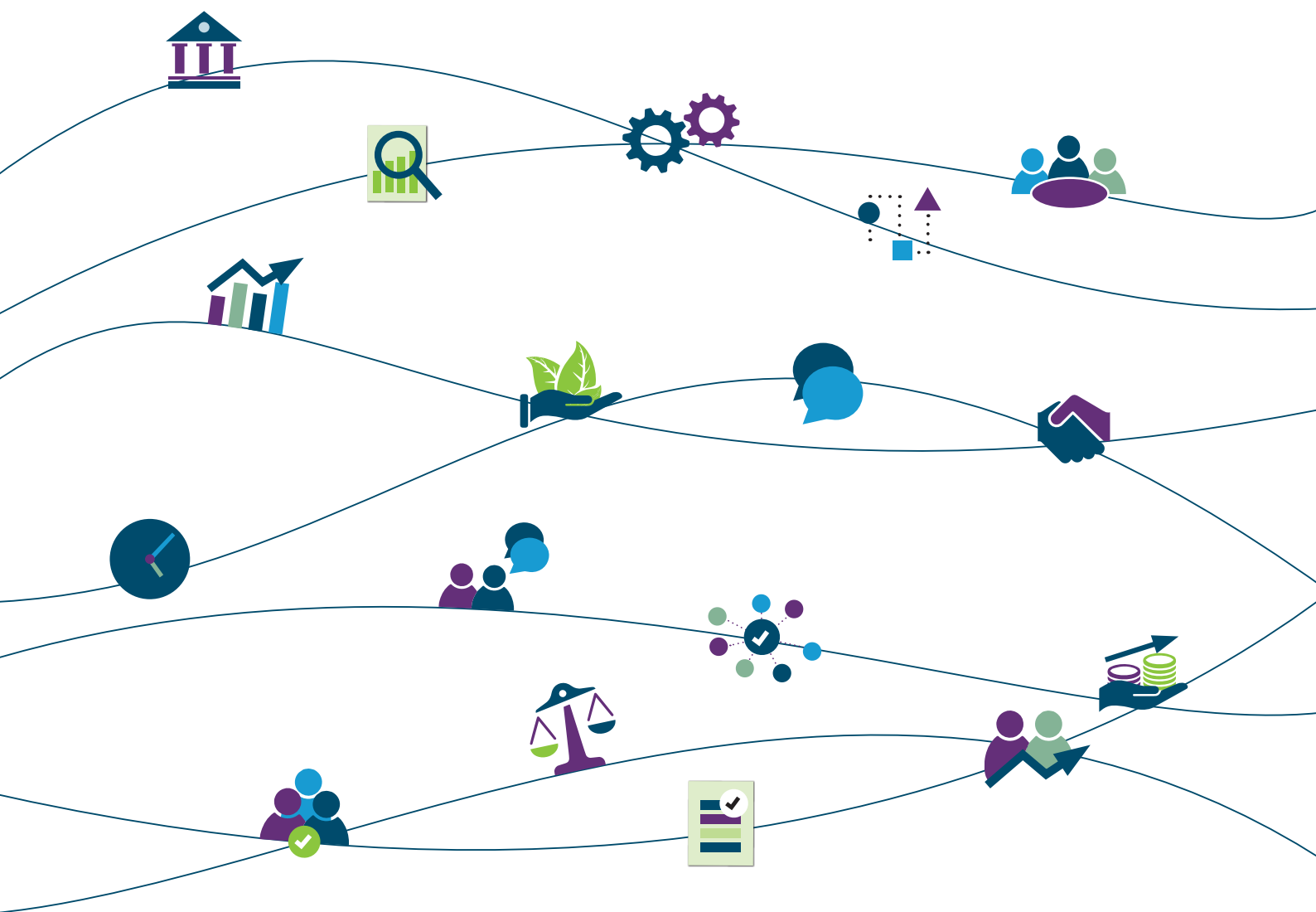# Handbook for Technical Colleges in Malawi

Selected management approaches for quality and demand-driven technical, entrepreneurial and vocational education and training

Handbook for Technical Colleges in Malawi

Selected management approaches for quality and demand-driven technical, entrepreneurial and vocational education and training

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Glossary

Academic autonomy	An education organization's ability to decide on various academic issues, such as student admissions, course/academic content, quality assurance and the introduction of new programmes.
Asset management	The planning, acquisition, maintenance and disposal of assets with due regard to economy, effectiveness and efficiency as well as full compliance with applicable government regulations and policy directives.
Audit	The official inspection of an organization's accounts. An internal audit is conducted by someone from within the organization, an external audit by an independent body.
Autonomy	The extent to which an entity can operate with freedom from external control or influence.
Budget	A forecast plan for all the organization's expenditure during the coming year.
Budget monitoring	The systematic and continuous collection, analysis and use of budget implementation information to verify actual against planned expenditures in relation to activities, to identify difficulties, to spot problem areas and to recommend corrective action.
Cash flow	The money that is moving (flowing) in and out of an organization in a given period of time.
Centralized	The concentration of control of an activity or organization (e.g. TEVET college) under a single central authority (e.g. the ministry).
Cheque	An order to a bank to pay a stated sum from the drawer's account, written on a specially printed form.
Consumable assets	Items/supplies that are used up relatively frequently (daily, weekly, monthly), such as training materials, fuel, stationery and paper.
Cost sharing	An arrangement in which the cost of something (a product or service) is shared between two or several entities, such as industry and the government, or parents and the government.
Decentralized	The distribution of the administrative powers or functions of a central authority (such as a ministry) over a less concentrated area (e.g. regions or institutions).
Evaluation	A comparison of actual project outcomes against the agreed strategic plans (and the targets in these plans), and an assessment of why results were or were not achieved.
Financial autonomy	An organization's ability to decide freely on its internal financial affairs.
Financial controls	Established systems and procedures which help to ensure that the financial resources of an institution are being properly handled.
Financial management	The efficient and effective management of money (accounts, financial projections, statements) in such a manner as to accomplish the organization's objectives.
Fixed assets	A long-term tangible piece of property that an organization owns. Includes land as well as items that typically depreciate over years (as opposed to days, weeks, months) such as buildings, office equipment and office furniture.
Fixed asset register	A list of fixed assets that belong to an entity.
Fuel ledger	A record of fuel purchases and travel.
Fuel management	The management of how fuel is purchased and used in the operation of a vehicle.
Goals	An organization's aspirations, purpose and vision.

Income-generating activities	Money-making entrepreneurial activities. In the context of TEVET institutions, this may include, for example, production units, renting of structures, and agricultural ventures run by the institutions.
Indicator	A quantitative or qualitative factor or variable that provides simple and reliable means to measure achievement and to reflect the changes connected to an intervention. For example, the enrolment rate is an indicator of the proportion of young people in college.
Internally generated funds	Funds that are generated by an organization that do not come from public funds, such as charging student fees, running production units or renting out classrooms.
Job description	The written description of a role within an organization.
Key performance indicators	Indicators that help an organization define and measure progress towards organizational goals.
Management autonomy	The extent to which an individual or organization is allowed to make management decisions that affect that organization.
Meeting minutes	The written record of a meeting.
Monitoring	The routine, systematic collection and analysis of information as a project or activity progresses.
Objectives	The stepping stones on the path towards the achievement of an organizational goal.
Parallel courses/ parallel students	Courses organized by technical colleges that cater for students who have not been selected via the formal selection route into regular courses (via TEVETA).
Person specification	The written description of the type of candidate needed to fill a job vacancy.
Public–private partnership	In technical and vocational education and training, a collaboration between the public and the private sectors with the objective of developing the technical and vocational skills of individuals.
Procurement	The management of how and what an organization buys, who it buys from, and how this affects the organization.
Quality culture	A set of group values that guide how improvements are made to everyday working practices.
Quality management system	A way to ensure that quality standards are set and conformed to, and that they outlast individual staff members at a college.
Records management	The supervision and administration of digital or paper records.
Regular courses/ regular students	Government-approved courses run in technical colleges where students are centrally selected into courses by TEVETA.
Results-based management	A management strategy which reflects the way an organization applies processes and resources to undertake development interventions to achieve desired results (outputs, outcomes and impacts).
Strategic plan	A road map (plan) that guides an organization towards the achievement of its goals and objectives.
Time management	Managing time effectively so that the right amount of time is allocated to the right activity.
Variance	The difference between the planned budget for the reporting period and the actual income and expenditure for the same period.
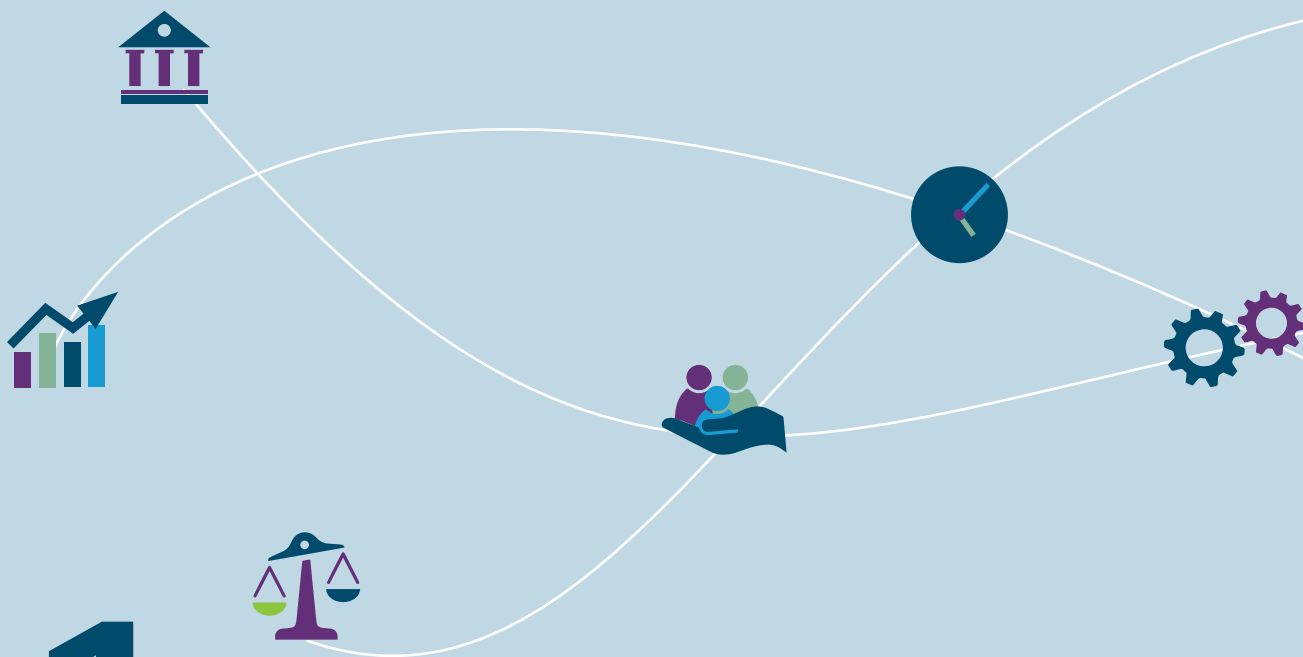
1
Introduction

1.1.
PURPOSE OF THE HANDBOOK

This is a management handbook for technical colleges in Malawi. It aims to provide guidance to the management staff of technical colleges – both National Technical Colleges (NTCs) and Community Technical Colleges (CTCs) – to help them deal with the intended national policy to grant them more autonomy in the coming years.

This is not intended to be an administrative handbook, although some administrative topics are addressed. It does not cover some of the more general administrative areas, such as curriculum implementation and student recruitment and management.

1.2.
STRUCTURE OF THE HANDBOOK

The handbook has been organized into nine sections:

- Moving from a centralized to a more decentralized context
- General institutional, administrative and asset management
- Human resource management
- Financial management
- Strategic institutional planning
- Funding TEVET
- Improving and managing the quality of TEVET provision
- Results, monitoring and evaluation
- Making TEVET equitable, inclusive and sustainable

Following a capacity-building programme for TEVET management (16–25 August 2018, in Mponela, Malawi), these topics were identified by NTC and CTC managers as being among the most useful for their organizations.

