

TEVET CODES OF CONDUCT AND TRAINEE ORIENTATION PROGRAMME IMPACT REPORT

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*Photo: A group of new TEVET trainees taking part in an orientation programme at a Technical College
Credit: Josephine Heath*

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1. INTRODUCTION



Photo Left: A group of new TEVET trainees taking part in an orientation programme at a CTC. Photo Right: A group of new TEVET trainees complete their orientation programme at a CSDC

1.2 Skills and Technical Education Programme (STEP)

UNESCO is implementing part of the European Union funded Skills and Technical Education Programme (STEP)¹ in Malawi. In this context, UNESCO and the European Union are partnering in supporting the expansion and improvement of equitable and gender-balanced Technical Entrepreneurial Vocational Education and Training (TEVET) in Malawi. In particular, the project is working to improve access to TEVET, review qualifications system, update curricula, review the governance and management of TEVET system, and better train TEVET instructors. The project's time frame is four years (April 2016 – March 2020) and the overall budget for the UNESCO component is 9 million Euros. When including the cost of building renovations and equipment plus the provision of grants to a number of NGOs, the entire value of STEP is 32.6 million Euros. The project is targeting programmes² for the construction sector of the economy and also is tasked with promoting inclusion of disadvantaged groups.

1.3 Background to the Codes of Conduct and Trainee Orientation

As part of STEP's objective of supporting an equitable and gender balanced TEVET system and to improve the quality and relevance of the training, new [Codes of Conduct \(CoCs\)](#) were developed for TEVET Instructors and Administration Staff, and for TEVET Trainees. In addition, a comprehensive trainee orientation programme was designed as a way to create a positive learning environment, where all trainees feel well supported by their college and motivated to complete their course. Instructions on how to run the orientation programme were outlined in an Orientation Programme guide booklet (OP) and

¹ The STEP website can be viewed at: www.stepmw.com

² The documented training approach for the construction trade programmes is competency based training and assessment and this is combined in formal training with an apprenticeship scheme of four years.

principals and instructors from the TEVET institutions were trained in the new Codes of Conduct and in delivering the orientation programme. An orientation pack was developed for new TEVET trainees, which included a Trainee Orientation Manual (OM), along with a set of pamphlets communicating the information from the CoC, OP and OM in accessible formats. Finally, a set of posters was developed with the same information.

The CoCs and orientation were designed to improve motivation and behaviour of trainees, instructors, and administration staff in the TEVET institutions after [research](#)³ showed a high number of trainees, and in particular female trainees, dropping out before completing their TEVET course. [Research](#)⁴ also showed a high incidence of sexual violence experienced by female trainees in the TEVET institutions. The objectives of the comprehensive orientation programme were to:

- Ensure trainees receive all the practical information they need to successfully start and complete their course.
- Motivate trainees, and in particular female trainees, to complete their course and go onto work in their chosen profession.
- Improve behaviour amongst trainees and staff at the TEVET institutions.
- Reduce the incidents of sexual violence in the TEVET institutions.

The TEVET Instructor and Administrative Staff Code of Conduct provides clear guidelines to TEVET staff on how to conduct themselves in an ethical, respectful and professional manner at their work place, and provides information to TEVET trainees, the education community, and the wider public on the values and expectations of vocational training college staff in Malawi. It also provides a clear reference point for the investigation of alleged disciplinary offenses by instructors or administrative staff.

The Trainee Code of Conduct defines the standards of behaviour, which all TEVET trainees agree to as a condition of their enrolment. It outlines a number of core values and key principles that TEVET trainees are expected to embrace, explains the general rules on attendance and appropriate dress, and describes the instances of academic and non-academic misconduct that are strictly prohibited at all TEVET colleges. The Code also includes a Trainee Pregnancy Policy (PP), which outlines the expectations from, and support provided to, TEVET trainees who are pregnant whilst enrolled at TEVET colleges, and a Disciplinary Complaints Procedure (DCP).

The trainee orientation programme is designed to provide all TEVET trainees with a warm and well-organised welcome. Over 25 sessions it provides them with all the practical information they need to successfully start their course and

³ See STEP research series no.3 Gender Equality and Inclusion Analysis of the TEVET System

⁴ See STEP research series no 2 Situational Analysis on the Status of Sexual and Reproductive Health of Students and Gender-Based Violence in Technical and Vocational Colleges in Malawi

aims to leave them feeling excited to be part of TEVET, well supported by their college or training centre, and motivated to complete their course and start work in their chosen profession. It is designed to be delivered over 5 half days by the TEVET College or training centre instructors and administrative staff, with some additional guest speakers from the local community and key institutions. It covers information on the College and services at the College and in the local area, an introduction to TEVET and apprenticeship training, details about training attachments, financial support, and an introduction to the courses offered at the institution. It also includes multiple interactive sessions explaining the trainee and instruction CoCs, including the PP and DCP, as well as on sexual violence and consent, and on the concept of equity as a road to equality. It includes a session where an expert guest speaker should be invited to provide comprehensive sexuality education. Most of the sessions are interactive and encourage trainees to actively participate in engaging learning activities in groups. The approach demands that the facilitators (instructors and administrators) use participatory teaching methods and not a lecture style method.

The orientation programme guide booklet (OP) gives specific clear instructions to TEVET administrators on how to prepare and run the orientation programme. It provides a roadmap for preparing for the orientation, outlines the agenda for the programme, provides detailed facilitation notes for running each session, includes speaking notes for each session, and provides copies of all the printed materials needed to run the sessions. The OP was designed so that it required hardly any additional financial resources.

The trainee orientation manual (OM) outlines the general TEVET information provided during the OP in a take home booklet for trainees. It covers practical information on the apprenticeship training programme and courses, assessments and certification, industry attachments and financial support, as well as covering the codes of conduct, sexual violence, key services and sexual health amongst other topics.

The Codes of Conduct were produced in English and the OP, OM and supporting posters and pamphlets were produced in English, Chichewa and Tumbuka languages.

See below list of Code of Conduct and Orientation materials, languages, and printed amounts.

Material	Image	English	Chichewa	Tumbuka	Total printed & delivered (All Languages)
1 TEVET Instructor and Administrative Staff Code of Conduct A4 booklet		X			771
2 TEVET Trainee Code of Conduct A4 booklet		X	X (limited no)	X (limited no)	8,197
3 Trainee Orientation Manual A4 booklet		X	X	X	8,197
4 Trainee Code of Conduct pamphlet		X	X	X	8,197
5 Trainee Sexual Violence pamphlet		X	X	X	8,197
6 Trainee Role Model/ graduates pamphlet		X	X	X	8,197
7 Trainee family pamphlet		X	X	X	8,197

8	Trainee Code of Conduct Poster		X	X	X	405
9	Instructor Code of Conduct Poster		X	X	X	177
10	Sexual Violence Poster		X	X	X	177
11	Role Model Poster		X	X	X	177
12	Equality Poster		X	X	X	177
13	Infographic Poster		X	X	X	177
14	Orientation Programme Guide A4 booklet		X			310
15	Code of Conduct Bags		X			5975

To plan the numbers of printed materials needed, a questionnaire was sent to the principals of all the TEVETA accredited institutions in Malawi asking for data on trainee and staff numbers and the primary languages spoken at the institutions. The information provided was used to create a detailed breakdown of the numbers of each printed material for each institution. The materials were rolled out to TEVET institutions in an orientation toolkit. Hard copies of the materials were printed and distributed to all 47 government TEVET institutions,

and two private colleges⁵. 771 hard copies of the Instructors and Administration Code of Conduct were printed and delivered. 8,197 hard copies of each of the Trainee Code of Conduct, Orientation Manual and the pamphlets were printed and delivered for trainees. The intended recipients of the trainee printed materials were first year trainees, starting their training course in 2019, although TEVET institutions were instructed to share any spare copies of materials with other cohorts and retain copies in the administration office or college library for reference. Different amounts⁶ of the printed materials were delivered to each TEVET institution, depending on the type and size of the institution, the number of staff, and the number of trainees. In total 57,530 printed materials were delivered to TEVET institutions.

