/DTVT

Safety, security and health

16. *Technical Colleges/DTVT/TEVETA to design and implement a short course for students on a zero-tolerance approach to gender based violence conduct including disrespectful and demeaning talk which expands upon the current student code of conduct.*

The ending of gender based violence in technical colleges requires education of all groups, including students, and the use a multi-pronged approach in tackling this debilitating social issue. Aside from legislation, regulation and training for administrators and instructors, students must also be made aware of their rights and their responsibilities in the area of GBV prevention and response.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Develop a short course on gender equality and inclusion principles for students. • Course content to highlight common "core" concepts related to basic knowledge, attitudes and values including GBV; additional content to focus on specific information for students: treating all with respect; how to report incidents to authorities. • Course content can be delivered as part of induction week activities and/or by specific groups on campus including during "HIV/AIDS days" or other events. • Trainers, including "peer trainers" should be trained for course delivery. • Course should be easily portable, able to be delivered in a variety of settings. • Appropriate teaching and learning (and AV materials) should be developed as part of the package.	**Leadership: STEP/DTVT/TEVETA** to identify a process to fast track the development of a short course. **Other relevant ministries and organizations:** Liaise with other ministries such as Gender and education to ensure complementarity to existing programmes. **STEP:** initiate development, assist in the design and roll-out of programme. **Students' Unions:** Host the training, offer peer trainers, support initiatives. **TEVET Principals Forum:** include Forum in committee and design work and ensure they are part of training roll-out.

17. *TEVETA to ensure that health and safety concerns, particularly reproductive health concepts, are included in the syllabi in all technical programmes.*

In order to promote the success of students once enrolled in technical colleges, and to avoid dropouts due to pregnancy or other conditions, technical colleges must provide reproductive health information to the young adults within their institutions. Information on reproductive health issues should include: HIV and AIDS and other sexually transmitted diseases; birth control; and unintended pregnancy. Outside resources, such as local NGOs and health centres, which are open to working with students in a positive and health-enhancing manner, should be available to all students.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Determine process for inserting health concerns into current syllabi, or develop a new course which includes reproductive health topics. • Identify delivery agent or support teachers in delivery of course content. • Course content to highlight common "core" concepts related to health and hygiene including reproductive health. • Course should be delivered one per year at all colleges, similar to the previous HIV and AIDS training. • Course should be easily portable, able to be delivered in a variety of settings. • Appropriate teaching and learning (and AV materials) should be developed as part of the package.	**Leadership: STEP/DTVT/TEVETA** to identify a process to fast track the development of a short course. **Other relevant ministries and organizations:** Liaise with other ministries such as Ministry of Health and MoEST to ensure complementarity to existing programmes. *STEP:* initiate development, assist in the design and roll-out of programme. **TEVET Principals Forum:** include in committee and design work and ensure they are part of training roll-out.

18. *MoLYSMD to review safety and security in all colleges, improving fencing and training security guards and boarding matrons and masters, to more effectively control the college environment, particularly around hostels.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Implement institutional safety audit to identify level of need and cost of facility improvements. • Identify government, development partner and other agencies or organizations (Public and Private Partnership (PPP), which might support the initiative. • Prepare a promotional strategy to attract businesses who would advertise along the fence structure (construction, paint and brick companies, etc.) by paying for a section of the fence, a "buy a fence panel" programme. • Enlist production centres at each college to participate financially or with workers, to contract security infrastructure.	**Leadership:** DTVT and TEVETA. **Commercial businesses and associations** to be targeted for advertising and contributions (such as cement, etc.)

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Enlist students and instructors to build the fence. An attachment experience for bricklaying students (and others) could in part, be the building of a college fence. • Identify training needs for matrons and guards and develop programmes to be implemented at each centre which include improved strategies for controlling entry and exit to campuses. • Encourage all training centres to provide adequate salaries, protective clothing and equipment for guards.	