2

Moving from a centralized to a more decentralized context

2.1.
INTRODUCTION TO MANAGING AND LEADING A TEVET INSTITUTION IN THE CONTEXT OF GREATER DECENTRALIZATION

In every country, some technical and vocational education and training institutions work more effectively than others. While economic, social, cultural, political and historical issues can influence an institution's level of success, 'internal institutional factors [...] make a significant difference to the quality of the learning that takes place and the outcomes that students achieve' (Marope et al., 2015, p. 126).

Internal institutional factors include leadership, the capacity of teaching staff, the organizational ethos, the organization of teaching and learning, the use of new technologies, how curricula is implemented, and links with families, the local community (Marope et al., 2015, p.126), enterprise and (local) government.

2.2.
HOW THE PERFORMANCE OF TECHNICAL COLLEGES AND COMMUNITY TECHNICAL COLLEGES HAS BEEN AFFECTED BY THE CENTRALIZED CONTEXT TO DATE (QUARTER 1, 2019)

In many low- and middle-income countries, managers of technical and vocational skills institutions have very little real autonomy. Decisions on administration, staffing, financing and courses offered are often determined at the national rather than institutional level, or according to the demand from employers. This tendency frequently results in inefficiency and a lack of financial and non-financial incentives to perform well, and, very importantly, it makes it hard for training to react to changes in market demand (King and Palmer, 2010, p. 67).

Internationally, there is a noticeable trend towards some forms of decentralization among technical and vocational skills institutions (Marope et al., 2015, p. 126). 'International experience indicates that the responsiveness, operational efficiency and effectiveness of public TVET institutions are enhanced by the devolution of governance, management, financial and teaching responsibilities to the institutional level' (Preddey, 2009, p. 1002).

One of the most critical national policy issues that affects almost all aspects of managing and leading a TEVET institution is the extent to which the institutional leaders are given autonomy over the general management of the institution, over its finances, and over its (academic) courses.

The 'centralized' nature of CTCs in Malawi is limiting the effective governance and day-to-day management of the institutions and probably affecting their performance.

2.2.1.
Management autonomy

NTC and CTC management structures in Malawi do not currently involve the private sector (STEP, 2017) and remain largely supply-driven by the government. This limits the effectiveness, relevance and efficiency of NTCs and CTCs as they are no longer informed about labour market demands. As NTCs and CTCs remain heavily controlled by the government, 'the leaders of the public colleges lack the incentive to take initiatives because of the requirement to refer even minor innovative variations to the central authorities' (UNESCO, 2010, p. 32).

- **Staffing**
  For all government-approved courses (regular courses), staff are centrally recruited by the Teaching Services Commission and not by the TEVET institutions themselves. Such staff are bound by the civil service regulations on recruiting, moving and dismissal. As such, if a staff member underperforms, it is hard for the institution's principal to dismiss that person as they have been granted an indefinite contract. This hampers the effectiveness of the TEVET institution as it cannot respond quickly to changing demands in the labour market and is unable to retain those staff who are proven to be hard-working and competent. For continuing education programmes (parallel courses), principals are able to recruit part-time teachers/staff.

- **Students**
  Recruitment of regular students to NTCs is still centralized, and is currently carried out by the TEVET Authority of Malawi (TEVETA). This means that the TEVET institution has no say in which regular students are accepted to its programmes, most of whom end up as boarders in student hostels. Another side effect of TEVETA selection, which is based on students obtaining sufficiently high Malawi School Certificate of Education (MSCE) grades, is that it will de facto exclude the most marginalized individuals, who have typically had fewer (and lower-quality) educational opportunities in the years before TEVETA selection. These regular students also pay a highly subsidized fee and therefore the TEVETA student selection process does not support poorer students. Meanwhile, NTCs are unable to conduct their own interviews or enforce their own entry requirements, such as having students agree to take care of the student hostels or face exclusion from the school.[1] In contrast to the centralized recruitment of regular students by TEVETA, parallel students are recruited directly by the NTC, with most coming from the local area (most are day students). The parallel students tend to have lower MSCE grades and pay fees at market rates.

- **Industry placements**
  TEVETA currently organizes industry placements for regular students as the NTCs do not have the resources to do this. It would be much more

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1 In several of the NTCs visited, it was very clear that the boarding students had little regard for the hostels, and little respect for this property. There were many cases of obvious vandalism and neglect of hostels by students who were staying there. The institutions' managers appeared to be powerless to prevent this.

effective to transfer the resources used by TEVETA for this purpose to the institutions so that they can arrange these placements directly. If TEVET institutions are able to liaise directly with local employers and industry, they will be better able to develop a rapport and a relationship with them, which could lead to other partnerships and support arrangements.

2.2.2.
Financial autonomy

As NTCs and CTCs are not run as financially sustainable ventures – they are not allowed to set fees for regular courses or hostel fees at market rates, and have some limitations on internally generated funds – they are heavily reliant on public funds. At the same time, the modality for receiving public funding results in underfunding. NTCs are cost centres and receive funding directly from central government (after submitting a budget). In April/May each year, a NTC prepares its own budget. In June it submits it to the government for consideration. The government then decides what level to approve, on average only 50 per cent of the NTC's submitted budget. For CTCs, the amount of grant allocated is determined centrally without any input on budgetary needs from the CTC. Payment of the grant is often delayed.

Meanwhile, public funds are provided to NTCs and CTCs without any link to the performance of these TEVET institutions. Although the funding they receive is insufficient and is unpredictably disbursed (in the case of CTCs), they nonetheless receive public funding regardless of the quality of their provision or the outcomes of their efforts (e.g. percentage of trainees completing, obtaining certification or obtaining employment after graduating). Public funding would be better disbursed based partly on a funding formula (or performance contracts) that rewards improved institutional performance (quality improvements, innovations, outcomes of graduates, etc.).

Each institution currently decides how to spend the public funds received (annual budget for NTCs or monthly grant for CTCs), as long as it is within the government's financial guidelines and was in their original annual budget (for NTCs). However, procurement procedures for materials and equipment remain inefficient: 'regulations [...] require that formal procurement procedures are used when materials and equipment are bought with public funding, and this often causes severe delays that impact on the quality of education' (UNESCO, 2010, p. 34).

Course and hostel fees charged to regular students are set by the Ministry of Labour, Youth, Sports and Manpower Development of Malawi (MoLYSMD), with a percentage of the fees returned to government. These fee levels do not cover costs, leaving TEVET institutions reliant on unpredictable public funding.

Course fees charged to parallel students are set by the institution and are retained. However, since these fees represent the only real way that colleges achieve some level of autonomy with regards to income, there is an incentive to take in as many parallel students as possible, even when capacity is exceeded (UNESCO, 2010, p. 32). This has negative impacts on student management and the quality of teaching that institutions provide to parallel and regular students who share the same facilities.

The current fee regime also has a negative impact on equity. As noted above, generally students who are able to attain the required MSCE aggregate to enter regular courses (which are publicly subsidized) are not the poorest students. At the same time, the much higher fees set for the parallel courses result in disadvantaged students being excluded.

If NTCs and CTCs were allowed to determine the level of fees for all programmes (regular and parallel) and for hostel accommodation, this might encourage them to develop a more demand-oriented training offer as they would need to set fee levels at competitive rates (to attract students) and with a competitive offer (quality and relevance of courses). Increased fee levels could have adverse effects on access to training for poorer families, though (more) autonomous TEVET institutions could introduce scholarships or bursaries for less well-off students (cross-financed by an overall increase in fees). Moreover, performance grants or contracts from public funds could be offered to TEVET institutions that are able to improve access to disadvantaged or marginalized young people.

The salaries and benefits of staff who work on regular courses are paid centrally by the government. This may result in these staff feeling less accountable to their principal, as they realize the difficulty he or she faces in sanctioning or removing them for under-performance.

Internally generated funds are permitted, but there are some government regulations on how these funds can be used. Furthermore, where production units exist, they are operated in the same supply-driven way in which teaching staff are paid. Staff receive a monthly salary regardless of what is actually

produced at the production unit, and regardless of the profit or loss it makes each month. Giving TEVET institutions complete autonomy over their own income-generating activities would act as a strong incentive for them to function effectively (and ensure that production units make a profit). This would provide complementary resources to enhance the training offer, help to develop the TEVET institution's reputation and relations with the local community and industry, and provide real work experiences to students. At the same time, there are risks involved: the TEVET institution may divert more effort into production rather than its core mandate of training; the arrangement may represent unfair competition for local companies (who would then see the TEVET institution as a threat rather than as a potential partner); and it may result in a lack of diversification with regards to the training offer.

2.2.3.
Academic autonomy

All courses, and their curricula, are set and approved by the government (MoLYSMD/TEVETA). Thus, institutions lack the autonomy needed to respond to market changes. There is little or no scope to adjust or determine curriculum content, nor to choose training materials and pedagogy (e.g. to determine the length, timing and type of delivery approach to best meet the needs of target clientele). Changing an existing curriculum to respond to local demands will often be restricted by the need to follow pre-determined modules. For example, one TEVET institution wanted to change a tailoring course to one on fashion, art and beauty to make it more relevant to demand, but the modules produced by TEVETA were very rigid and the institution was not allowed to make this change (information supplied by TEVET official, 27 November 2017).

TEVET institutions require sufficient autonomy and incentives to (re)connect with industry requirements. Decentralization can play a key role in bringing training supply closer to market needs.

2.3.
PATHWAYS TO DECENTRALIZATION

The MoLYSMD is clearly interested in devolving more managerial, academic and financial responsibility to TEVET providers. Box 1 summarizes some of the ideas generated.

BOX 1: MoLYSMD vision of TEVET institution decentralization: What will it look like?

Discussions with several TEVET officials revealed the current vision of what decentralization could look like for TEVET institutions in Malawi. These officials noted that there would probably need to be a phased period of progressive decentralization over several years. In other words, TEVET institutions could initially be granted a semi-autonomous status, and progressively be given more autonomy on condition that they have proved they can deliver when given this.

MANAGERIAL AUTONOMY

There are **plans to set up boards for the four NTCs that do not currently have them** (three grant-aided NTCs currently do have boards); these boards will be allowed to make the majority of decisions. The **MoLYSMD would expect to have a seat on these boards, though in an ex officio capacity** (a similar role that the government has on the boards of grant-aided technical colleges). **TEVET institutions would continue to be free to hire their own staff** (as they currently do for staff supporting the parallel programmes). **Other staff would continue to be hired and paid centrally, but principals would be given more authority over all staff**. The selection of students for admission would revert to the institution level for all courses. Links with industry would in the future be direct rather than indirect through TEVETA. For example, **TEVET institutions themselves should lead on arranging student placements in industry**.

ACADEMIC AUTONOMY

TEVET institutions would, to a certain extent, **be allowed to choose the course offerings that they want to offer**, but would still need to **follow curricula approved by the government**. The MoLYSMD is considering how to avoid a scenario in which TEVET institutions that have greater autonomy end up being driven more by the demands of students (e.g. for popular courses such as accounting) than by the demands of the labour market: demand from students does not always correspond to demand from the labour market and job opportunities. It is also expected that **TEVET institutions would, in the future, have greater involvement in curricula development**.

FINANCIAL AUTONOMY

There is interest to make **TVET institutions more financially autonomous so that they can generate their own resources (through fees and income-generating activities)** to complement available public funds. It is expected that public TEVET institutions would, in future, still **receive public funding in the form of government subventions**. One TEVET official suggested that performance contracts could be set up between the MoLYSMD and TEVET institutions as a means of moving beyond supply-driven public financing. There is an expectation that **TEVET institutions will, in the future, be able to set their own fees ('up to a reasonable level')**, though the MoLYSMD still envisages that it will have a role in ensuring that the poorest students are not marginalized as a result. It is not known whether the MoLYSMD is considering targeted support to disadvantaged/marginalized students or whether it is considering capping fees. International experience suggests that the former approach of targeting subsidies can be effective. TEVET institutions will be able to conduct income-generating activities and retain this income, though it is acknowledged that public TEVET institutions need to be supported with capacity-building around such endeavours. TEVET institutions may also have the authority to submit proposals to respective donors (the current scenario does not allow public institutions to interact directly with donors).