As funding for the printed materials was limited it was not possible within the budget to provide hard printed copies of the materials to all the private TEVET institutions. Instead soft copies⁷ were distributed digitally to all government and private colleges via email and WhatsApp, as well as being downloadable from the STEP website.

Further to this 248 TEVET instructors and principals (43 female, 205 male) were provided training in the implementation of the codes of conduct and how to run the trainee orientation programme. The training was conducted in November, December 2018 and January 2019. It was not possible within the budget to provide training to all TEVET instructors and administrative staff so the principals and construction instructors were prioritised as the STEP programme is focussed on the construction trades.

1.4 Purpose of this Report

1.4.1 Purpose

This impact report aims to evaluate the roll out of the COCs, OP and orientation toolkits and to consolidate lessons learnt.

1.4.2 Objectives of the research:

- a. To establish the lessons learnt from the implementation of the roll out of the new orientation and codes of conduct.
- b. To measure the impact of the new orientation and codes of conduct roll out and establish if the initiative has improved behaviour in the colleges/centres and decreased the number of trainees dropping out from the colleges, particularly female trainees.

1.4.3 Research questions

- a) To what extent has the initiative been implemented in all of the institutions?
- b) Have any parts of the initiative not been fully implemented?

⁵ The two private colleges were included as they are delivering a STEP bursary programme

⁶ A full breakdown of the numbers of each material printed and delivered to each institution can be found on the college dissemination plan excel spreadsheet.

⁷ Copies of all materials can be downloaded from the STEP website:
<https://www.stepmw.com/resources/orientation-toolkit/>

- c) To what extent were the printed materials used in the intended way? (Leaflets, orientation manual and Codes of Conduct distributed to trainees and staff, posters displayed, orientation programme guide book used, Codes of Conduct read and signed)
- d) Are the Codes of Conduct being enforced in the institutions?
- e) Is the pregnancy policy being followed?
- f) Is the disciplinary complaints procedure being followed?
- g) What blockages have prevented the initiative from being fully implemented in all of the institutions?
- h) Are any changes to the orientation materials necessary?
- i) Were the orientation programmes run by TEVET staff that participated in the STEP CoC and OP training?
- j) Did the institutions receive the required quantity and quality of printed materials in the orientation toolkits?
- k) What plans do the institutions have for running the orientation programme and sharing the orientation toolkits with future cohorts?
- l) Do the principals agree the orientation toolkits, Codes of Conduct and orientation programme have been beneficial to their TEVET institutions?
- m) Do the institutions report any improvement in behaviour in the period following the implementation of the initiative verses previous years?
- n) Do the institutions report any improvement in sexual violence incidents in the period following the implementation of the initiative verses previous years?
- o) Has there been a reduction in the number of trainees dropping out from the institutions in the period following the implementation of the initiative versus the previous year?
- p) Has there been a reduction in the number of female trainees dropping out from the institutions in the period following the implementation of the initiative versus the previous year?

2 METHODOLOGY

2.2 Quantitative Measurement

A questionnaire⁸ was developed using the Google forms platform and sent to the TEVET principals and / other members of staff in charge of implementing the orientation in the TEVET institution. The questionnaire was distributed via WhatsApp (to the TEVET principals group and the CSDC Code of Conduct group) and emailed to maximise the number of respondents. The questionnaire was aimed at TEVET principals and staff at all TEVETA accredited institutions, including at the private institutions that did not receive hard copies of the training materials. This was intentional, to gain feedback from all those who received with soft or hard copies of the materials. Multiple messages were sent to the group of respondents to encourage their completion of the survey.

⁸ Questionnaire can be viewed at:

https://docs.google.com/forms/d/e/1FAIpQLScQsUgR5iLeYnRgR_pQieGiaeMPwywOKVmrXQawRwa0RUwjQ/viewform?usp=sf_link

- a) Data collection
Respondents were given 2 weeks to complete the questionnaire. The respondents' data was collected using the Google forms platform.
- b) Data analysis and visualisation
The data was analysed using the Google forms data visualisation tools, charts and graphs. The data was also downloaded and analysed in an excel spreadsheet.
- c) Anonymity
Respondents were not asked their names in the questionnaire to protect their privacy.

2.3 Qualitative Measurement

A series of meetings and focus groups were held with TEVET principals and members of staff who implemented the orientation at their institution, and with groups of 2019 cohort TEVET trainees who participated in the orientations. These were held at a representative sample of TEVET institutions, including 1 National Technical College (NTC), 2 Community Technical Colleges (CTCs), 2 Community Skills Development Centres (CSDCs), and 1 private technical college.

Questions for the principals and the instructors who implemented orientation at their institution focussed on:

- a) Feedback on the roll out of the orientation toolkits
- b) Feedback on the CoC and OP training
- c) What impact has the initiative had on the behaviour and motivation of the trainees and staff in the institution

Focus groups at the institutions were held with mixed sex groups of 6-10 year 1 cohort 2019 trainees. Two interviewers asked questions, an English speaker, and a native Chichewa speaker who translated questions and answers when English was not clearly understood. Questions focussed on:

- a) Feedback on the trainee materials from the orientation toolkits
- b) Feedback on the OP
- c) Knowledge and understanding of the CoCs, including understanding of the definition of sexual violence, the pregnancy policy, and the disciplinary complaints procedure
- d) The impact on behaviour in the colleges, including on incidences of sexual violence
- e) The impact on motivation for the trainees to complete their courses

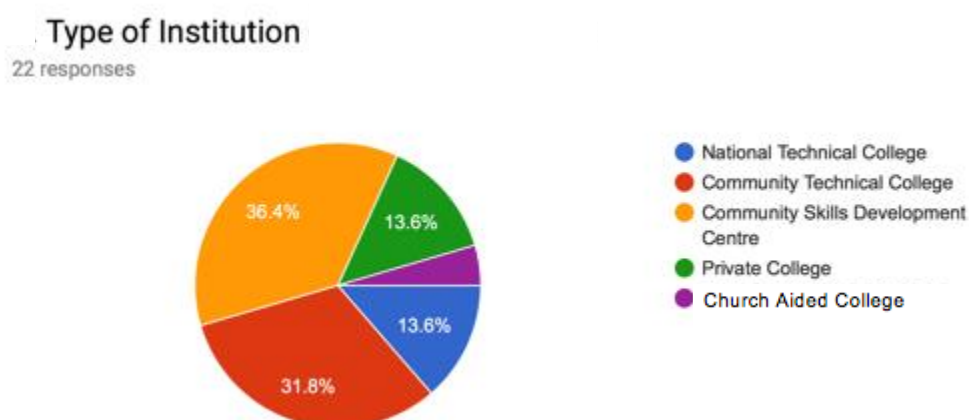
The interviews and focus group discussion were transcribed and summarised into a write up for each institution, see Annex 5.2.3. Findings were drawn from the write-ups and presented in the results.