19. *MoLYSMD/DTVT to support technical colleges to improve the enforcement of codes of conduct for administrative and teaching staff and a "zero-tolerance" approach to gender based violence.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Enlist TEVET College Principals Association to undertake this issue as a priority item. • Determine best strategies to improve system to enhance discipline, create a zero-tolerance policy for all TEVET campuses. • Add GBV policy/programming at colleges as a measure for registration of technical training institutions. • Work in concert with recommendations on campus security. • Institute structures for student support services in the institutions (e.g. a student welfare unit) with appropriately trained staff.	**Leadership:** DTVT and TEVETA **TEVET Principals Forum:** participate in committee and roll-out.

20. *MoLYSMD to provide a mechanism which is arm's-length from the college administration for reporting misconducts, particularly issues of gender-based violence, to avoid retaliation against students.*

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Implement a committee to investigate alternatives for setting up arms-length committee/office to reports complaints from students in the TEVET system. • Enlist the services of other ministries such as Gender, to assist in formulation of policies/protocols for office. • Establish a pilot programme and monitor results.	**Leadership:** DTVT/STEP/TEVETA **Ministry of Gender:** provide resources/ support

21. Review facility hostel requirements and develop multi-year plan to expand hostels at all training institutions complete with fencing and security, especially for females and students with disabilities.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Work in concert with recommendations on campus security (6.2.13) and on management oversight (6.2.14) and on policy development (6.1.3) • Prepare plans/costing for prioritized hostel expansion at most needy institutions first and include fencing around hostels. • Identify sources of funding from development partner community and others. • Enlist students to assist in building and in the rural areas, enlist communities to help.	**Leadership:** DTVT/MoLYSMD

22. DTVT/TEVETA to implement a facility and environmental audit of college premises identifying a list of high priority maintenance requirements for all facilities (particularly for hostels, cafeterias, toilets) and developing an effective on-going maintenance plan with actions, targets, areas of responsibility and timelines. Management/administrative responsibilities should be defined to ensure compliance and frequent monitoring. Identify sources of funding to facilitate implementation. Close institutions which cannot or will not, comply.

Improving the image and status of technical training begins with the image of the technical training institutions themselves. Most training institutions visited suffer from lack of management oversight, neglect of proper maintenance and repair and a general lack of "pride of place". Generally, those who feel proud of their surroundings, value and care for them appropriately. Attracting female students, and SWD, to these facilities may be improved with attention to the overall maintenance and repair of the institutions and the lack of the above, coupled with the lack of hygiene and attention to sanitation, are issues which can affect the safety, health and ultimately the success of students.

The lack of maintenance and repair is especially troubling when one considers that most of the artisans required to facilitate these repairs are available onsite along with students who require the practical experience which could come from executing such repairs. Instilling a 'maintenance culture' among staff and then students and is critical to future success as an employee or as a self-employed artisan.

Finances are always a stumbling block and colleges need to look at new arrangements to fund maintenance and repairs on an on-going basis. Colleges should develop appropriate business plans for the cost centers and make sure that they are audited, develop a resource sharing plan for revenue generated from parallel programmes. For example, production units, could be asked for a percentage contribution to the maintenance and repair budget line item. Management must be encouraged to include an appropriate figure for maintenance and repair when designing annual budgets; requires persistence in oversight to ensure that repairs are done.

Priority Level 1	
Recommended Action Steps	**Recommended Participants**
• Implement major facility audits of all technical college facilities • Arrange to use students in construction fields or from the polytechnic (built environment) as part of an outside crew who might be able to use these audits for their own project work • Produce a Maintenance and Repair plan for each institution outlining priorities in high, medium and low categories. • Ensure attention is paid to safety, security and hygiene issues, particularly for females and other vulnerable students.	Leadership: MoLYSMD/DTVT Administrators and instructors: to draw a maintenance and repair plan and assign students to do maintenance work Students: to participate in maintenance work as part of their practical work