Sources: Various TEVET officials, 2017–2018
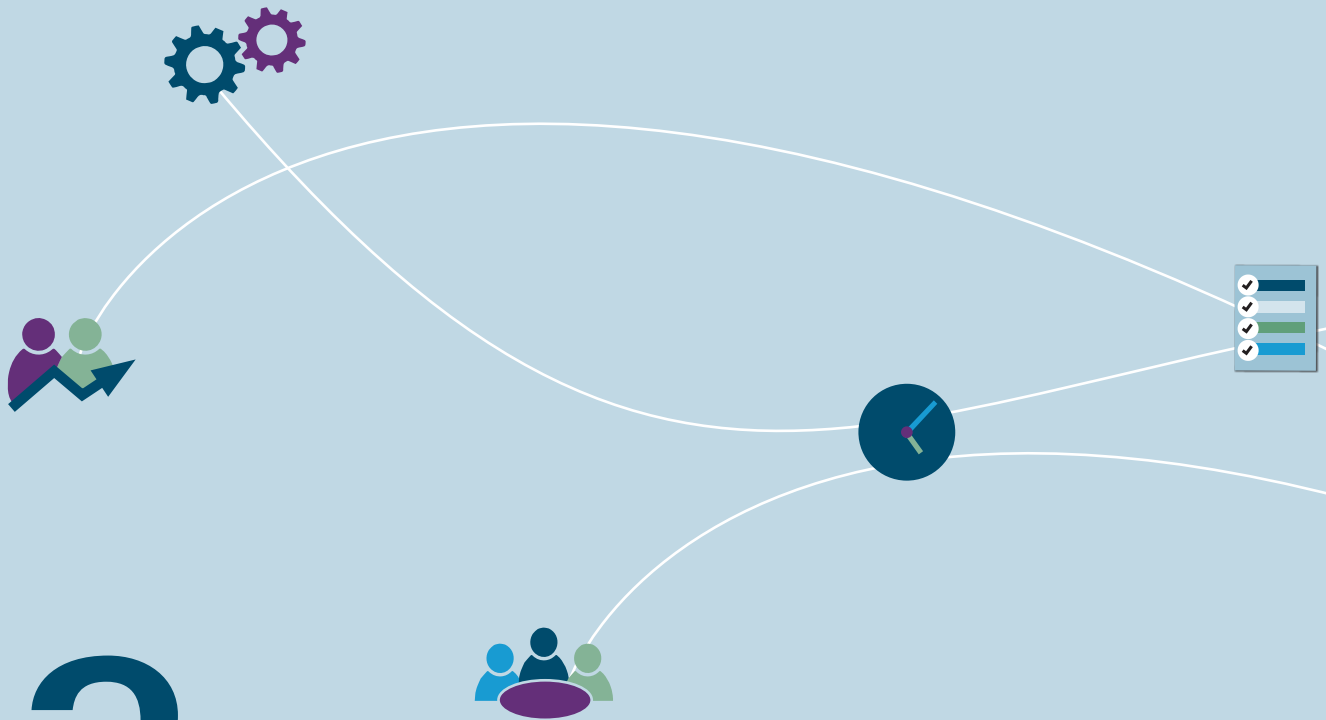
3

General institutional, administrative and asset management

SECTION CONTENTS

- Asset management
- Public relations management
- Time management
- Organizing and chairing effective meetings

INSTITUTION LEADER SUMMARY

It is important to manage a college's assets in an effective and efficient way. Assets consist of tangible fixed assets such as buildings, equipment and furniture, as well as tangible consumable assets such as training materials, fuel and stationery. Other assets that your college has include intangible ones such as the college brand (its public image) and the asset of time. Managing these various types of assets effectively will be a major factor in your college's success.

This section of the handbook also provides some practical advice on how you and your senior college leaders can organize and chair meetings more effectively.

3.1.
ASSET MANAGEMENT

Asset management is the planning, acquisition, maintenance and disposal of assets with due regard to economy, effectiveness and efficiency and in full compliance with applicable government regulations and policy directives. There are two types of assets: fixed and consumable.

FIXED ASSETS

Includes land as well as items that typically depreciate over years (as opposed to days, weeks, months), for example: buildings, office equipment, office furniture, training equipment, machinery, computers, printers, photocopiers, motor vehicles, bicycles, wheelbarrows, shovels and textbooks.

CONSUMABLE ASSETS

Comprises items/supplies that are used up relatively frequently (daily, weekly, monthly), such as training materials, fuel, stationery and paper.

3.1.1.
Inventory

College managers should make an account of all assets owned by the college. Separate registers, or inventories, should be kept for all the types of assets that the college has. This will include both fixed and consumable assets, for example:

• Register A: fixed assets
• Register B: consumable assets

All items with a purchase price over a specified amount should be entered in a fixed asset register, which should be updated annually to serve as a firm basis for information for budget preparation. It is important to maintain an accurate and complete inventory to prevent shortages or mismanagement of equipment or supplies. All inventory records should show additions and deletions of items, estimated value, estimated original cost, date of purchase, serial numbers (where applicable) and location of each piece of property. Inventory forms should be developed for use by members of staff (see example shown in the Figure 1).

FIGURE 1: Inventory Template

College Name:
Department:
Address:

City, ZIP Code:
Country:
Phone:
Fax:

Email:

INVENTORY LIST

Item	Purchase Date	Purchase Price	Estimated Price	Description	Serial No	Quantity	Condition	Location
1	30.09.13	$600	$300	DELL Laptop	8476394	1	Brand new	Principal's office
2								
3								

Prepared By: Date:

Agreed By: Date:

Distribution:

Source: Malawi Institute of Management; internal materials (2018)

3.1.2.
Repair and maintenance of assets

Part of managing assets is ensuring that the best possible care is taken of them so that they last as long as possible for the institution. Maintenance and repair of fixed assets is particularly important. To achieve long-term utility, management should consider the following actions.

Maintenance of tools and equipment

- Managers should emphasize a culture of maintenance, including preventive maintenance.
- Students/instructors should undertake day-to-day maintenance by cleaning, oiling and storing all tools and equipment properly.
- At the end of each semester, department heads should review which laboratory equipment, workshop tools and machines need maintenance or overhauling. It might be possible to include such maintenance as part of class work, with students receiving marks for it.
- If the college staff cannot carry out the repair work, a local technician may be engaged. If necessary, this can be done through a tendering process.
- Obsolete tools, equipment and machines should be disposed of in accordance with government rules and regulations and with the principles noted in Chapter 3.1.3.

Repair and maintenance of buildings

- Managers should regularly check college buildings, services, fittings, walls and roofs. Where necessary, repairs and maintenance work should be carried out by qualified, competent and approved workers.
- Where colleges have courses such as building and construction, electrical installation, plumbing, or carpentry and joinery, consideration should be given to repairing college buildings during class time, under the supervision of qualified instructors.

3.1.3.
Acquisition and disposal of fixed assets

Acquiring fixed assets refers to fixed assets that are obtained through donation or purchase.

- If purchased, they should have been included in the approved budget and supported by the cash flow position.
- Once approval is granted, procurement should take place through the Internal Procurement Committee following recommended procurement procedures (see Section 5).

Disposal of fixed assets may occur at the end of an asset's useful life, if the asset has become too expensive to maintain, or for any of the following reasons:

- The asset is extensively damaged and cannot be used
- It is too expensive to run or maintain
- The cost of maintenance of the asset exceeds its economic benefit
- It is obsolete due to technological change
- It is surplus to the requirements of the college

The principal's office should compile a list of assets that are to be disposed of and present it to the board for approval, indicating the recommended means of disposal (e.g. selling, donating to charity, scrapping, etc.).

3.1.4.
Management of consumable assets

As with fixed assets, it is important to keep a record of all consumable assets held in the college stores.

Stores management

- The storekeeper should receive all materials bought by the TEVET institution and should maintain a stores ledger, a manual or computer record of the raw materials and supplies stored. Separate ledgers should be maintained for each section or department.
- A stores received note or goods received note (see Figure 2 for example) should be raised in quadruplicate: a copy for suppliers, a copy for accounts, a copy for the receiving unit and a copy to remain in the booklet for all stores materials.
- Goods received should be checked against the institution's purchase order for quality, quantity, specification and condition.
- When making payment, a payment voucher should be supported by a purchase order, stores received note, delivery note and supplier invoice.
- Proper control should be exercised over issues of stationery or other training supplies to staff. Proper records should be kept, with each entry showing the name of the instructor and the type and quantity of stationery or supplies issued. The instructor should be requested to acknowledge receipt by signing alongside the corresponding entry.
- TEVET institutions should carry out a quarterly stock-take of their stores. This should be initiated by someone who is independent of the stores management function, such as the bursar. Any case of loss, deterioration or damage or any discrepancy between ledger balances and the actual stock should be reported at once to the principal or head of the institution.

FABRICATION AND WELDING

NO.	DESCRIPTION	SPECIFICATIONS	QTY	BALANCE
1	Welding helmet	Hard hat, front flip, Adjustable head strip	22	0
2	Measuring tape	5m, steel blade, nylon coated	22	2
3	Gloves	Leather	22	1

BRICKLAYING

NO.	DESCRIPTION	SPECIFICATIONS	QTY	BALANCE
1	Measuring Tape	30m	22	1
2	Builders Trowel		22	22
3	Tool box	Tool box to keep the above tools where possible Heavy duty plastic, metal or wooden boxes	22	1

Delivered By:	Signature:	Date:	
Received By:	Signature:	Date:	
Witnessed By:	Signature:	Date:	

Source: Adapted from Chilobwe Community Technical College (2018)

Fuel management

Fuel management refers to how fuel is purchased and used in the operation of a vehicle.

- Close monitoring of fuel consumption is the first control method for detecting misuse and abuse of fuel supply. This can be carried out using a fuel monitoring tool, such as a log book to record distance covered and fuel purchased.
- All fuel purchased should be registered in a fuel ledger and all fuel receipts should be kept.
- The college should designate a transport officer who should ensure that all transport resources are used efficiently and effectively, through forward planning.

Records management

Records management refers to the supervision and administration of paper or digital records.

- Information is every organization's most basic and essential asset, and like any other organizational asset, recorded information requires effective management.
- College managers should ensure that records are kept on all major aspects of the college's

operations including, for example, staff, students, finances, training materials, equipment, supplies, finances and organizational performance. Records management is the process of systematically managing this information. The guiding principle of records management is to ensure that information is available when and where it is needed, in an organized and efficient manner, and in a well-maintained environment.

- The principal may delegate the responsibility of records management to a designated custodian. If any individual or organization wishes to access the records, an official written request must be submitted to the principal or the custodian of records. Upon receipt of the request, the principal or official custodian can allow or deny access to the records, giving detailed written reasons.
- Under no circumstances should records be removed from their usual location without approval from the principal or official custodian. All records should be kept for a minimum length of time as required by law. The principal is responsible for the retention and destruction of records in line with government laws. Staff members, students and guardians are prohibited from giving or selling part or parts of college records to any person except as authorized by college regulations.

Colleges should ensure that their records are:

- **Authentic**
  By keeping a record of their management over time, it should be possible to prove that records are what they purport to be, and identify who created them. When information is added to an existing document within a record, the added information should be signed and dated.

- **Accurate**
  Records should accurately reflect the transactions that they document.

- **Accessible**
  Records should be readily available when needed.

- **Complete**
  Records should be sufficient in content, context and structure to reconstruct the relevant activities and transactions that they document.

- **Comprehensive**
  Records should document the complete range of the college's activities.

- **Compliant**
  Records should comply with any record-keeping requirements resulting from legislation, audit rules and other relevant regulations.

- **Effective**
  Records should be maintained for specific purposes and the information contained in them should meet those purposes.

- **Secure**
  Records should be securely maintained to prevent unauthorized access, alteration, damage or removal.