2.4 Unsolicited feedback

Further to the above, feedback was gathered from TEVET principals and teachers via WhatsApp messages, phone calls and meetings.

3 RESULTS

In total 31 training institutions responded to the questionnaire. However, 8 out of the 31 responses were from new Community Skills Development Centres (CSDCs), and one from a Community Technical College (CTC), which at the time of the survey were not yet opened and operating. These 9 responses have been removed from the questionnaire results, so the results presented here are based on 22 responses. The types of institutions who responded to the questionnaire are seen in the pie chart below:



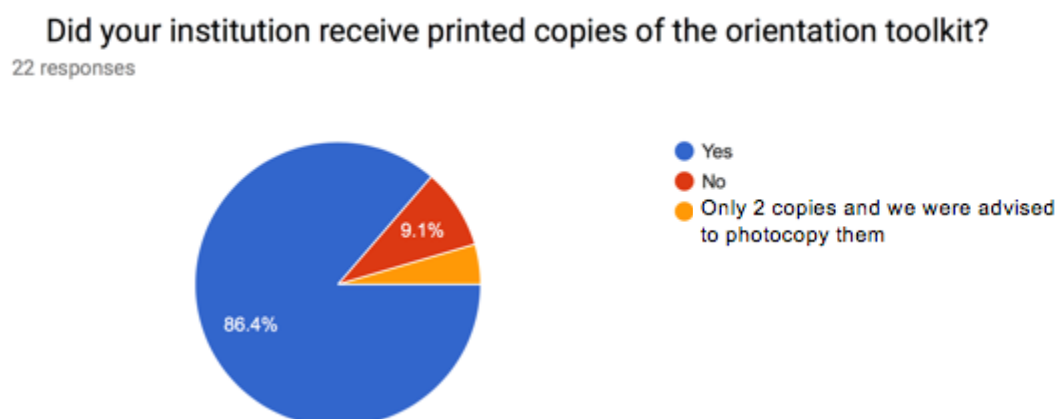
The institutions range in size, from the smallest CSDC, having 35 trainees, up to the largest National Technical College (NTC), with 4,000 trainees. The median average college size was 130 trainees.

3.2 Receipt and Distribution of Orientation Materials



Photo: A group of new TEVET trainees receive their orientation materials at a CSDC

The materials were printed and delivered by Capital Printers. Capital Printers reported successful delivery of all materials to all 49 TEVET institutions and provided signed delivery notes for all 49, confirming the name⁹ of the person who took delivery of the items.



This is supported by the findings of the questionnaire. See pie chart above, responses to Q4 'Did your institution receive printed copies of the orientation toolkit?' The 2 responders who answered no, and the 1 responder who stated they had only received two copies, were all from private colleges that only received soft copies. (N.B. The private colleges were included in the survey to gain feedback on their use of the soft copies of the materials and the OP). Further to this, 100% of responders answered yes to question 5, 'Were the printed materials of good quality?'

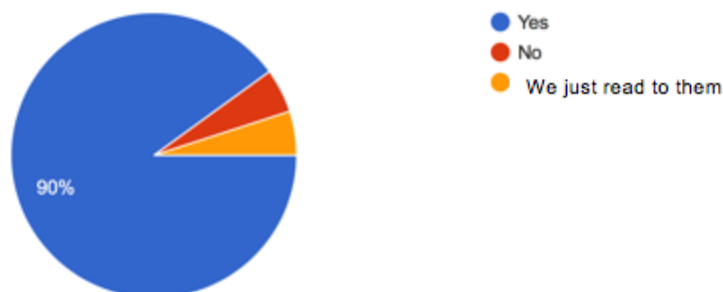
This was further supported by the qualitative visits to the training institutions. All five government institutions reported receiving their printed orientation materials, on time and of a good quality.

All institutions that responded to the questionnaire, and those visited, reported receiving clear instructions on how to distribute the orientation toolkit materials. One NTC reported they did not receive their printed materials in time for when they ran their orientation programme. (The institutions in the region received the printed orientation materials on the 17th January). No other questions or concerns were raised about the delivery of the materials or the instructions for their distribution.

⁹ The names of persons who took delivery of the materials are listed college dissemination plan excel spreadsheet.

Did you distribute the printed trainee orientation materials to Y1 trainees?

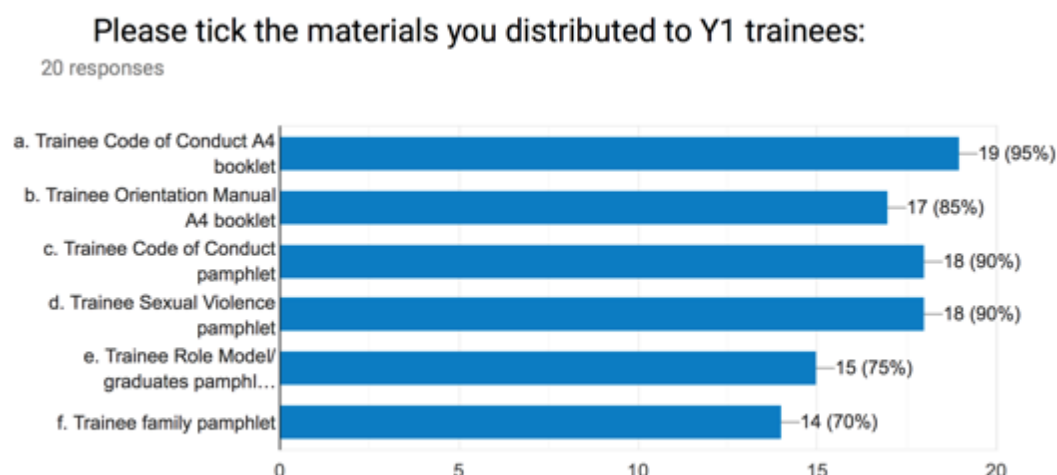
20 responses



Almost all institutions reported distributing the orientation materials to the year 1 trainees, with the exception of, one NTC and a private college. One NTC reported not distributing to year 1 trainees and stated they did not receive enough copies for all year 1 trainees. The same NTC reported only distributing one material to year 1 trainees, the trainee Code of Conduct A4 booklet. The Capital Printers delivery report shows that 1,378 copies of all materials aimed at the year 1 trainees, the Code of Conduct A4 booklet, the Orientation Manual, and the four trainee pamphlets, were delivered to the NTC in question in January 2019 (The exact date was not specified on the delivery note, but other institutions in the same region were delivered to on the 17th January).