Annex 2 - Guidelines and Action plan for Gender Equality and Inclusion

Objective	Actions	Indicator	Responsible party
Output 1: Revision of TEVET Policy (2013) to mainstream gender and inclusion throughout with expanded implementation strategies, accurate baseline information, targets and indicators, more defined timelines and identification of departments, training providers or agencies responsible for actions			
Activity 1.1: Review TEVET policy to mainstream gender and inclusion in its implementing strategies. Budget:	• Identify inter-ministerial committee to review policy and prepare drafts. • Ensure gender and inclusion language is mainstreamed. • Articulate targets and indicators for all strategies and activities including those which are to improve access and equity. • Ensure responsibility and accountability for strategies.	A revised policy with clear indicators on gender and inclusion.	**Leadership:** MoLYSMD with participation of ministries of labour, education, gender, commerce and industry and others. **STEP** to participate in designing review process and incorporating gender and inclusion strategies
Output 2: Development of institutional strategic plans for TEVET training colleges which clearly identify strategies to increase access and success of female students and students with disabilities with appropriate, measurable actions, timelines, performance indicators and areas of responsibility.			
Activity 2.1: Develop college specific strategic plans Budget:	• As part of decentralization of TEVET institutional management, design a strategy to develop individual training college strategic plans or revise existing plans. • College SPs should complement the TEVET Policy and planning for the DTVT. • Gender equality and inclusion concepts as well as specific targets and indicators for measuring concrete steps towards success, must be developed and included (identify issues in SWOT, background, etc. and identify specific measurable activities, targets, indicators and timelines).	Number of strategic plans developed by technical colleges

Number/percentage of priority areas and strategies that address gender and inclusion. | **Leadership:** Colleges, DTVT/MoLYSMD **Participants:** TEVETA and ministries of labour, education, gender, commerce and industry and others, as required; **STEP** to participate in designing review process and incorporating gender and inclusion strategies throughout. |

Objective	Actions	Indicator	Responsible party
Activity 2.2: Conduct a strategic planning training course for administrators, instructors and mentors for ongoing support	Design and implement a strategic planning training course for all college administrators. Train in-house strategic planning mentors for on-going support.	Materials for the training course Number/percentage of administrators/ instructors, segregated by sex, who attended the training course..	**Participants:** TEVETA and ministries of labour, education, gender, commerce and industry and others, as required;
Budget:			
Output 3: Strengthen capacity for all TEVET administrators and instructors in gender responsive and inclusive education concepts and teaching strategies through planned in-service and continuing professional development workshops as well as in pre-service technical instructor training programmes.			
Activity 3.1: Develop modularised short course for administrators and instructors which incorporates gender equality and inclusion Budget:	• Design and develop a modularized short course which incorporates gender equality and inclusion principles for TEVET administrators and instructors; specific modules to highlight common "core" concepts related to basic knowledge, attitudes and values including GBV; additional content to focus on specific information for specific groups: teaching methodologies, administration responsibilities. • Appropriate teaching and learning (and AV materials) should be developed as part of the package. • Ensure that gender equality and inclusion concepts are included in the occupational profile for both administrators and instructors and that modules in training programmes contain appropriate materials to integrate the concepts into daily practice.	Percentage of gender equality and inclusion concepts in the course materials	**Leadership: MoLYSMD/TEVETA/** to identify a committee to fast track the development of a short course. **Other relevant ministries and organizations:** Liaise with other ministries such as Gender and education to ensure complementarity to existing programmes. **STEP:** initiate committee, assist in the design and roll-out of programme. **Technical teacher training institutions:** Committee includes technical teacher training organizations to embed concepts into existing formal and informal training courses. **TEVET Principals Forum:** include Association in committee and design work and ensure they are part of training roll-out.

Objective	Actions	Indicator	Responsible party
Activity 3.2: Develop Capacity for administrators and instructors on gender equality and inclusive education concepts and teaching methodologies Budget:	• Develop a training plan which rolls out the training over time to include all HQ, college administration and instructional and support staff. • Review formal and informal technical teacher training programmes to ensure gender equality and inclusive education concepts and teaching methodologies are firmly integrated into programming. • .	Evidence that training has integrated gender and social inclusion issues (e.g. language, issues, case studies, constraints, mix of female/male facilitators, etc.) included in training curricula, materials, approach. Number/percentage of participants in training, by sex and age group.	**Leadership: MoLYSMD/TEVETA/** to identify a committee to fast track the development of a short course. **Other relevant ministries and organizations:** Liaise with other ministries – Gender, Education to ensure complementarity to existing programmes. **STEP:** initiate committee, assist in the design and roll-out of programme. **Technical teacher training institutions:** Include technical teacher training organizations to embed concepts into existing formal and informal training courses. **TEVET Principals Forum:** include Association in committee and ensure they are part of training roll-out.
Output 4: Improvement of statistical information gathering to identify students with disabilities enrolling in technical colleges and track students throughout their course of study.			
Activity 4.1: Develop tracking system for students with disabilities in technical training colleges Budget:	Develop tracking system for SWD to start at the beginning of each term. Collect sex-disaggregated data on SWD.	Sex-disaggregated data on students with disabilities from each college	MoLYSMD/TEVETA/ DTVT to develop a tracking system Administrators from technical colleges to collect data and keep records on SWD