3.2.
PUBLIC RELATIONS MANAGEMENT

Good public relations should be viewed as an institutional asset to be nurtured and sustained. Developing and maintaining good public relations is both relevant and beneficial to colleges in a number of ways. It can:

- Raise awareness of the college
- Establish a favourable institutional image that reflects well on the training centre's offerings
- Reduce direct costs associated with promoting the college and its courses
- Assist the launch of new training courses
- Assist reposition current training courses
- Influence specific target groups (e.g. attracting more female trainees, reaching out to underserved groups and widening the reaching scope of potential trainees)

It is widely recognized that TEVET does not always have the same positive public image as general education. This is the case in many countries and is not specific to Malawi. TEVET colleges have a vital role to play to change perceptions, particularly among parents and students, of the value of TEVET. Successful ways of promoting TEVET as an effective route into employment might include:

- **Celebrating success**
  Sharing and celebrating success stories of former trainees to help parents and students appreciate the opportunities TEVET can offer.

- **Building networks**
  The strongest advocates for colleges are its students and the businesses that take in these students on industrial placements. These ambassadors should be an important strand of any communications approach to promote the college.

GOOD TO KNOW:

Digital records – are records that can be viewed on a computer screen (i.e., a desktop, laptop, tablet or mobile phone screen). They exist either because a digital version has been made of a paper record or because they were developed in a digital format. They are good for easy access and retrieval.

Digitally developed records – are records that were created originally in a digital or electronic format. They are mostly text-based documents such as word-processed documents, spreadsheets, presentation slides and emails but can also be videos, 3D models and photographs.

Source: http://www.nationalarchives.gov.uk

Public relation tools that college managers could deploy include:

News release
A short story in the newspaper, on the radio or on the institution's own website publicizing an event, course or other new offering

Speech
A speech given by a key TEVET stakeholder or other dignitary to create publicity around the college and its course offerings
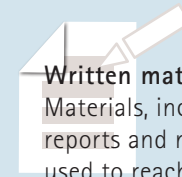
Written materials
Materials, including annual reports and newsletters, used to reach specific stakeholders
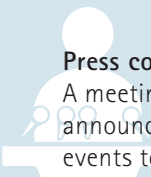
Press conference
A meeting used to announce major news events to the press and to gain publicity

Public service activities
For example, the college sponsoring (in kind or in cash) a worthy charitable cause in the community (e.g. college students supporting the construction of a community building)

Social media
Using Facebook, Twitter or other social media platforms to reach people

3.3.
TIME MANAGEMENT

Time management refers to managing time effectively so that the right amount of time is allocated to the right activity. Staff time is an asset that college managers need to manage.

To make productive use of time, some essential habits of good time management should be practiced:

• Knowing where the hours are going (think about how you typically spend a day; how much time ended up being wasted on tasks and activities not central to achieving your goals?)
• Keeping focused on the end result (set goals and stick to them)
• Working according to defined priorities (when everything is your priority, nothing is)

When faced with a task, decide to deal with it according to one of the following actions:

• Do it – just get on and do it now
• Delegate it – to someone on your staff that can deliver
• Dump it – if it is not linked directly to achieving your (institutional) goals
• Deadline it – set a date by when you will get it done
• Dissect it – if required, break down the task into more manageable pieces, and then deal with these

3.4.
ORGANIZING AND CHAIRING EFFECTIVE MEETINGS

College managers should organize regular meetings. Meetings are a vital tool in the smooth running of the college. They provide a forum for discussing matters relating to administration, discipline and decision-making. They also provide a medium for disseminating information to staff members on various developments.

In order to make best use of your and your staff's time, there are several key points to consider when arranging meetings:

• **Is the meeting necessary?**
Arranging meetings to discuss simple messages that could be delivered by email or memo is a bad use of everyone's time. There are often more efficient ways to meet objectives than holding a meeting. Ask yourself: Why am I scheduling this meeting? Is a meeting the most effective way of addressing the issue at hand?

• **What is the purpose and desired outcome of the meeting?**
This is one of the most important issues to clarify before the meeting. Be clear about what you need to get from the meeting. Circulate an agenda ahead of time, or at least at the start of the meeting, and agree on the outcome. Stick to the agenda and keep discussions focused around the desired meeting outcome.

- **Who needs to be present?**
  - Consider who needs to be present (and keep to this list) in order for the desired outcome to be achieved
  - Encourage the active engagement of those present to gain insight from all key stakeholders. If they are not actively engaged, let these uninvolved participants know why it was important for them to be at the meeting and what you expect of them
  - Starting meetings off with a few minutes of small talk can help to raise overall energy levels and increase engagement

- **When is the most suitable time?**
  Schedule the meeting to ensure that the key stakeholders can join. Give adequate notice to staff members to allow them to prepare for the meeting. Start and end the meeting on time. If you get into the habit of starting late or waiting for latecomers, this will become the norm. If you start on time, that will also become the norm.

- **Where will the meeting be?**
  Arrange the meeting in a location convenient for the majority, or closest to any key participants whose time may be even more precious than your own. Make sure you have sorted out all logistics in advance.

- **How long should the meeting be?**
  There is no rule to this but generally speaking the shorter, the better. Try to keep meetings to between ten and thirty minutes. Any meeting longer than this needs to have a good justification, and/or be required owing to the length or complexity of the agenda.

- **Recording and keeping meeting minutes**
  Minutes are an official record of the proceedings of a meeting and a permanent record of team discussions and assessment of progress. Prior to, or at the start of each meeting, the meeting chair should identify the person responsible for drafting the minutes.

- **Keep track of time during the meeting**
  Be polite but firm with people who speak too long or deviate from the subject. A simple 'let's move on', 'thanks, now let's hear from someone else' or 'in the interest of time, let's move on to the next item' can suffice. You might try having some meetings at which all participants remain standing: this is a good way to encourage people to get to the point, and it helps to reduce the length of the meeting.

- **What next?**
  At the end of the meeting, set clear outcomes and next steps, and be clear about who is responsible for these actions. Write up and distribute the minutes of the meeting and follow-up on delegated tasks. Express appreciation for people's time, energy and contribution. Maintain a tone of respect for each other.

Key points:

4

Human resource management

SECTION CONTENTS

- Staff recruitment
- Staff development
- Managing and leading staff

INSTITUTION LEADER SUMMARY

A college's human resources (its staff) can make the difference between the institution's success or failure. Identifying relevant staff, giving them suitable induction training, and then supporting them to grow through continuing professional development, mentoring and empowerment is the hallmark of a successful approach to human resource management.

Hiring the right staff for your college is one of the most important decisions you will take as an institution leader. Once you have the right staff, retaining them and actively encouraging them to give their best requires your close follow-up and a staff development process that rewards talent.

If your college is granted a greater degree of autonomy with regard to, for example, financial management, general management and resource mobilization, it will be increasingly important for you to empower your senior staff and give them greater decision-making powers. As the institution's leader, it is your responsibility to communicate to your senior staff the parameters under which they can make these decisions.

4.1.
INTRODUCTION

All college managers would like to be able to showcase the following performance in relation to their institutions:

- Low staff turnover, measured by the number of employees leaving in a given period
- High productivity, measured by outputs delivered (e.g. high enrolment rates, a good range of quality courses delivered)
- Successful training outcomes, measured by student course completion, pass rates and satisfaction levels
- Revenue generation (and self-sustainability, if non-profit)

Such results cannot be achieved without a strong cadre of staff: managers, instructors and auxiliary. The human resources available to a college are arguably one of its most important assets. Recruiting, developing, managing and leading staff in a college in an effective way is vital for the success of a college and for the achievement of desired outcomes.

Three main areas of human resource management are addressed here:

- Staff recruitment
- Staff development
- Managing and leading staff

4.2.
STAFF RECRUITMENT

NTCs and CTCs in Malawi have two types of staff working for them.

- For all government-approved courses (regular courses), college staff are currently recruited centrally by the Teaching Services Commission and not by the colleges themselves. Such staff are bound by the civil service regulations for recruitment, movement and dismissal. There is the potential for college principals to be granted more authority over such staff in future.
- For continuing education programmes (parallel courses), college managers are able to recruit teachers and auxiliary staff directly.

The following information refers mainly to staff recruited directly by a college, although some areas, such as the induction of new staff, can also be applied by college managers to those staff who are centrally recruited by the Teaching Services Commission.

Recruitment is a strategic issue that needs proper planning for the success of the college. The various stages of recruitment can be categorized as follows:

1. Determine the hiring need
2. Prepare the job description and person specification
3. Advertise the job opening
4. Receive and review applications, and shortlist candidates
5. Conduct interviews
6. Offer the job
7. Implement an induction or onboarding programme

4.2.1.
Determine the hiring need

You cannot find the right person unless you know what you are looking for. Make sure you are clear about why you need to hire a new instructor or member of support staff. The key questions to consider are:

- Why is a new employee needed? Are you replacing a staff member who has left? Is there a new course you want to offer? Do you need additional support for an existing course? Are there unmet support staff needs?

- What duties and responsibilities will the employee have? Make a list of tasks that you need this person to perform. This will be very useful later when drafting the job description.

- What skills or abilities are required to succeed in the role? Make a list of the personal skills and abilities needed or desired for this role. This will be very useful later when drafting the person specification.

- Where does this role fit within the wider college structure? Which department will the employee be in? Who will they report to?

4.2.2.
Prepare the job description and person specification

The job description is a written description of the role for which you are recruiting, while the person specification is a written description of the type of candidate needed to fill it.

Writing a job description

A job description is a written description of the job in terms of its duties, scope, responsibilities and purpose. Job descriptions need to clearly describe the role and the required qualifications and experience, with the goal of attracting suitable candidates.

The key elements to include in a job description are:

- Job title
- To whom the jobholder reports and how the role fits in the team, department and wider organizational structure
- Primary objectives or overview of the main purpose of the job
- Key tasks involved in the job
- Extent of responsibility and the deliverables expected
- Required education and training
- Soft skills and personality traits necessary
- Location
- Salary and benefits available

Writing a person specification

A person specification is used in the recruitment process to provide college managers with a profile of the candidates the college wishes to attract. It is a description of the knowledge, skills, qualifications, experience and other attributes (according to the specific job need) that a candidate should possess to perform the job duties.

Recruiters may want to consider the following issues when drafting a person specification:

- Attainment – formal education and training level, specific qualifications, relevant work experience, evidence of a track record of success
- Innate abilities – quickness of comprehension and aptitude for learning
- Motivation – consistency and determination

- Circumstances – any special job demands such as the ability to work unusual hours, or travel requirements
- Adjustment – ability to deal with stress and to get on with people

4.2.3.
Advertise the job opening

Another step is to make it known that there is a position open at your college, and to do this you need to advertise.

Advertising the position internally

You may want to consider internal recruitment. This involves looking at your existing staff and identifying whether there is anyone with the required skills and experience to do a job at a different level, or in a different department. Another type of internal recruitment is where the position is junior and would be suitable for a new college graduate. You might be

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TABLE 1: Advantages and disadvantages of internal recruitment

ADVANTAGES	DISADVANTAGES
- It is cheap – few direct costs are incurred - The advice of managers/departmental heads who know the applicant can be drawn on - Written comments may be available if a performance appraisal system is in operation - Offering promotion to staff is a good policy that helps to motivate the workforce to make greater efforts	- The number of internal applicants is likely to be quite limited - You won't be getting 'new blood' into the college that may bring new (and better) working approaches - There may be a sense of grievance among those who are not successful, and this needs to be managed well - If you successfully 'recruit' a current staff member to a new position, you may have just created a need for another staff member (to replace them). However, this position would typically be at a lower level so would likely be easier to fill

able to recruit one of your own final year students immediately after they graduate.

The advantages and disadvantages of internal recruitment are shown in Table 1.

Advertising the position externally

Several external recruitment approaches can be used:

- **Recommendations**
  These can be from existing college staff and other contacts. This is often a quick and cheap method of recruitment. Recommendations from high-performing current staff or trusted external contacts often yield good results.

- **Word of mouth, social networks or alumni**
  Make sure that key stakeholders in your community know about the vacancy, and inform your social networks (including church and mosque networks) and college alumni.