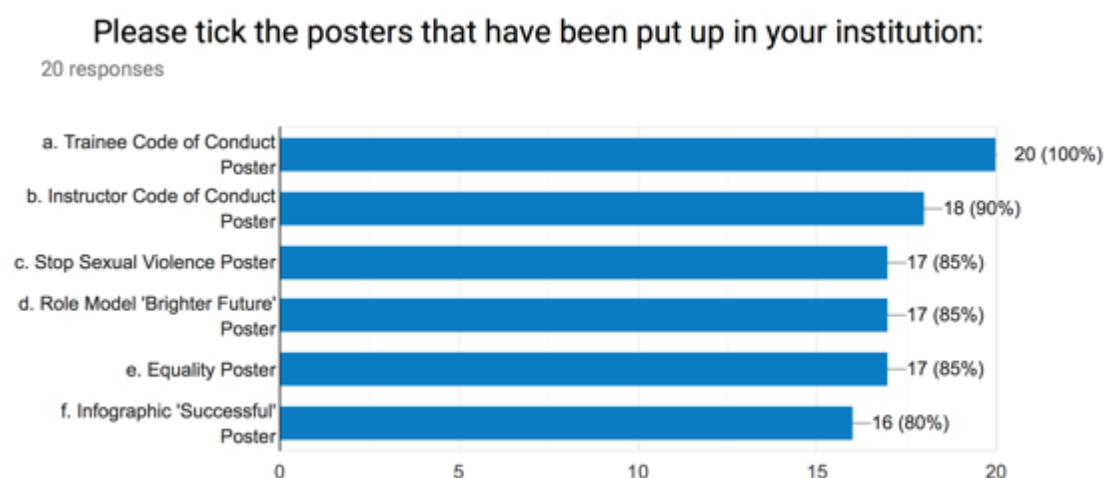


Photo: TEVET trainees at a CTC review the materials in their orientation packs



The least shared materials were the Trainee family pamphlet, and the role model pamphlet, see chart above. Some principals and instructors interviewed during the qualitative visits reported not understanding the purpose of the family pamphlet and did not inform trainees to share it with their family members. Some trainees who participated in the focus groups reported the same confusion over the family pamphlet; with many saying they did not know they should share it with their families. Trainees at one CTC visited thought the family pamphlet was unnecessary as their families were all supportive of their studies.

75% of the institutions reporting having enough copies of the materials to distribute to all Year 1 trainees. Four institutions - two CTCs and two NTCs - reported not receiving enough copies for all Year 1 trainees. 25% of institutions reported having spare copies of the materials and sharing them with some or all year 2 and year 3 trainees. Two institutions - one CSDC and one CTC - reported not having enough copies of materials in the right languages.



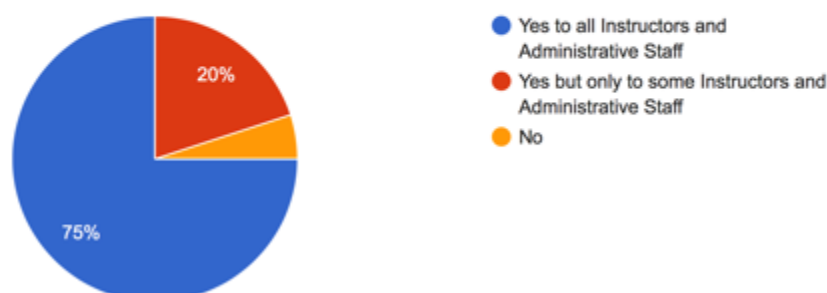
The majority of posters were displayed in the institutions, with the Trainee CoC poster being mostly widely displayed and the Infographic ‘successful’ poster being the least displayed. The posters were seen displayed at all the government institutes visited during the focus groups.



Posters on display in a classroom at a CTC and on a notice board at a CSDC, credit: Josephine Heath

Did you distribute the staff Code of Conduct A4 booklet to all Instructors and Administrative staff?

20 responses



The instructor and administrative staff CoC were mostly distributed to all staff in the institutes with the exception of one CTC, that reported not receiving any printed copies of this material from the printers. This is disputed by Capital Printers who stated the staff Codes of Conduct were missing from the first delivery but delivered separately within a few days. Four institutions – two CSDCs and two NTCs - reported not having enough copies to distribute to all instructors and administrative staff. The number of materials received by these institutions was in line with or above the estimated numbers of first year trainees and staff provided by the institution during the planning stage. Explanations for the difference include, the estimates provided differing from the actual number of staff and trainees at the time of delivery, the institutes distributing the materials to all year groups and not only the first year trainees as recommended in the guidance, or human error on the data reporting or collection. The new TEVET Management Information System (TMIS) should help mitigate data errors in future, as it will give accurate and up to date data on trainee and staff numbers.

During the focus groups the trainees reported reading the pamphlets more than the detailed code of conduct A4 booklet. Some trainees said they preferred the English versions of the materials and the local languages were not necessary as they read in English. Staff at one CTC surveyed also reported this, *“Most of the students preferred English materials as compared to what was written in Chichewa.”*

All the institutions surveyed and visited intend to re-use the printed orientation materials for future cohorts, by either asking trainees to return their copies at the end of the year 1, or by photocopying, or using left over copies. Only 23% of institutions reported receiving the soft copies of the materials, via WhatsApp and email, even though the materials were sent to all institutions on these channels.

The most common request raised was for an annual supply of the printed orientation materials, so every future cohort would receive the same. There were concerns about the sustainability of running the OP for future cohorts and abiding by the CoC without these materials. The idea of re-using the existing printed materials was widely accepted but there were concerns raised about trainees losing copies and the longevity of the materials.

3.3 Requested Changes to the Orientation Materials

The CSDCs visited reported that some parts of the orientation programme (OP) and the orientation manual (OM) were aimed at trainees studying the full TEVET apprenticeship programme, and not relevant for the CSDC trainees.

There were very few changes requested for the other orientation materials. The main request was to regularly update the materials with any relevant changes and to refresh the infographic poster with the latest statistics and the role model ‘Brighter Future’ poster with new faces annually or biennially.

Trainees who took part in the focus groups did not fully understand the equality poster and the session on equality and equity in the OP. The trainees were not applying the learning about equity to situations they face everyday, e.g. they agreed the short trainee should have the chair to get the paper but still did not think it was fair for female trainees to get financial support if males do not.

3.4 Training of Instructors

Was the training useful for running the orientation programme in your institution?