Objective	Actions	Indicator	Responsible party
Activity 4.2: Conduct tracer study of TEVET graduate students including those on attachment	• Trace success of students, specific needs for industry attachment, additional bursary or scholarship support and for reporting of achievement against planned targets for increasing access, equity and success.	Tracer study report	MoLYSMD/TEVETA/STEP
Budget:			
Output 5: Development of a series of packages of career guidance materials suitable for upper primary and secondary students, their parents, and rural community leaders			
Activity 5.1: Develop promotional materials for career guidance that ensure visibility of females students and SWD	• Create promotional materials which integrate distinct visual symbols or strategies which create instant recognition between the career guidance materials to be used in schools and those used in other media promotion. • Insert symbols or other identifying marks when describing programmes which indicate that they are disability friendly (specifically for those with mobility issues). • Ensure visibility of females and other vulnerable persons in all materials developed. • Highlight employment and self-employment options related to technical careers. • Create a series of packages for insertion into career guidance programme materials for various age groups at school in concert with career guidance policy development.	Number of training materials developed Number of career guidance materials with visibility for females and SWD	**TEVETA/DTVT, in partnership with MoEST** **STEP:** provide direction for integration of gender equality and inclusion content

Objective	Actions	Indicator	Responsible party
Activity 5.2: conduct career guidance targeting primary and secondary school students, parents and rural community leaders	• Develop teacher in-service training package to use materials. • Develop a plan for conducting career talk and motivational speeches and use "choice, not chance" theme repeatedly. • Use role models to visit schools and communities. • Conduct career talks in primary and secondary schools.	Number of instructors trained in career guidance Number of role modelling events conducted Number of primary schools visited for career guidance Number of secondary schools visited for career guidance	TEVETA/DTVT, in partnership with MoEST **STEP:** provide direction for integration of gender equality and inclusion content
Output 6: Review procedures for attachment of students in industry, improving identification of appropriate employers, increasing the role of technical college instructors, reviewing financial needs of students, improving timely provision of allowances, providing clear guidelines for employers and students and clear pathways for reporting and action on issues arising.			
Activity 6.1: Review procedures for attachment of students in industries	• Solicit opinions for a review of students' attachment experiences. using existing information from this study. • Identify changes required for student and employer induction training and prepare common training materials. • Prepare written hand-outs of induction materials for both students and employers which both will sign. • Sign agreement between employers and TEVETA • Review attachment allowances and ensure timely payment of funds to students. • Identify methods for including college instructors in the whole process including visits to students on attachment process. • Clearly identify process for reporting issues experienced by students on attachment with mobile numbers and other information.	Written guidelines for students on attachment Training materials for induction of students and employers Signed MOU between technical colleges/TEVETA and employers	TEVETA/DTVT Employers Students