- **Social media**
  If college employees have social media accounts (Facebook, LinkedIn, Twitter), ask them to post a link to the college website where you have listed the job. If your college does not have a website, you can write a couple of sentences of clear and concise information about the job posting which you can circulate to college employees for them to distribute via their social media accounts.

- **College website**
  Make sure the job description and person specification are listed on your college website, if you have one. If your college does not have a website, but has an institutional Facebook page, this can also be used.

- **Formal advertising**
  This may be in the form of a paid job advert posted in a newspaper or broadcast on the radio.

- **Universities and other colleges**
  Depending on your job vacancy, you may want to consider putting up flyers at other (nearby) colleges and universities to attract recent graduates.

When advertising the post, do not forget to include details of how to apply (e.g. in person or by email), what applicants need to submit (e.g. do you just want their CV or also a cover letter?) and by when (what is the deadline for applications?).

4.2.4.
Receive and review applications, and shortlist candidates

Once you have advertised your job vacancy, you will start to receive applications.

You now need to shortlist the candidates by reviewing the applications and checking how closely they match the criteria (qualifications, skills, experience, and person specification).

Conduct interviews

When you have a shortlist, one way to make it even shorter is to conduct a telephone screening interview of ten to fifteen minutes with each prospective candidate to assess their suitability for the post. This can save time by cutting down on the number of face-to-face interviews you have to undertake.

Steps to follow during face-to-face interviews

- **Make sure you know what the job requires**
  Ensure you understand the job and what skills and experience you are looking for. Study the job description.

- **Structure the interview**
  Base questions around actual job duties; this will minimize irrelevant questions. Use job knowledge, situational or behavioural questions, and know enough about the job to be able to evaluate the interviewee's answers. Questions that simply ask for opinions and attitudes, goals and aspirations, and self-descriptions and self-evaluations allow candidates to present themselves in an overly favourable manner and avoid revealing weaknesses. Use the same questions with all candidates; this reduces bias because all candidates are given the same opportunity.

- **Be organized**
  Hold the interview in a private room where telephone calls are not accepted and you can minimize interruptions (including text messages). Prior to the interview, review the candidate's application and CV.

- **Establish rapport**
  Greet the candidate and start the interview by asking an uncontroversial question, perhaps about the weather or the traffic conditions that day.

- **Ask questions**
  Try to follow the situational, behavioural and job knowledge questions you prepared in advance.

- **Stick to time**
  Allow the same amount of time for each candidate. Thirty to forty minutes should usually be sufficient.

4.2.5.
Make the job offer

- Once you have decided on the candidate, you need to make them a formal job offer and ask them to come in to sign their contract of employment.
- At this point you will also need to agree on a formal start date and make sure the candidate is clear about arrangements for their first day.

4.2.6.
Implement an induction or onboarding programme

Induction (or onboarding) of new staff members should be an explicit process that all newly recruited staff go through.

A well-planned and well-executed induction should:

- Make new staff members feel welcome
- Give an insight into other people's jobs
- Provide essential background information to assist new staff members with their own work
- Clarify job expectations and initial goals or deliverables expected of new staff during the first one to three months

Managers should ensure that induction meets these requirements so that every new staff member has a strong start in their new role and feels part of the team as soon as possible.

New staff members should be oriented on the policies, systems, procedures and administration processes of the college. The induction process should be carefully planned by managers with support from the heads of all departments, who should continuously assess the performance of the new staff members.

4.3.
STAFF DEVELOPMENT

Staff in a college need a structured approach to their continuing professional development. They need to be supported to assume, perform and develop their functions effectively. The objectives of staff development should include:

- To update, broaden and deepen staff's existing knowledge, skills and experiences through further training or experiential learning, which should lead to improvement in teaching skills and knowledge of subject content

- To ensure that career development is in place at the institution

4.3.1.
Staff development methods

Colleges could consider using the following as part of their staff development:

- **Job rotation**
  This encourages on-the-job learning and can be either horizontal or vertical. Vertical rotation is simply promoting a staff member into a new position. Horizontal rotation can refer to a short-term transfer to a position at a similar level but in a different department.

- **Assistant to position**
  An employee with demonstrated potential could be moved to work under a seasoned and successful manager. The employee will perform his or her duties under the watchful eye of a supportive coach. In doing, such employees experience a wide variety of management activities and are groomed to take on the duties of the next highest level.

- **Committee assignment**
  This can allow employees to share in decision-making, to learn by watching others and to investigate specific organizational problems.

- **Seminars or lecture courses**
  These help individuals to acquire knowledge and develop their conceptual and analytical abilities.

4.3.2.
Motivation

Managers need to realize that motivation is key to individual performance, group productivity and the maintenance of a pleasant workplace culture.

Extrinsic motivation refers to behaviour that is driven by external rewards such as financial remuneration, benefits, additional professional responsibility, training, feedback and praise. Providing continuous professional feedback to staff lets them know how they are performing.

It is very important that managers do not take credit for work that their staff have done. This disempowers and demotivates staff, reduces their intrinsic motivation and discourages them from trying hard in the future. Rather, managers should openly celebrate the work and success of those they supervise, and not feel threatened by their skills or contributions. Managers should make a point of mentioning the

staff's outstanding achievements in staff meetings and other public college fora.

Intrinsic motivation originates from inside an individual and is an internal 'driver'. It is possible to externally kick-start an individual's intrinsic motivation in a number of ways:

- **Empowerment and ownership**
  One of the most important drivers of intrinsic motivation is the extent to which individuals are given ownership over a specific part of the college (e.g. a department, a production unit) and empowered to make decisions related to it. A strong sense of ownership, with a feeling of empowerment to take action based on decisions they make, often results in more intrinsically motivated staff.

- **Acknowledgement and recognition**
  This is another driver of intrinsic motivation.

- **Creating a welcoming, accommodating and friendly staff culture**
  This will encourage many individuals to do their best for their colleagues.

- **Promoting openness and trust in the team**
  If individuals feel they are able to voice their opinions without fear of being derided or put down, they will feel more intrinsically motivated.

Table 2 provides examples of extrinsic and intrinsic motivation.

TABLE 2:
Examples of extrinsic and intrinsic motivation

EXAMPLES OF EXTRINSIC MOTIVATION

- Financial remuneration
- Benefits
- Additional professional responsibility
- Training
- Feedback
- Praise

EXAMPLES OF INTRINSIC MOTIVATION

- Empowerment and ownership
- Acknowledge and recognition
- Positive staff culture
- Openness
- Trust in team

4.4.
MANAGING AND LEADING STAFF

College managers should understand that there is a difference between managing and leading a college.[2] Both are crucial to the success of a college.

Managing a college relates to the daily administration and supervision of a college. Managers in a college typically:

- Do things right
- Seek control, create and follow the rules
- Focus on how things should be done
- Seek compliance
- Use formal authority (hierarchy)

Leading a college meanwhile is more concerned with influencing the direction of the college as an organization, in setting goals, priorities and a course of action, creating new ideas, visions and policies. Leaders in a college typically:

- Do the right things
- See people as important assets
- Seek commitment
- Focus on outcomes
- See what could be done and why
- Share information
- Promote networks

MANAGING AND LEADING STAFF IN A MORE DECENTRALIZED CONTEXT

Around the world, where public vocational education and training colleges have been given more autonomy by central government, leadership of such colleges has become more similar to running a business (Cedefop, 2011), with greater emphasis on human and resource management skills. College leaders need to be familiar with the range of topics covered in this handbook so that they can effectively lead their heads of department and other managers.

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2 This section draws on Cedefop (2011)

5

Financial management

INSTITUTION LEADER SUMMARY

Sound financial management is a cornerstone of college's success and growth. As senior leaders in technical colleges in Malawi are given more authority over their college's financial management, it is imperative that they think of their college more like a non-profit business than a government-funded, or partially funded, training provider.

This section of the handbook highlights some of the principles of financial management and control that you should consider for your college. It also describes the process of drafting a budget and of suitably monitoring this budget on a rolling basis. Lastly, it describes the process of procurement and the key steps you need to take.

5.1.
INTRODUCTION TO FINANCIAL MANAGEMENT AND CONTROL

5.1.1.
What is financial management?

Financial management includes bookkeeping, projections, financial statements and financing, and provides the foundation for reaching your goals through sound business decisions.

5.1.2.
What is financial control?

Financial controls are established systems and procedures to make sure that an institution's financial resources are being properly handled.

5.1.3.
Five principles of financial management that drive control

- **Consistency**
  Financial management should be reliable over time. This promotes efficient operations and transparency, especially in financial reporting.

- **Accountability**
  The institution should explain how it has used its resources, and what it has achieved as a result, to all stakeholders and beneficiaries.

- **Transparency**
  The institution should be open about its work, making information about its activities and plans available to relevant stakeholders and beneficiaries.

- **Integrity**
  Individuals should operate with honesty and propriety. For example, managers should lead by example in following policy and procedures and declare any personal interests that might conflict with their official duties (e.g. involvement in local businesses, family connections to local, regional or state businesses or to government structures).

- **Stewardship**
  An institution should take good care of the financial resources with which it is entrusted and make sure that they are used for the purpose intended.

5.1.4.
The four building blocks of financial management

- **Accounting records**
  Every institution should keep an accurate record of financial transactions to show how funds have been used. Accounting records also provide valuable information about how the institution is being managed and whether it is achieving its objectives.

- **Financial planning**
  Linked to the institution's strategic and operation plan, the budget is the cornerstone of any financial management system and plays an important role in monitoring the use of funds.

- **Financial monitoring**
  The institution produces various financial statements and reports that provide relevant information to monitor activities. Internal expenditure monitoring reports help managers to see how their budgets are being used and to make any necessary adjustments.

- **Internal controls**
  These are controls, checks and balances that are put in place to safeguard an institution's assets and manage internal risk (see Figure 3 for an example of a risk register used at one of national technical colleges). Their purpose is to deter opportunistic theft or fraud and to detect errors and omissions in the accounting records. An effective internal control system also protects staff who work on financial tasks.

FIGURE 3: Risk register template

No	Risk Area	Goal / Objective	Risk	Likelihood (Score) A	Impact (Score) B	Weighted Score A*B	Colour	Control / Mitigation
01	Library	To meet information needs of students, academic staff and other users	a) Loss of books through pilferage	4	5	20	RED	• Use of well-trained library and security personnel
			b) Information becoming obsolete	3	4	12	GREEN	• Continuous research on relevance of existing materials to the industry
02	Accounts	To provide timely, relevant and accurate financial information to users and advise on the prudent management of institution's assets	a) Fraud	4	5	20	RED	• Approval / Authorization of payments • Use of cheques on payments • Timely and intact banking • Record keeping
			b) Inaccurate information/ records	3	5	15	AMBER	• Use of computerized accounting system • Segregation of duties
03	Procurement	To comply with the public procurement regulations and achieve value for money	a) Non-compliance with procurement procedures	5	5	25	RED	• Staff training • Internal Procurement Committee
			b) Procurement fraud	5	5	25	RED	• Maintain ethical environment • Follow and maintain fraud control procedures

1. Score
Likelihood (Probability of occurrence) scoring scale: 1 – 5
Impact (Consequence) scoring scale: 1 – 5

2. Review
Risk monitoring and assessment must be done periodically and review of the risk register.
Head of Institution / Department / Section (risk area) becomes the Risk owner

1. RISK RATING

Weighted Score (Likelihood x Impact)	Rank	Colour
1 – 10	*Low*	*Green*
11 – 19	*Moderate*	*Amber*
20 – 25	*High/ Severe*	*Red*

5.1.5.
Pillars of financial management

Planning:	Planning is fundamental to the management process and involves looking ahead as far as possible into the future. In the course of putting a plan together, managers will consider several possible alternatives and make a number of choices or decisions. Planning should always precede doing.	**Tools** Strategic plan, operational plan, activity plan, budgets, work plans
Organizing:	The resources of the organization are coordinated to ensure implementation of the overall plan, taking into account what activities are planned, who has responsibility for them, when will they take place and who will carry them out.	Constitution, institutional charts, job descriptions, finance manual, budgets
Controlling:	A system of controls, checks and balances is essential for ensuring the proper application of procedures and resources during programme implementation.	Budgets, delegated authority, procurement procedure, reconciliation, internal and external audit, fixed assets register
Monitoring:	This involves producing regular and timely information for managers and stakeholders for monitoring purposes. Monitoring involves comparing actual performance with plans to evaluate the effectiveness of plans, identify weaknesses early on and take corrective action if required.	Evaluation reports, expenditure monitoring reports, cash flow reports, financial statements, project reports, donor reports, audit reports

5.2.
DRAFTING A BUDGET

5.2.1.
Where do I start?

There are several pieces of information that your college is likely to have, or that you can find out, to help you start the process of drafting a budget.