21 responses

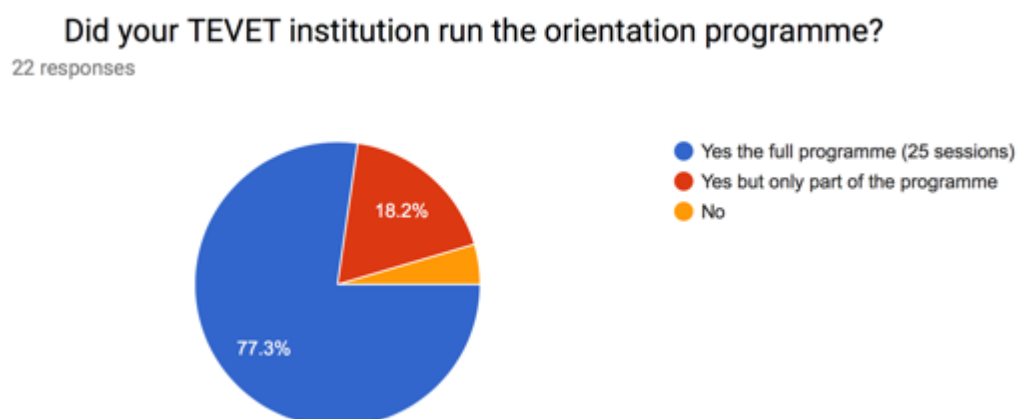


91% of the institutions surveyed agreed the training of instructors was useful for running the OP. 95% used the OP guide booklet to run their OP and 91% agreed the booklet was useful for running the OP.

Many staff in both the survey and interviews raised concerns about the sustainability of running the OP for future cohorts and abiding by the CoC. A common request raised in both the survey and interviews was for regular refresher training on the CoC and OP, with some staff asking for a yearly refresher course, and others for a refresher every other year. The need for regular refresher training on the pregnancy policy and the disciplinary complaints procedure was also raised. Coupled with this was a request for the Ministry of Labour, Youth, Sports, and Manpower Development (MoLYSMD) to send a letter at the start of every academic year instructing the institutions to run the OP.

Another common request was to repeat the training course for the TEVET instructors, administrative staff, and senior management staff who did not attend the first course, including for instructors outside of the construction field. Many felt it was unfair to not give the training to non-construction staff, and also raised concerns that it would lead to the CoC and OP not being fully adopted across institutes with more course topics. Others raised concerns that administrative staff had not being included in the training, especially the residential matrons and patrons, as they will be crucial for the implementation of the CoC. Some instructors suggested adding a training of trainers (ToT) element to the training so the trained instructors could go back to their institutes and train the rest of the instructors and administrative staff if the training of all staff was not feasible.

3.5 Delivery of Orientation Programme



Of those surveyed, 77% of institutes ran the full orientation programme (OP). Only one private college did not run the OP. Four institutes – one, NTC, one CTC, one CSDC and one private college - reported only running part of the OP. One CSDC stated they not run the full OP due to lack of time, instead they condensed the sessions, did not run the parts not relevant to CSDCs, and did not run the interactive parts of the sessions. During the qualitative visit, staff at the same CSDC reported concern over the shortened academic calendar for 2019, due to the new harmonised curriculum, and explained they had to shorten the OP to allow more time for teaching course content in the reduced timeframe.

Staff at two CSDCs visited reported that some parts of the OP were aimed at trainees studying the full TEVET apprenticeship programme, and not relevant for the CSDC trainees. The instructors running the orientation programme at the CSDCs edited and adapted the OP session to only present the essential information for the CSDC trainees.

One NTC reported only running a 1 day OP due to not receiving the materials on time. Instead they stated they “*just passed through the code of conduct.*”

Another NTC also ran a shortened OP, of around 3 hours. Trainees from the NTC, interviewed during the focus group, stated they did not take part in any interactive sessions and instead just received verbal instruction. Only some members of the construction staff from the same NTC attended the training and the principal and vice principal did not attend. The staff who ran the orientation programme were interviewed and reported this resulting in there being a lack of awareness and full support from the college senior management on the OP. They also reported there being confusion about the purpose of the OP and some resentment amongst the staff that were not invited to the training.

The private colleges surveyed and visited, reported not running the full OP, either because they did not receive the printed orientation materials, or because they have their own orientation programme.

One private college visited, reported running their own orientation programme. They added some of the content from the government Code of Conduct to their existing orientation programme presentation. This encompassed written text on 1-3 slides of a PowerPoint presentation, focussing on the Code of Conduct values and principles. However, the added Code of Conduct information excluded the trainee pregnancy policy as the college objects to the trainee pregnancy policy as it contradicts their existing policy. Specifically, section 3.2 of the pregnancy policy, which states that 'Trainees are expected to stay at the college and continue their studies until they are 32 weeks pregnant.' The existing policy of the private college states that if trainees fall pregnant, they must inform the college and leave their course. The college reported that in practice they take an ad hoc approach and if the trainee feels well and their exams are close they will encourage them to complete their exams before leaving. They also stated they will encourage the trainee to return and complete their studies after they have given birth.



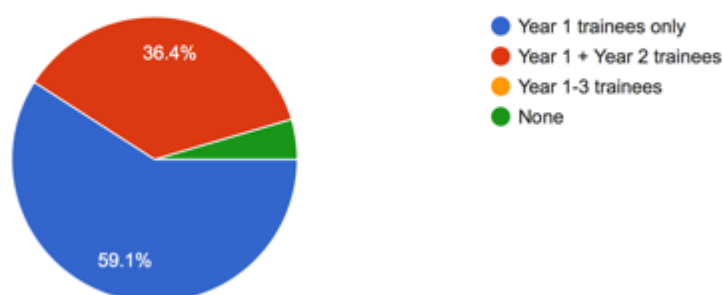
Photo: A group of new TEVET trainees taking part in an interactive session during the orientation training at Namitete Technical College

Around half the institutions visited did not run the full interactive sessions of the OP and instead just presented the concepts verbally often using the leaflets as a presentation tool. Potentially this demonstrates a lack of understanding and appreciation of the value of interactive sessions in learning, as instructors revert to more traditional teaching methods. Many staff did not understand the purpose of the cartoon posters in the OP annex or were unwilling to use them.

Not all of the institutions visited had been able to run the comprehensive sexuality education (CSE) during the OP. One NTC visited intends to run it later in the academic year. The CSE was provided by many different organisations and

individuals at the different institutions, including from local non-governmental organisations (NGOs), international NGOs, the college nurse, a nurse from the local hospital or clinic, to the local health coordinator. This showed the initiative of the institutions in accessing locally available service but could also result in the trainees receiving CSE of widely different length and content. Some institutes surveyed and visited requested help with arranging a specialist organisation to come and present the CSE.

Did your TEVET institution run the orientation programme for:
22 responses



59% of institutions surveyed ran the OP for year 1 trainees only, with 36% extending the OP to year 1 + year 2 trainees. The majority of institutions ran their OP in January, totalling 14, with 4 running the OP in February and the remaining 3 in March-May. 76% of institutions surveyed stated the OP was the right length at 5 half days, with 10% stating it was too short and 14% stating it was too long. 29% of institutions ran additional activities during the OP, mainly sports or additional information on rules and regulations.



Photo: A recent graduate talks to new trainees during a session of the orientation programme at Nagara CTC

The more rural institutions visited reported some difficulty in persuading external guests to present at their OP. Two institutions reported the lack of finances to pay for transport had prevented guests from attending.