Objective	Actions	Indicator	Responsible party
Output 7: Implement a facility audit of college premises creating a list of high priority maintenance requirements for all facilities (particularly for hostels, cafeterias, toilets) and developing an effective on-going maintenance plan with actions, targets, performance indicators, responsibility and timelines. Specify administrative responsibility to ensure compliance ad monitoring frequency. Identify sources of funding to facilitate implementation.			
Activity 7.1: Develop a maintenance and repair plan for facilities in all technical colleges	• Produce a Maintenance and Repair plan for each institution outlining priorities in high, medium and low categories. • Arrange to use students in construction fields or from the polytechnic (built environment) as part of an outside crew who might be able to use these audits for their own project work.	A copy of maintenance and repair plan Number of students attached to institutional projects	DTVT/TEVETA/ Technical colleges
Activity 7.2: Conduct a facility audit in all technical colleges	• Implement major facility audits of all technical college facilities. • Ensure attention is paid to safety, security and hygiene issues, particularly for females and other vulnerable students.	Number of facilities repaired	DTVT/TEVETA/ Technical colleges
Output 8: Create an improved management system of technical colleges with mechanisms to enhance discipline, enforce a teaching code of conduct and to improve conditions to promote a conducive and friendly teaching and learning environment.			
Activity 8.1: Identify best practices to improve system that enhance discipline	• Enlist TEVET College Principals Association to undertake this issue as a priority item. • Determine best strategies to improve system to enhance discipline. • Create a zero-tolerance policy for all TEVET campuses. • Add GBV policy/programming at colleges as a measure for registration of technical training institutions. • Work in concert with recommendations on campus security.	Policy documents on discipline GBV policy in all technical colleges	MoLYSMD/DTVT/technical colleges/students/STEP

Output 9: Review safety and security in all colleges, improving fencing and training security guards and boarding matrons and masters, to more effectively control the college environment, particularly around hostels.

Objective	Actions	Indicator	Responsible party
Activity 9.1: Review safety and security issues in all technical colleges	• Implement institutional safety audit to identify level of need and cost of facility improvements. • Identify government, development partner and other agencies or organizations which might support the initiative. • Prepare a promotional strategy to attract businesses who would advertise along the fence structure (construction, paint and brick companies, etc.) by paying for a section of the fence, a "buy a fence panel" programme. • Enlist production centres at each college to participate financially or with workers, to contract security infrastructure. • Enlist students and instructors to build the fence. An attachment experience for bricklaying students (and others) could in part, be the building of a college fence. • Encourage all training centres to provide adequate salaries, protective clothing and equipment for guards.	Number of technical colleges with proper fences Numbers of guards on night shift Production centre	MoLYSMD/ technical colleges/ TEVET
Activity 9.2: Conduct capacity building training for matrons/ boarding masters and guards	• Identify training needs for matrons and guards and develop programmes to be implemented at each centre which include improved strategies for controlling entry and exit to campuses.	Training needs assessment report Number of guards/matrons trained by sex and age	MoLYSMD/ technical colleges/ TEVET to

Objective	Actions	Indicator	Responsible party
Output 10: Provide support to Magomero Vocational Training School and Lilongwe Vocational Training Centre (MACOHA) to enhance physical infrastructure, train instructors in gender and inclusive pedagogy and provide appropriate equipment to create centers of excellence in inclusive education.			
Activity 10.1: Improve facility infrastructure to better accommodate all disabilities.	• Implement a comprehensive audit of MACOHA's and Magomero facilities, equipment and material needs. • Prepare plans for improvements and renovations. • Prioritize purchasing of equipment and learning materials suitable for the most common disabilities.	Audit report on facilities and material needs Plan for improvement and renovation Number of facilities that are user friendly for students with disabilities Number of equipment and learning materials purchased for common disabilities	**Leadership:** DTVT/TEVETA with MACOHA and FEDOMA to assist with planning. **STEP:** assist with facility audit
Activity 10.2: Train staff from Administration to support staff, matrons, guards in gender equality and inclusion concepts	• Conduct a training needs assessment for teaching staff and support staff. • Work with existing special needs teacher training providers to develop/implement a series of TEVET teacher training modules building on a 'core' of critical knowledge and skills. programme initially to work with SWD. • Train at least one instructor in each institution. • Identify the appropriate emotional/social support system requirements (counsellors/assistants) and provide to school.	A report on training needs assessment Number of teacher training modules in special needs Number of female and male staff trained in special needs	**Leadership:** DTVT/TEVETA with MACOHA and FEDOMA to assist with planning. **STEP:** assist with training needs assessment
Output 11: Establish scholarship programmes which are both merit-based and free-standing to provide female students with additional funds to cover costs related to work suits, work boots, examination fees, food, pocket money, transportation and other personal needs.			
Activity 11.1: Determine appropriate types of scholarships, process of application and criteria for selection	• Review current scholarship programmes. • Ensure that application procedure is well publicized and transparent to students, even on application.		TEVETA, MoLYSMD