- **Last year's budget** and **last year's actual expenditure** – This will give you a good sense of the main line items to include in the budget, as well as the extent to which your college's budgeting was accurate.

- The **college annual work plan for the coming year** – This should stem from the college's strategic plan, which usually spans multiple years. When drafting a multi-year strategic plan (see Section 6), you should already have drafted a high-level budget projection for the years covered by the strategic plan. This helps you to make your planning more realistic, with the expected income and expenditure of the college over the years covered by the plan. Look at the line items in the annual work plan for the year ahead and ensure that your budget matches the planned activities.

It may be that you need to revise the annual work plan if you determine that you will not have the level of resources expected in the coming year.

- **Expected income for the coming year** – Add up the sums agreed or pledged by funding agencies and any other income to be generated by the institution (including student fees or sums from income-generating activities).

- **Expected expenditure for the coming year** – As noted above, this should align with the annual work plan.

> *A budget is a forecast plan for all the organization's expenditure during the coming year.*

- **Form a budget committee** – It is recommended practice to form a budget committee that is responsible for drafting the college budget, which is then approved by the principal (in the first instance), followed by the college board and the ministry. The budget committee usually consists of the head of each college department and is led by the college accountant. Its function is to: a) enforce and review budget formulation;

b) coordinate departmental budget drafting as inputs to the main college budget; and c) once the budget is approved, receive and scrutinize budget reporting of actual spending versus budget.

5.2.2.
Steps in preparing a budget

- Define the time period the budget will cover (e.g. 1 July 2018 to 30 June 2019) and the currency (e.g. Malawian Kwacha) that will be used.

- Identify all expenses, including direct and indirect expenses. Divide the expenses into the following categories and subcategories:
  - Direct expenses: institutional staff salaries, learning/teaching equipment and materials, transport and other direct learning/teaching expenses
  - Indirect expenses: office equipment and supplies, insurance, water and electricity, etc.

- Identify sources of income, including tuition fees, donations, grants from funding agencies, income-generating activities and service contracts.

- Transfer the items to the budget:
  - line for total expenses
  - line for total income

- Establish costs for each item based on the budget analysis and estimates.

- Transfer income figures to the worksheet.

- Review the results.

5.3.
BUDGET MONITORING

Budget monitoring oversees the implementation of the budget and ensures greater efficiency and effectiveness of financial resources.

5.3.1.
Why monitor?

- Monitoring ensures that expenditure is according to plan and that spending is on approved activities only.
- Budget assumptions may have changed and require revision.
- It allows managers to identify changes (e.g. shortfalls) in revenue.
- It helps to identify when initial targets were unrealistic.

The focus for budget monitoring should be on answering the following questions:

- Have outputs been delivered as planned?
- Has expenditure been incurred as budgeted?
- Are the outputs delivered contributing effectively to the achievement of the main goals?
- Are the inputs provided on time and within budget?
- Are activities being implemented on time?
- Are there adequate transparency and accountability systems in place to identify and deter corrupt and fraudulent practices?

Steps in preparing a budget

7 Review the results
6 Transfer income figures
5 Establish costs for each item
4 Transfer items to the budget
3 Identify sources of income
2 Identify all expenses
1 Define the time period
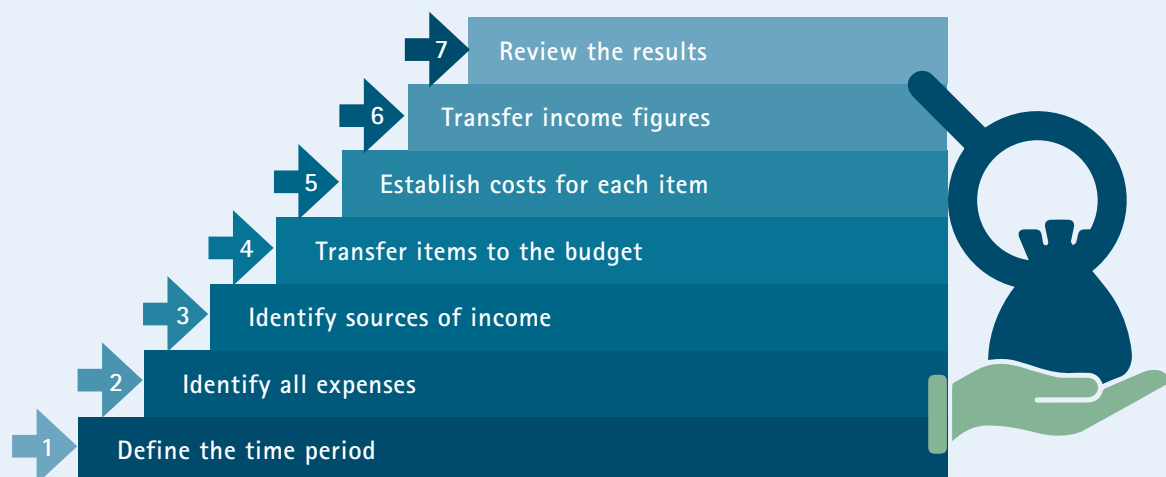
FIGURE 4:
Example of a (quarterly) budget of a TEVET institution. Time period: October–December 2018

Code	Item	Oct	Nov	Dec	Total
	Income				
979	Income-generating activities	200	200	200	600
980	Donation	2,500	0	1,000	3,500
	Total income (A)	**2,700**	**200**	**1,200**	**4,100**
	DIRECT EXPENSES				
1000	Direct expenses				
1100	Salaries				
1101	Departmental manager	100	100	100	300
1102	Trainer	75	75	75	225
1103	Assistant trainer	50	50	50	150
1200	Equipment/materials				
1201	Shovels	20	0	0	20
1202	Wheelbarrows	50	0	0	50
1300	Expenditure supplies				
1301	Fertilizers and seeds	250	0	0	250
1400	Other direct expenses				
1401	Transport	50	50	50	150
1402	Water for irrigating crops	25	25	25	75
	Subtotal for direct expenditure (B)	**620**	**300**	**300**	**1,220**
2000	**INDIRECT EXPENSES**				
2100	Salaries				
2101	Principal	150	150	150	450
2102	Security guard	50	50	50	150
2103	Cleaner	40	40	40	120
2200	Office equipment and materials				
2201	Computer	350	0	0	350
2202	Furniture	0	100	0	100
2300	Consumables/expendable supplies				
2301	Fuel for vehicle	25	25	25	75
2302	Stationery	20	20	20	60
2400	Other indirect expenses				
2401	Electricity	10	10	10	30
2402	Rent	15	15	15	45
2403	Water	10	10	10	30
	Subtotal for indirect expenditure (C)	**670**	**420**	**320**	**1,410**
	Total expenditure: direct (B) + indirect (C)	**1,290**	**720**	**620**	**2,630**
	Surplus/deficit: Total income – Total expenditure	**1,410**	**(520)****	**580**	**1,470**

Source: Sangster and Wood (2011)
Notes: *Codes are for illustrative purposes only; **Brackets denote a negative figure, i.e. (520) means –520

College managers need financial information throughout the financial year to monitor progress and manage budgets effectively. If reports are produced on a timely basis, any issues can be addressed early on and action taken to put things right. Ideally, the management accounts should be produced every month and within a few days of the end of the accounting period (any later and the information becomes out of date and less useful).

Budget monitoring is a systematic and continuous collection, analysis and use of budget implementation actuals to verify actual expenditures against planned expenditures in relation to activities, identify difficulties, spot problem areas and recommend corrective action.

(GoM Budget Manual, 2009)

5.3.2.
Expenditure monitoring report

The purpose of an expenditure monitoring report is to compare the difference between the planned budget and the actual income received and expenditure made.

It is a report that looks at the difference (called the variance) between the planned budget for the reporting period and the actual income and expenditure for the same period. Variance figures will be positive, negative or zero, depending on what has happened. Often, expenditure monitoring reports also show variances as percentages.

The following questions are included in the expenditure monitoring report checklist and will enable you to understand and read the expenditure monitoring report:

- What does the bottom line tell you? Overall, is the budget overspending or underspending, and is this significant? An outcome of plus or minus ten per cent from the budget is considered to be a reasonable variance.
- What is the result within budget 'family groups' (i.e. budget items in the same area, such as staff costs, project inputs, administration costs, etc.)? Is overall spending on target across the group? Again, if the result is within plus or minus ten per cent from the budget, that is generally acceptable.
- Look for unusual or unexpected results. Could these be an indication of a miscoding or abuse?
- Are there any significant variances in the individual line items? Are the reasons for the differences explained? For example, perhaps the subsistence expenses budget is substantially and unexpectedly overspent. Do not concentrate only on overspending; remember that underspending is just as critical.
- Do linked budget line items (e.g. activity-related costs) tell the same story, or do they contradict each other? For example, perhaps the project materials budget is underspent, suggesting delayed activities, but the vehicle running costs are high. This is not consistent.
- Do the budget report figures tell the same story as the narrative project report?

FIGURE 5: Example of expenditure monitoring report

Item	April 2018 budget	April 2018 actual	Variance amount	Variance %	Comment and action
Fuel and lubricants	3,500,000	4,250,000	750,000	+21.4	
Service and maintenance	5,000,000	2,700,000	2,300,000	−46.0	
Staff travel costs	2,700,000	3,200,000	500,000	+18.5	
Food stuffs	7,800,000	3,000,000	4,800,000	−61.5	
Utilities	1,500,000	1,800,000	300,000	+20.0	
Salaries and wages	15,000,000	16,000,000	1,000,000	+6.6	
Stationery	4,000,000	4,500,000	500,000	+12.5	
Total	39,500,000	35,450,000	4,050,000	−10.0	

Source: Adapted from Malawi Institute of Management (2018)

5.3.3.
Variances

If an expense is overbudget, the percentage variance will be positive. Conversely, if your expenses are lower than your budgeted amount, then the percentage variance will be negative.

It is important to understand what has caused budget variances and to keep track of them.

Generally, we can say that variances will be the result of a change in one or more of the following:

• The timing of the activity
• The actual price of the activity/service/product
• The actual quantity of goods or services taken

Sometimes a variance on a report will be due to an error in the figures, such as a miscoding in the accounting records, rather than a change of plan.

Temporary variances – Variances caused by a change in the planned timing of an activity (e.g. as a result of delays or rescheduling of procurement) are described as temporary variances because they are likely to resolve themselves during the course of the year. These are therefore generally less of a concern and no corrective action is required.

Permanent variances – Variances caused by changes in the price or quantity of particular budgeted items, or by the cancellation or addition of a planned college activity, generally fall into the permanent variances category because once such a change has happened, there is no going back. These variances are therefore usually more serious, and management attention and corrective action is required.

5.3.4.
Budget management action planner

It is useful to use a budget management action planner table to help you manage and control your budget. It can be used to discuss action plans and to monitor their progress.

5.3.5.
Cash flow

In order for college managers to know whether or not the college will have enough cash on hand to cover the expected expenditures over a period of time, a cash flow projection is needed. This is simply a projection of the inflow and outflow of financial resources into and out of the college.

5.3.6.
Income and expenditure report

An income and expenditure report is a financial document that presents all the income received during a given period and all expenditures made during the same period. All earnings for the period, realized and unrealized, as well as expenditures, paid and unpaid, are included in the statement.

5.3.7.
Financial control accounting system

These are the methods and procedures that are implemented by an institution to help ensure the validity and accuracy of its financial reports.