Some of the CTC and CSDC institutions visited reported concern about the impact on the trainees of session 8 of the orientation programme, 'Financial support: Bursaries and part-time work'. They reported the information on bursaries and scholarships causing some anger and resentment amongst the trainees as no trainees at their institutions had received such financial support.

3.6 Impact of the new Codes of Conduct and Orientation

Overall the institutions gave very positive feedback on the CoC, OP and orientation materials:

"The concept is just fantastic"

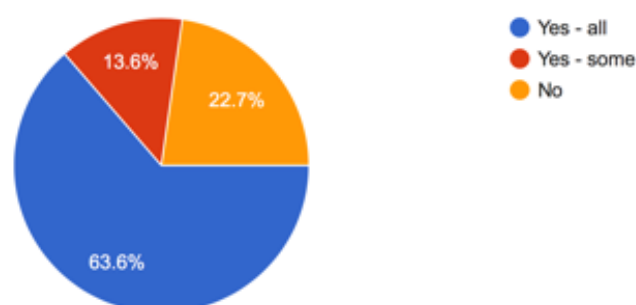
"It was good and helpful to both students and instructors"

"The orientation has been helpful to our students"

"The toolkits are of good quality and I believe that they will bring positive impacts to the institution"

Have the trainees signed Code of Conduct sign sheet? (See picture)

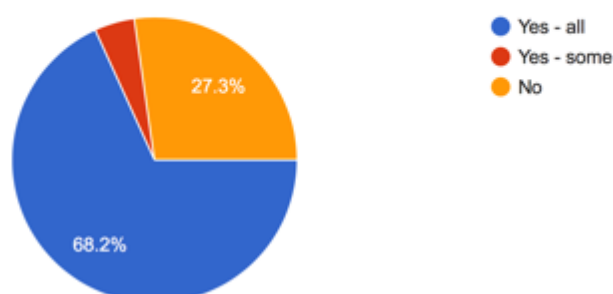
22 responses



96% of institutions surveyed reported the orientation toolkits have been beneficial to their institution, 96% agreed the CoCs had been beneficial and 86% agreed the OP had been beneficial. The institutions reported the CoCs being well adopted by trainees, instructors and academic staff. The feedback indicated the CoC and the OP have had their intended impact with improvements in behaviour and motivation reported from almost all institutions visited and surveyed.

Have the instructors and administrative staff signed the Code of Conduct sign sheet? (See picture)

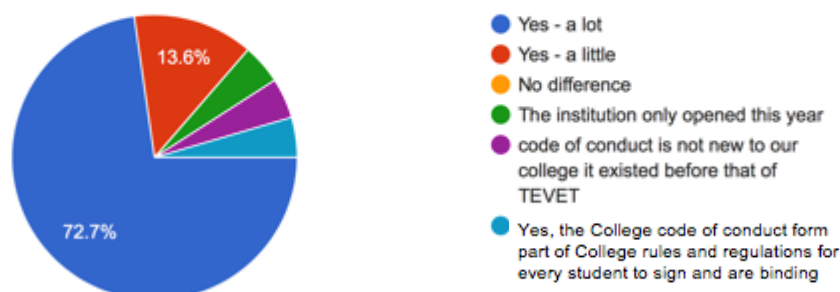
22 responses



63% of institutions surveyed reported their trainees had signed the CoC sign sheet and 68% reported their instructors and administrative staff had signed the CoC sign sheet. Common reasons for not signing were confusion over how and when to use the sign sheet, confusion about whether to sign just the CoC poster and not the sign sheet, lack of resources to print and/or photocopy the sign sheets, and absenteeism of trainees. Some institutions visited requested clear direction on the signing the CoC sign sheets from the MoLYSMD.

Have you seen an improvement in behaviour this year?

22 responses



86% of institutions surveyed and all those visited reported seeing an improvement in behaviour since introducing the new CoC and OP. During the focus groups most of the trainees could name examples of the values and principles from the trainee CoC.

Have you seen a reduction in the number of sexual violence (sexual abuse, harassment or exploitation) incidents in your institution this year?

22 responses

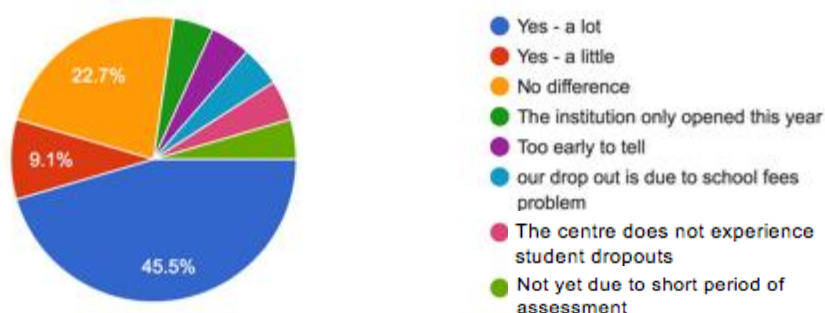


77.2% of institutions reported seeing a reduction in the number of sexual violence incidents since introducing the CoC and OP. Most of those that did not agree argued sexual violence had not previously been an issue at their institution. The focus groups with trainees at all the institutions visited revealed a relatively high level of understanding and knowledge amongst the trainees about sexual violence. Although there was some embarrassment and reluctance to discuss SV issues in mixed sex groups and SV was often raised as one of the last examples of bad behaviour after all other examples had been exhausted.

When discussing SV, the trainees gave examples that were provided in the SV pamphlet and most trainees expressed good understanding of the different types of SV, including sexual abuse, sexual harassment and sexual exploitation. There were however some examples of confusions around SV. Some trainees at one CSDC visited were confused about the term 'consent' and said they would instead use the word 'agreement' or the phrase 'both people must agree to have sex.' There was also some disagreement about some of the examples of what is not consent in the SV pamphlet. Some male trainees did not agree that someone 'not saying anything' was not giving consent to sex, as they argued, "*The girl could just be shy.*" Some other male trainees also disagreed that someone could say yes to sex and then change their mind. One male trainee at a private college where no SV training had been delivered, said, "*Girls should not wear revealing clothing as it will sexually harass the boys.*" The college in question did not run the government OP and some of the institutions visited did not run the full interactive sessions during the OP but instead condensed the information and presented it verbally. It is likely that trainee understanding of SV could have been better if the full interactive sessions on SV were run during the OP.

. Have you seen a decrease in the number of trainees dropping out of institution this year vs. previous years by this time?

22 responses



55% of institutions surveyed reported seeing a decrease in the number of trainees dropping out of their course since introducing the CoC and OP. In total, across all institutions surveyed, 90 trainees dropped out of their course within the first 3 months of 2019, compared to 140 trainees in the same period for the previous year, a reduction of 50 trainees or 36%. Of those, 38 of the trainees who dropped out in the first 3 months of 2019 were female, compared to 87 females over the same period the previous year, a reduction of 49 female trainees, or 56%. This apparent improvement in motivation was found amongst almost all trainees during the focus groups at the institutions. All trainees agreed they wanted to complete their course and were happy with their decision to train at a TEVET institution. The most popular next step after completing their course was entrepreneurship. Many trainees at the CSDCs and CTCs also expressed a wish to continue TEVET studies by applying to complete the full 3-year apprenticeship-training programme.