Objective	Actions	Indicator	Responsible party
	• Merit scholarship criteria should be well publicized and emphasized to students during induction/orientation. • Ensure that all communications with students uses appropriate media (mobile phones, SMS, etc.). • Scholarship amounts should be above and beyond the tuition/boarding amounts. • Innovative scholarship ideas such as: best female entrepreneur/business strategy; female and male competitions to create products in their trade area (i.e. new table designs, better tools for the home; improved desks for students in wheelchairs; best shower stall design for students with disabilities.		
Output 12: Provide full bursary/scholarship for students with disabilities to cover costs related to tuition, boarding, transportation, specific learning materials as well as costs for guardians or assistants to support students at the training venue. Assist with employment upon course completion.			
Activity 12.1: Support students with disabilities with bursaries/scholarships	• Identify and track SWD once enrolled in the system through to graduation and employment. • Prepare specific needs assessment for SWD related to not only tuition/boarding needs but needs for special equipment or learning materials as well as for clothes, shoes, guardians, etc. • Work with employers for both attachment experiences as well as for employment once training is completed.	Number of bursaries/scholarships for female and male SWD	TEVETA, DTVT

Objective	Actions	Indicator	Responsible party
Output 13: Review current bursary programme eligibility criteria and process, increase bursary amounts, improve disbursement of bursaries in a timely manner and provide appropriate work suits and work boots for all female students and students with disabilities in male-dominated trades.			
Activity 13.1: Revise the bursary eligibility criteria, process of application and selection and amounts	• Review bursary process taking into account issues identified in this report and other solicited students, teachers and college administrators. • Determine new process which is easily explained, transparent and caters for the variety needs of students. • Design a more objective measuring system for determining "student need". • Improve timely disbursement of bursaries from students, teachers and college administrators. • Determine new process which is easily explained, transparent and caters for the variety needs of students. • Design a more objective measuring system for determining "student need". • Improve timely disbursement of bursaries.	A revised bursary programme to benefit both female and SWD	TEVETA, DTVT

Annex 3 - Bursaries and scholarships 2014/15 to 2016/17

BURSARIES AND SCHOLARSHIPS (Malawi Kwacha)			Female Students				Male Students			
Year	Type of award	Total # of bursaries and scholarships awarded	# of bursaries/scholar-ships for females	Bursary value females (Kwacha)	Females as % of students receiving assistance	Females as % of students enrolled	# of bursaries/scholarships for males	Bursary value for males (Kwacha)	Males as % of students enrolled	Total Kwacha expended on student awards
2014-2015	General bursaries given	232	23	510,560			209	4,639,440		5,150,000
	Specific bursary for "needy" female students	79	79	1,026,000			0			1,026,000
	Total # of bursaries for 2014-15	311	102	1,536,560	32.8%	30.0%	209	4,639,440	70%	6,176,000
	Total # of scholarships given	0		0			0			0
TOTAL BURSARIES AND SCHOLARSHIPS FOR 2014/15		**311**	**102**	**1,536,560**	**32.8%**	**30%**	**209**	**4,639,440**	**70%**	**6,176,000**
2015-2016	General bursaries given	337	108	2,209,674			229	4,685,326		6,895,000
	Specific bursary for "needy" female students	64	64	1,491,000			0			1,491,000
	Total # of bursaries for 2015-16	401	172	3,700,674	42.9%	28.0%	229	4,685,326	72%	8,386,000
	Total # of merit scholarships (specifically for females)	24	24	672,000						672,000
	Total # of Scholarships for 2015-16	24	24	672,000			0	0		672,000
TOTAL BURSARIES AND SCHOLARSHIPS 2015/16		**425**	**196**	**4,372,674**	**46.0%**	**28.0%**	**229**	**4,685,326**	**72.0%**	**9,058,000**