Cheque signatures

• It is good practice to require that all cheques are signed jointly by at least two of the named signatories and to specify that for cheques over a certain amount, one of the signatories should be the chair or treasurer of the college governing body.
• Ensuring that cheques above a certain amount are approved by the college governing body will ensure that no large amounts of money are spent without full knowledge and authorization.
• It is essential to spell out clearly the maximum sums for which different signatories are permitted to sign cheques and who these signatories should be.

FIGURE 6: Budget management action planner

1. Line item description	2. Variance (% or amount)	3. Variance type	4. Controllable	5. Impact on activities if not corrected	6. Action required

Source: Malawi Institute of Management (2018)

Income	Malawian Kwacha	Malawian Kwacha
Tuition fees		2,500,000
Donation		1,000,000
Income-generating activities		500,000
		4,000,000
Expenditure		
Training materials	1,200,000	
Office equipment	500,000	
Rent	200,000	
Electricity	50,000	
Food stuffs	750,000	
	2,700,000	
Surplus/deficit		**1,300,000**

Source: Malawi Institute of Management, internal materials (2018)

Banking security

- The number of bank accounts should be kept to a minimum.
- Arrangements should be made with the bank to confirm payments that are over a given amount before they are cleared.
- Bank transfers should only be made by cheque, not by letter, fax, email, telephone or the internet.
- All bank documentation, such as examples of signatories' signatures, should be kept in a secure file, together with other financial records.
- All bank accounts should be in the name of the institution rather than in the names of individuals.
- Two members of the college governing body (including the chair or treasurer) should authorize the opening and closing of every bank account in writing.

Cash management policy

The college board should decide on the maximum amount of petty cash that will be kept in the office at any time for everyday expenses such as postage, short-distance travel, and beverages for staff.

5.3.8.
Oversight of financial resources

Figure 8 shows a college principal's checklist for overseeing the financial resources of the college.

5.4.
PROCUREMENT

Another way for college managers to make sure that college finances are being utilized effectively and efficiently is to ensure that goods and services are procured from reliable and trustworthy merchants and vendors at prices that give the best value for money. As it currently stands, procurement of many items in colleges in Malawi remains very centralized.

The Office of the Director of Public Procurement (ODPP) has developed clear guidelines and procedures for procurement processes in line with the Public Procurement Law. Technical colleges should adhere to these guidelines and procedures.

Learn more: http://www.odpp.mw/

In line with the ODPP guidelines and procedures, the management and staff of the college should estimate and procure tools and materials well in advance before the college term commences. If the college is to procure tools, materials and supplies in advance, the heads of department should first submit their

FIGURE 8: Example of college principal's checklist

Oversight controls	Requirements
Previous year audit	✓ All issues raised by the previous audit have been resolved ✓ None of those issues have recurred in the current year
Cash and bank	✓ All cash received reconciles with underlying records
Payments	✓ All payments made are duly authorized ✓ All payments made are promptly and accurately recorded
Procurement of goods and services	✓ There are proper and well-documented procedures for procuring goods and services ✓ There is a list of authorized suppliers from whom goods and services are procured
Payroll	✓ Payroll corresponds with the actual number of staff
Stocks and stores	✓ Stores ledger is properly maintained
Fixed assets	✓ A fixed asset register is maintained
Fuel/fleet management	✓ Fuel is procured according to the approved budget
Supplies management	✓ Supplies are procured according to the approved budget

What is the difference between purchasing and procurement?

Purchasing is the act of 'buying stuff'. It is a transactional activity for buying a good or service against a direct payment.

Procurement includes the management of how and what you buy, whom you buy from, and how it affects your organization. Procurement involves the process of selecting vendors, establishing payment terms, strategic vetting, the negotiation of contracts and the actual purchasing of goods or services. In other words, purchasing is only one part of procurement.

requirements to the Internal Procurement Committee, which decides and approves what should be purchased. If the approved items are to be purchased in person, members of the department concerned should accompany the buying officer to ensure that the correct tools and materials are bought.

As colleges are granted more autonomy there will be an increasing need to understand how to undertake procurement. Moreover, where public funds are not directly involved (e.g. in the running of parallel courses), understanding procurement is already a necessity.

5.4.1.
Principles of procurement

- **Compliance** – to work in line with a college's internal policy and any ODPP guidelines where public funds are used.

- **Transparency** – to eliminate any potential fraud or conflict of interest.

- **Value for money** – to seek the most relevant service or product at the best price.

- **Protecting the environment** – to minimize the impact the service or product has on the environment.

- **Non-discrimination** – to ensure that there is no discrimination in the selection of a vendor offering a good or service (e.g. based on their gender, ethnicity, etc.).

5.4.2.
Categories of procurement

- **Small purchases** – it is standard practice that goods or services under a specific amount (to be decided by the college board) do not need to go through a procurement process.

- **Direct buy purchases** – where full bids are not required, and getting several quotes is enough to make a decision, goods or services can be purchased directly.

- **Competitive procurements** – typically used for higher-value goods and services, where a more formal call for bids is made.

- **Sole source contracts** – typically used for utilities and other similar items (e.g. electricity, water, telephone and mobile phone services), or for products and services where there is only one reliable supplier or service provider.

- **Emergency purchases** – for example, an emergency plumber or electrician typically goes through as a sole source contract (based on urgency of need).

5.4.3.
The simplified procurement process

Planning

- **Identify the need, scope, timeline and requirements**
  Clearly describe the need (what do you need to procure, and why? How much of it do you need? When do you need it? What is the main deliverable you need?). You will also need to identify the budget line that the item will come from. If it is a large item, it is expected that you will have known about it in advance and have included it in that year's institutional budget.

- **Ensure that the item you are thinking of**

procuring is the most suitable for the need
For example, if the item to be procured is workshop equipment, ensure that you are selecting the right item by answering the following questions:

- Why and how will the equipment be used? The instrument/machine should be matched against the service that the workshop/department provides
- Will instructions be available in a language that is understood?
- How easy will it be for staff to operate?
- Will the cost of the equipment be within the department's budget?
- Does the equipment have a warranty?
- Are there any safety issues to consider, and do these have cost implications?

- **Identify vendors**
  This can be based on prior experience with them, word of mouth, internet search or public announcement.

Solicitation

- **Direct buy purchases (where bids are not required, and obtaining several quotations is satisfactory)**
  Identify several different vendors that sell the item or service you want to buy, and ask them for a written quotation.

- **Competitive procurements (where formal bids are required)**
  Communicate the need formally to the vendors (this might be through a tender package or simple terms of reference).

Selection

- **Evaluate vendors based on clear criteria**
  These might include cost, reputation, prior experience, quality of offering, availability of goods/services within the required delivery time, and other factors agreed by your college management.

- **Select vendor**

Make your decision on which vendor to select and record your rationale for auditing purposes. If your organization has an Internal Procurement Committee, you can present a summary of your evaluation and rationale for selection for them to approve.

Post-procurement
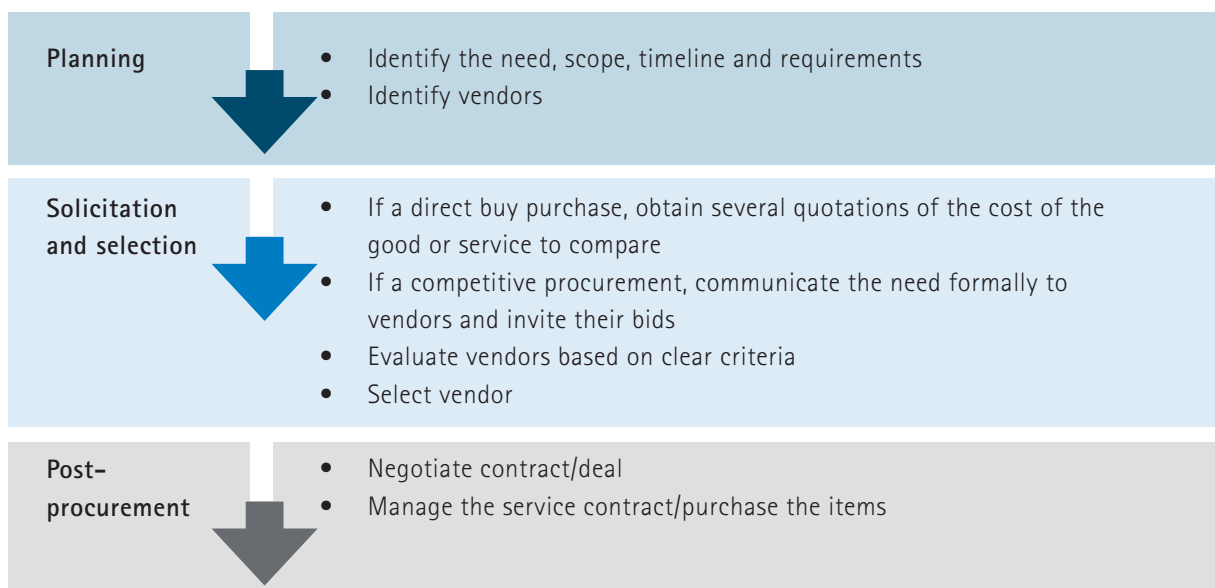
- **Negotiate contract/deal**
  It is important for the college to get value for money. Once the quotations have been sought and brought forward to the Internal Procurement Committee, all necessary procedures should be followed, such as negotiating a better price and asking for a warranty (if one does not already exist). You can also negotiate for additional after-sales care if you are purchasing machinery or tools.

- **Manage the service contract/purchase the items**

After approval, the budget goes to the accounts department, where staff write cheques and arrange for them to be signed. Each signed cheque is handed over to the department that proposed the purchase. Staff from the department then go to the supplier to pay for the required materials and collect the said goods. Once the goods have been collected, they are recorded in the inventory. If it is a service contract that has been procured (e.g. an internet service provider contract), this step in the procurement process is managing this contract on a rolling basis and ensuring that your institution is receiving the service it is paying for.

Figure 9 provides an illustration of the simplified version of the procurement process.

FIGURE 9: The simplified procurement process

Planning	• Identify the need, scope, timeline and requirements • Identify vendors
Solicitation and selection	• If a direct buy purchase, obtain several quotations of the cost of the good or service to compare • If a competitive procurement, communicate the need formally to vendors and invite their bids • Evaluate vendors based on clear criteria • Select vendor
Post-procurement	• Negotiate contract/deal • Manage the service contract/purchase the items

Source: Adapted from University of Bolton (2017)

6

Strategic institutional planning for TEVET

INSTITUTION LEADER SUMMARY

Most NTCs and CTCs in Malawi are currently operating without strategic institutional plans. Without such plans, these colleges have no stated ambition to achieve a particular goal, no elaboration of how this will be achieved, and no method for monitoring the extent to which the college is making progress.

TEVET institutional leaders – principals or board management – need to draft the institutional road map that sets out where the college is coming from, where it is going, how it is going to get there, and how it will know how far it has reached. Without this institutional road map to guide your journey, it is very easy to wander along and for your institution never to address its core challenges or build on its existing strengths and successes.

Clearly identified goals help to motivate staff: seeing clear results (or lack thereof) can sharpen/redirect the focus of work plans and individual as well as organizational efforts. Furthermore, successful outcomes can be publicly announced, showing the progress and success of the college and TEVET in general, and thus potentially generating positive feedback, more funds and more students.

6.1.
WHY STRATEGIC PLANNING FOR TEVET INSTITUTIONS IS CRITICAL TO SUCCESS

Strategic planning for TEVET institutions helps college managers to answer four critical questions:

- What exactly are you aiming to accomplish as a college?
- Where is the college now?
- How is the college planning to achieve its ambition?
- How does your college know if it is getting there?

The strategic planning process is typically led by a small Strategic Planning Committee of three to eight key stakeholders who know the college well and bring to the table a range of perspectives and experiences. They are tasked with drafting the strategic plan and for ensuring that consultation on the plan takes place.

6.2.
## WHAT EXACTLY ARE YOU AIMING TO ACCOMPLISH AS A COLLEGE?

The most important step to take in strategic planning for a TEVET college is identifying and articulating what it is that you want the college to achieve. In other words, where does the institution want to be in the future?

College managers need to start by defining the vision for the college: where do you want the college to be? A vision statement for a college is an aspirational statement that describes what a college aspires to become in the future and the values it enshrines. 'Future' is usually defined as the next three to five years, but it could be longer. It captures in detail what the college could be like if it were functioning effectively.