86% of institutions surveyed stated the trainee pregnancy policy was being followed at their institution. Only one institution, a CTC stated they were not following the policy, adding a comment, *"When we look at the issue, we find that such pregnancies are not planned for. Therefore, the health personnel should be included, more especially on the issue of birth control, namely balanja la mtsogolo, PSI."* It is not clear from this statement why the institution is not implementing the PP.

There had been no reported pregnancies at any of the government institutions visited but all those visited agreed they would follow the pregnancy policy when the situation arises. The private college visited will not implement the pregnancy policy as it contradicts their own policy, which states that pregnant trainees must leave their course. Almost all trainees interviewed during the focus groups knew there was a college trainee pregnancy policy and that it supported pregnant trainees to complete their studies, although they did not explain the policy in detail. Trainees at the private college visited did not know about a PP.

91% of institution surveyed stated the disciplinary complaints procedure (DCP) was being followed in their institution. All of the government institutions visited agreed the DCP was being followed and they had all established a discipline complaint committee. Most of the trainees in the focus groups knew who to talk to if they wanted to make a disciplinary complaint but none could fully explain what was in the DCP.

During the visits and in the further comments section of the questionnaire some institutions raised the need for regular STEP and MoLYSMD follow up to ensure the continued adherence to the CoCs.

"We need special supervision from ministry to see how the institutions are following the code of conduct."

"It good but some measure should be put in place to enforce that all staff follow the code of conduct."

"Need of more trainings and also physical follow up of STEP officials"

Other commentators raised the need for a similar level of resource and attention to be applied to core training resources.

"How I wish similar attention and resources were channelled towards curriculum documents / training modules / assessment materials which form the core part of training in the Colleges."

4 RECOMENDATIONS

4.2 Codes of Conduct

- The MoLYSMD to send a letter instructing all institutions to introduce the new Codes of Conduct (CoC) at their institutions, and for all trainees and staff to sign the CoC sign sheets. This should be done as soon as possible and then repeated yearly in December, reminding administrators that new cohorts need to receive the CoCs and sign the sheets.
- MoLYSMD to provide printed copies of the CoC sign sheets to the institutions.
- The instructor and administrative staff CoC to be included as a section in the contracts of all TEVET staff.
- TEVET institute inspectors to check if the CoC is available on the college administration office and if the CoC sign sheets have been signed by all staff and trainees.
- TEVET institute inspectors to check if the CoC is being followed, including the pregnancy policy and disciplinary complaints procedure.
- TEVET institute inspectors to check if the institute has an established disciplinary committee.

4.3 Orientation Materials

- The orientation manual and orientation programme guide to be updated with clear guidance on which parts are relevant for the CSDCs.
- The infographic and role model 'brighter future' poster and pamphlet to be updated with new statistics and role models every 2-4 years.
- The session on equity/equality and the equality poster were not well understood. These should be either amended to improve understanding or removed.
- MoLYSMD, TEVETA or STEP to supply replacements of the printed orientation materials for every cohort of new trainees. If a full replacement is not feasible, then a smaller percentage, estimated 20%, of the original supplied amount, should be provided yearly to allow for losses and general wear and tear.
- MoLYSMD to provide clear instructions to the TEVET institutes on whether they will be supplied with printed copies of the materials for future cohorts so the institutes can plan for the reuse of the materials accordingly.
- The family pamphlet was identified as the least used item. Instead of supplying copies to all trainees it is recommended to supply a small number of copies to institutions to be stored in the library or administrative office and loaned to trainees who request access. It should be sent via WhatsApp during the application process to help inform potential trainees and families of TEVET
- The printed posters to be re-supplied to the institutions every 2-4 years to allow for wear and tear and vandalism.

- All new TEVET staff to receive a copy of the instructors and administrative staff code of conduct with their contract. MoLYSMD to have printed copies ready for the instructors.
- TEVET institute inspectors to check if the orientation materials were distributed to each cohort of trainees.
- Print and distribute full sized printed posters of the cartoons for use in the interactive sessions during the orientation programme.
- If budget for reprinting materials is limited then prioritising English materials is to be considered, as some trainees report preferring the English versions and not requiring the local languages.

4.4 Orientation Programme

- The full orientation programme to be run for all future cohorts.
- MoLYSMD to send a letter every year to all institutions during November, before the start of the new first term, reminding the institution to run the orientation programme.
- Orientation programme guide to be updated with clear guidance on which parts are relevant for the CSDCs.
- TEVET institute inspectors to check if the full orientation was run for each new cohort.
- Many institutions did not run the interactive, participatory sessions. Improve instructions on how to and why the sessions should be run in this manner. The instructor training should allow for more time for instructors to practice running the training themselves as a way to build their confidence and to better understanding the content of the sessions.
- Clearer instructions are required on how to use the posters in the OP.
- MoLYSMD to request all TEVET institutions to identify government or private organisation to deliver comprehensive sexuality education in their institutions.

4.5 Training

- Training on the Codes of Conduct, pregnancy policy, discipline complaints procedure and orientation programme to be completed for all TEVET instructors and administrative staff, including all boarding managers, bursars and new staff.
- If training of all TEVET staff is not feasible, then an alternative is a training of trainers programme, where trained members of staff will be responsible for training their colleagues in their respective institutions. If this route is chosen then the initial training needs to occur in November to allow enough time for those who are trained to in turn train their colleagues on return to their institutions before the start of the new academic year.
- All members of Department of TVET at the MoLYSMD and appropriate officials at TEVETA to receive the same training on the Codes of Conduct, pregnancy policy, discipline complaints procedure and orientation programme.

- Yearly or every other year refresher training on the Codes of Conduct, pregnancy policy, discipline complaints procedure and orientation programme.
- Include in the training a session on the value of interactive teaching methods and the importance of running the full interactive sessions in the OP.

5 ANNEX – RESEARCH TOOLS

5.2 Feedback Questionnaire

The full feedback questionnaire can be found at:

https://docs.google.com/forms/d/e/1FAIpQLScQsUgR5iLeYnRgR_pQieGiaeMPwywOKVmrXQawRwa0RUwjQ/viewform?usp=sf_link

5.3 Focus Group Discussion Guide

Approach

A series of meetings and focus groups were held with implementation partners and beneficiaries from the orientation roll out. These were held at a representative sample of TEVET institutions, Inc. 1 National Technical College (NTC), 2 Community Technical Colleges (CTCs), 2 Community Skills Development Centres (CSDCs), and 1 private technical college.