BURSARIES AND SCHOLARSHIPS (Malawi Kwacha)			Female Students				Male Students			
Year	Type of award	Total # of bursaries and scholarships awarded	# of bursaries/scholarships for females	Bursary value females (Kwacha)	Females as % of students receiving assistance	Females as % of students enrolled	# of bursaries/scholarships for males	Bursary value for males (Kwacha)	Males as % of students enrolled	Total Kwacha expended on student awards
2016-2017	General bursaries given	782	250	1,704,604			532	3,627,396		5,332,000
Total # of Bursaries Awarded		782	250	1,704,604	32.0%	30.5%	532	3,627,396	69.5%	5,332,000
2016-2017	Merit Scholarships (specifically for Females)	14*	14	210,000	100.0%		0	0		210,000
	Total # of Scholarships Awarded	14	14	210,000			0	0		210,000
TOTAL BURSARIES AND SCHOLARSHIPS 2016/17		796	264	1,914,604			532	3,627,396		5,542,000

*Separate amount disbursed by TEVET Service Centre Central region

Total amount disbursed over 2014/15 – 2016/17: 20,776,000

Annex 4 - Description of TEVET Teacher Education Programmes – Malawi Polytechnic

Description of TEVET Teacher Education Programmes – Malawi Polytechnic						
Full time programmes: Offered annually as part of an on-going course structure						
Programme Name	Schedule	Length of programme	Entry Requirements	Final certificate or degree obtained	Access to further education	Employment opportunities

Full time programmes: offered annually as part of an on-going course structure						
Bachelor of Education (Business Studies)	Full time	4 years	6 credits; strong in maths, physical science	Bachelor's	Yes	Almost 100% employed by MoEST in Secondary Schools
Bachelor of Technical Education (Science)	Full time	4 years	6 credits; strong in maths, physical science	Bachelor's	Yes	Almost 100% employed by MoEST in Secondary Schools
Master of Technical and Vocational Education	Full time and part time	2 years for FT 2 years for PT	Bachelor of Technical Education or any bachelors degree plus three years work experience	Masters	Yes	100 % employed or sponsored by work place
Full time programme designed, not yet offered due to lack of equipment in new workshop space						
Bachelor of Technical Education (Technology)	Full time	4 years	6 credits; strong in maths, physical science	Bachelor's	Yes	
Includes specializations in the following: Metal Technology, Wood Technology, Welding and Fabrication, Electrical installations and Motor vehicle mechanics.						
Part-time programmes: Provided on an ad hoc basis, as required by stakeholders						
Certificate of Education	Block release	1 year; with 12 weeks of teaching practice.	MSCE six credits	Certificate in Education		
Short courses on different subjects including skills upgrading (welding, etc.)	Various times, from 2 weeks +					

Annex 5 - List of Research Tools Used in the Study

(a) Student individual Interviews
(b) Student individual interviews on attachment
(c) Student focus group discussion questionnaires
(d) Checklist for instructors in training institutions
(e) Checklist for administrators – Ministry/TEVETA
(f) Checklist for administrators – training institutions
(g) Checklist for boarding matrons/masters
(h) Checklist for guards of training institutions
(i) Checklist for the Community Skills Development Center committee members
(j) Checklist for Chiefs as part of CSDC committee
(k) Checklist for TEVETA curriculum Managers,
(l) Checklist for TEVETA scholarship/bursary managers
(m) Checklist for TEVETA institutional registration managers
(n) Checklist for employers/supervisors of students on attachment
(o) Checklist for observation of institution facilities
(p) Checklist for programmes, students and other

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Funded by the EU and implemented by UNESCO in collaboration with the Government of Malawi, the Skills and Technical Education Programme (STEP) is dedicated to reinforcing Technical, Entrepreneurial and Vocational Education and Training (TEVET) in Malawi. The programme will run from 2016-2020 and aims to improve TEVET at post-secondary level with focus on equal access to enrolment, with particular focus on female learners; improving quality in the sector; and establishment of clear governance structures.

The STEP Research Series presents the highlights of the research undertaken by the programme.

The findings of the Gender and Inclusion Analysis of the TEVET System is the third research report in the STEP research series.