Questions for Principal or the Instructor who implemented the OP, CoC and orientation toolkits at their institution

Orientation Toolkit Materials:

1. Did your institution receive printed copies of the orientation toolkit?
2. Were the printed materials of good quality?
3. Did you receive clear instructions on how to distribute the printed orientation toolkit materials?
4. Were there any printed materials you did not know how to distribute?
5. Did you distribute the printed trainee orientation materials to Y1 trainees? Did you face any problems distributing the materials? (Show materials)
 - a. Trainee Code of Conduct A4 booklet
 - b. Trainee Orientation Manual A4 booklet
 - c. Trainee Code of Conduct pamphlet
 - d. Trainee Sexual Violence pamphlet
 - e. Trainee Role Model/ graduates pamphlet
 - f. Trainee family pamphlet
6. Did you have enough copies of the printed trainee orientation materials for all Y1 trainees?
7. Did you distribute the printed trainee orientation materials to Y2 or 3 trainees? (If you have them)
8. Did you have enough copies of the printed trainee orientation materials in the right languages?
9. Please show me where you have put up the posters in your institution.
 - a. Trainee Code of Conduct Poster
 - b. Instructor Code of Conduct Poster
 - c. Sexual Violence Poster
 - d. Role Model Poster
 - e. Equality Poster

f. Infographic Poster

10. Did you distribute the staff Code of Conduct A4 booklet to all Instructors and Administrative staff?
11. Did your institution receive digital copies of the orientation toolkit? How?
12. Have you used the digital copies of the orientation toolkit?
13. Is your institution planning to reuse the printed orientation toolkit for future cohorts? How?

Content of the orientation toolkits:

14. Were the orientation toolkit materials clear and easy to understand? Was there anything that you or your colleagues, or trainees did not understand?
 - a. Trainee Code of Conduct
 - b. Trainee Orientation Manual
 - c. Trainee Code of Conduct pamphlet
 - d. Trainee Sexual Violence pamphlet
 - e. Trainee Role Model/ graduates pamphlet
 - f. Trainee family pamphlet
 - g. Instructor Code of Conduct A4 booklet
 - h. Trainee Code of Conduct Poster:
 - i. Instructor Code of Conduct Poster:
 - j. Sexual Violence Poster:
 - k. Role Model Poster:
 - l. Equality Poster:
 - m. Infographic Poster:

Orientation programme feedback

15. Did you run the orientation programme? If not, why not?
Who attended the orientation programme?
16. When did your TEVET institution run the orientation programme?
17. Do you think the orientation programme was the right length?
18. Did you make any additions to your orientation programme?
19. Did your TEVET institution face any problems when running the orientation programme?
20. Did you or any instructor from your institution attend the Code of Conduct and orientation programme training organized by STEP? How many? Did the people who attended the training run the orientation programme?
21. Do you have any feedback on the training?
22. Did you use the orientation programme guide to run your orientation programme? Was it helpful? Were the instructions clear and easy to follow for the sessions? Any other feedback on the guide, anything we should add?
23. Will you run the orientation programme for future cohorts?

Impact of the orientation and new codes of conduct

24. Have the trainees signed Code of Conduct sign sheet? Can you show me?
(See example)

25. Have the instructors and administrative staff signed Code of Conduct sign sheet? Can you show me? (See example)
26. Are trainees following the Code of Conduct? If not why not.
27. Are instructors and administration staff following the Code of Conduct? If not, why not?
28. Have you seen an improvement in behaviour this year since implementing the new CoC and running the orientation programme? Has the initiative helped improve behaviour?
29. Have you seen a reduction in the number of sexual violence (sexual abuse, harassment or exploitation) incidents in your institution this year? Do you think the new CoC and orientation helped?
30. Do the trainees seem more motivated following the orientation programme?
31. Have you seen a decrease in the number of trainees dropping out of institution this year vs. previous years by this time?
32. How many TEVET trainees dropped out of their course within the first 3 months last year (2018 cohort)
33. How many TEVET trainees dropped out of their course within the first 3 months this year (2019 cohort)
34. Have you seen a decrease in the number of **female** trainees dropping out of institution this year vs. previous years?
35. How many **female** TEVET trainees dropped out of their course within the first 3 months last year (2018 cohort)
36. How many **female** TEVET trainees dropped out of their course within the first 3 months this year (2019 cohort)
37. Have the new orientation toolkits been beneficial to your institution?
38. Have the new codes of conduct been beneficial to your institution?
39. Has the new orientation programme been beneficial to your institution?
40. Are the Codes of Conduct being enforced in your institution? Have you faced any problems enforcing it?
41. Is the pregnancy policy being followed in your institution? Have you faced any problems following it?
42. Is the disciplinary complaints procedure being followed in your institution? Have you faced any problems following it?
43. Do you have any further comments on the orientation toolkits, codes of conduct and orientation programme?

Questions for the Y1 trainee focus groups

Focus groups will be with 6-10 year 1 trainees – 1 mixed sex group in the CSDCs and CTCs - and 2 same sex groups in the NTC and Private College.

1. What courses are you doing?
2. When will you complete your course?
3. Are you happy you choose TEVET?
4. Do you want to finish your course?
5. What will you do when you finish your course?
6. What behaviour is expected of trainees at the college?

7. What behaviour is not allowed?
8. Do you know what would be seen as misconduct by the college?
9. Can you tell me what is in the TEVET trainee Code of Conduct?
10. Have you read the Code of Conduct and signed the sign sheet?
11. Do you think trainees are following the Code of Conduct?
12. Can you tell me what is in the TEVET staff and instructor Code of Conduct?
13. Do you think instructor and staff are following the Code of Conduct?
14. Does the college have a trainee pregnancy policy? Can you tell me anything about it?
15. What would you do if a fellow trainee or member of staff were abusive towards you? Who would you tell?
16. Do you know anything about the college discipline complaints procedure?
17. Can you tell me what is sexual violence?
18. What is sexual abuse?
19. What is consent (in reference to sex)?
20. What is sexual exploitation?
21. What is sexual harassment?
22. Have you experienced sexual violence in the college? Have you reported it? What happened?
23. What would you do if you experienced sexual violence?
24. Is it fair if some but not all people get extra help with say tuition fees? When is it fair? When is it not fair?
25. Did you receive copies of these materials when you arrived at the institution? Have you read them? What have you done with them? Did you understand them? Was there anything you didn't understand? Were they useful? Did you receive copies in the language you use most regularly? (Show and go through each materials)
 - a. Trainee Code of Conduct A4 booklet
 - b. Trainee Orientation Manual A4 booklet
 - c. Trainee Code of Conduct pamphlet
 - d. Trainee Sexual Violence pamphlet
 - e. Trainee Role Model/ graduates pamphlet
 - f. Trainee family pamphlet
 - g. Trainee bag
26. Have you seen these posters anywhere in your college? Do you understand them? Are they clear? (Show and go through each poster)
 - a. Trainee Code of Conduct Poster
 - b. Instructor Code of Conduct Poster
 - c. Sexual Violence Poster
 - d. Role Model Poster
 - e. Equality Poster
 - f. Infographic Poster
27. Did you have an orientation when you arrived at the college? How long was it? What topics did you cover? Was it too long or too short? Did it help you to understand the code of conduct expected of you at the college? Did you do any interactive sessions during the orientation? (e.g. the session where someone stands on a chair to grab some paper?, or the

sessions about sexual violence and consent?) Was there anything you didn't understand or see as useful?

28. Is there any other feedback you can give me on the orientation programme? Anything we should add or remove?

29. Is there any other feedback you can give me on the orientation toolkit materials? Anything we should change?