Below are some examples of vision statements for technical and vocational education and training (TVET) colleges in South Africa:

- *'To be a world class TVET institution where people are empowered with relevant knowledge and skills, preparing them for the labour market and self-employment'*
  Ekurhuleni East TVET College, South Africa (DHET, 2016)

- *'To be the leading TVET college in the provision of top quality education'*
  Waterberg TVET College (DHET, 2015)

A college's mission statement is an assertion of its purpose, and should clearly define its values, aims and goals as well as the products and services it will offer, and to whom.
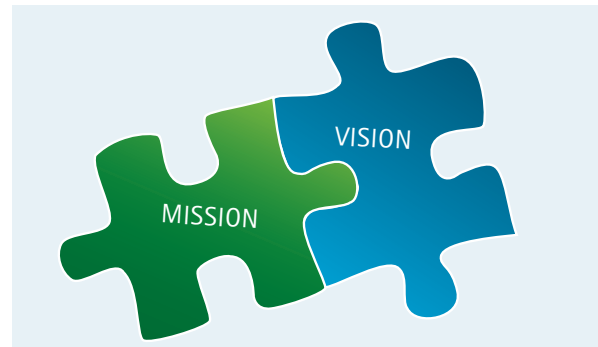
Below is an example of a mission statement for a TVET college in South Africa:

- *'To create a quality learning environment that anticipates, prepares for and meets the education, training and development expectations of our clients'*
  Ekurhuleni East TVET College, South Africa (DHET, 2016)

6.3.
WHERE IS THE COLLEGE NOW?

Once you have defined what you would like your college to achieve, you need to map out the journey to get there, which, of course, starts with a good understanding of where your college is right now (and where it has come from).

Every institution has a past that has shaped its present traditions. Understanding what some of the key factors have been helps to understand where the institution is today. Some of the critical variables examined are the institution's current and past vision, mission and goals. Other important areas of the institution that are scrutinized are the current and past institutional structure, functions and processes.

A useful tool that college managers can use to help them understand where the college is now and to give them ideas on what they need to focus on is a SWOT analysis. SWOT stands for strengths, weaknesses, opportunities and threats.

A SWOT analysis is a critical assessment of the factors in the internal and external environment that affect the TEVET institution, in order to establish its condition prior to the preparation of a long-term plan.

A **strengths and weaknesses analysis** expresses which areas of the TEVET institution have strengths that should be exploited and weaknesses that should be improved. For example, having a computer laboratory is strength for a TEVET institution, whereas not having a separate washroom for female students is weakness.

SWOT ANALYSIS

STRENGTHS **S** **WEAKNESSES** **W**

OPPORTUNITIES **O** **THREATS** **T**

Opportunity analysis is concerned with asking the following questions:

- What opportunities exist in the TEVET institution's environment?
- What is the TEVET institution's ability to exploit the worthwhile opportunities?

For example, if a college is located close to another TEVET institution that only offers traditional courses that do not meet the needs of the local labour market, this represents an opportunity for that college to provide courses that cater to those needs. In addition, potential collaboration with other TEVET institutions could be considered, such as facilitating complementary programmes or workshops, sharing equipment or renting equipment together, and comparing best practices in running an institution.

Another example: if the college is located close to a company that produces or offers goods and services that are taught in the TEVET institution. A potential collaboration could be considered; this could entail, for example, internships or other forms of learning opportunities and the use of the company's equipment or facilities.

Threats analysis is concerned with finding answers to the following questions:

- What risks might arise in the TEVET institution's area?
- How does the surrounding environment negatively affect the institution's growth and development?

For example, a lack of jobs in the trade or industry relating to the training offered by the TEVET institution is a threat to the viability of that offering (and to the post-training employment of its trainees).

6.4.
HOW IS THE COLLEGE PLANNING TO ACHIEVE ITS AMBITION?

A vision, mission and focus are important starting points, but around these you need to build a framework that clearly defines what outcomes you want to achieve as a college, what activities you will undertake to achieve these outcomes, and what measures you will use to assess your progress.

Imagine that your college's vision is 'to be the leading TEVET college in Malawi'. This is a great ambition, but you need to set clear, measurable goals (e.g. to have the highest student completion rate in Malawi, or to have a 75 per cent post-training graduate employment rate) so that you know more precisely what being 'the leading TEVET college' actually means, and that you can construct a scheduled plan of objectives and activities that will get you to this point.

A strategic plan needs to have goals and objectives:

- **Goals** relate to your aspirations, purpose and vision. For example, to have a 75 per cent post-training graduate employment rate.

- **Objectives** are the stepping stones on the path towards the achievement of this goal. A goal may consist of one or many specific objectives that would need to be accomplished to successfully achieve the goal. They are measurable and specific and can be used to guide actions. For example, objectives relating to the goal above could include: ensure that 80 per cent of all trainees receive career guidance during their final year of training by 2020; or by 2020, ensure that 80 per cent of two-year course trainees had access to relevant industry work experience placements that lasted at least three months.

A well-known approach to setting objectives is to ensure that they are **SMART**:[3]

Specific (concrete, detailed, well defined)
Measurable (numbers, quantity, comparison)
Achievable (feasible, actionable)
Realistic (considering resources)
Time-bound (a defined time frame)

We will look at each of these characteristics in more detail.

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3 This section draws on EC-ILO (2014).

Specific

Specific means that the objective is concrete, detailed, focused and well defined. It should be straightforward, action-orientated and specify the required outcome. Objectives should communicate what you would like to see happen.

Measurable

For an objective to be measurable, the measurement source should be identified and you should be able to track the results of your actions as you progress towards achieving the objective. Measurement is the standard used for comparison. To measure progress, not only do objectives need to be measurable, but there also needs to be a starting point (a baseline) from which you will measure progress.

Achievable

Objectives need to be achievable: if the objective is too far in the future, you will find it difficult to keep people motivated in the long term. However, maintaining a balance is important: while being achievable, objectives still need to stretch you, but not so far that you become frustrated and lose motivation.

Realistic

Objectives that are achievable still may not be realistic. That being said, realistic does not necessarily mean easy. It means that you have the resources necessary to get the job done. The achievement of

an objective requires resources, such as the people, money, skills, equipment and knowledge needed to support the tasks required to achieve the objective. Most objectives are achievable, but may require a change in your priorities to make them happen.

Time-Bound

Time-bound means setting deadlines for the achievement of the objective. Deadlines create an important sense of urgency. If you do not set a deadline, you will reduce the motivation and urgency required to execute tasks. Deadlines create necessary focus, help set priorities and prompt action.

Each objective should have a plan that details how it will be achieved (and by when) through the attainment of specific key results, and activities linked to those key results. See Figure 10 below for an example.

6.5.
HOW DOES YOUR COLLEGE KNOW IF IT IS GETTING THERE?

This is where key performance indicators come in. These are indicators that help an organization define and measure progress towards organizational goals.

See Section 9 for a discussion on the basics of indicators, monitoring and evaluation approaches for TEVET institutions.

FIGURE 10: Illustrative list of activities needed to achieve the stated objective

Objective:
Ensure that by 2020, 80% of all trainees receive career guidance during their final year of training.

	Responsible person/ department
Key Result #1: Recruit a career guidance counsellor or train a current staff member in career counselling by June 2019. **Activity:** Determine if there is sufficient need and budget for a full time career guidance counsellor **Activity:** Advertise, short list, interview, hire a career guidance counsellor OR identify current staff member to be trained and organize training	Principal
Key Result #2: Ensure that career guidance materials are acquired by June 2019. **Activity:** Identify and source the needed materials **Activity:** Procure and purchase the materials	Bursar
Key Result #3: Allocate time in the school timetable for a one-hour career guidance session for each class each week by December 2019. **Activity:** Discuss with Principal the most suitable time slot in the school timetable **Activity:** Arrange for a one-hour career guidance session to be held **Activity:** Communicate changes in the timetable to all staff and students	Heads of department

7

Funding TEVET

INSTITUTION LEADER SUMMARY

It is increasingly important for colleges in Malawi to be able to supplement any public funds they receive with revenue generated directly by the college. Colleges need to undertake income-generating activities (e.g. production units, renting of structures during holidays) and need to explore public–private partnership opportunities.

Public-private partnerships represent a window of opportunity for national and community technical colleges in Malawi. Through public-private partnerships, comprehensive support can be achieved for the delivery of training. Support can come in the form of donations, institutional management, curriculum planning and development, quality control, provision of infrastructure, in-service training for instructors, internships and on-the-job training for students. Although production units already exist in many technical colleges in Malawi, their potential as business ventures remains underutilized. Production units and other income-generating activities operated by colleges need to be run as though they are businesses, with the goal of making a profit (which they can then reinvest in the college). They should not be treated as just another department in the college. College staff involved in income-generating activities need to be incentivized with a percentage of the profits that are made.

Writing funding proposals to seek financial or in-kind support from non-governmental organizations, local businesses, foreign embassy small grant schemes, and international trusts and organizations is a real skill, but if you follow a few simple guidelines the process can be relatively straightforward.

7.1.
PUBLIC–PRIVATE PARTNERSHIPS

When a publicly funded organization and a private organization come together to co-sponsor or jointly develop a product or provide a service, that union can be called a public-private partnership.

An example of such a partnership would be Lilongwe Technical College signing a Memorandum of Understanding with Toyota Malawi to collaborate in running an auto-mechanic course in the institution. Toyota Malawi offers its workshops, machinery and equipment, technicians and personnel to the college to use in training the students. The college is a public organization, receiving budgetary funding through the MoLYSMD. Toyota Malawi is a privately owned and operated company. Its primary goal is to make a profit from producing and selling cars and car parts. The partnership between the two organizations brings together expertise and resources with which they can both work. In so doing they are both able to achieve their primary objectives.

Public–private partnerships in technical and vocational education and training refer to collaborations between the public and private sectors with the objective of developing the technical and vocational individuals' skills. These skills can apply in and outside the formal labour force.

The private partner does not always have to be a business or company. It could be a community group, association of businesses, cooperative foundation, church/mosque, or any other non-governmental organizations. There are many groups and organizations that may have some interest in what happens in a particular training institution. All of them are potential partners with whom you can collaborate.

7.1.1.
Why are public–private partnerships important?

- **Promoting cost-sharing**
  Private sector resources – in the form of direct funding, in-kind support or direct provision – can complement public support for TEVET colleges, and are a key component of sustainable financing for TEVET.

- **Helping colleges achieve TEVET policy objectives**
  For example, making the college more demand-driven, responsive and relevant. Private firms that are contribute financially to colleges may be more willing to also be involved in the governance of institutions.

7.1.2.
Types and forms of public–private partnership in TEVET in Malawi

Public–private partnerships vary in terms of their form and scope. When it comes to TEVET, four types of public–private partnerships are commonly encountered:

1. **Service delivery initiatives**
   In this type of partnership, a training institution is contracted to deliver a specific programme to an identified group of people at a fee usually paid by a private organization (see Box 2 for an example).

BOX 2: Soché Technical College and Save the Children: Service delivery public–private partnership

An outstanding example of this type of initiative is the case of the partnership between Soché Technical College in Blantyre and Save the Children Malawi. Soché Technical College prides itself on being an equal opportunity institution that has a conducive environment and relevant infrastructure for providing technical and vocational training for persons with disabilities and other disadvantaged groups. It offers programmes up to diploma level. Save the Children Malawi is a non-governmental organization that works with other partners to ensure that children are protected, healthy and nourished. The college and the non-governmental organization have entered into a partnership to organize and deliver skills training to girls identified as vulnerable and placed in the college by the non-governmental organization. In return, the college is paid a specific amount of money for every girl trained. Through this initiative, Soché Technical College is able to expand training to include girls who would have been unable to access training, either because they could not afford the cost or because they could not be accommodated by the college owing to limited resources.

At Mponela Community Technical College, the hostel facility does not belong to the college. Although it is a part of the college's compound, it is owned by a private person (who could be called an investor). This person has been granted a parcel of land on which he/she has designed and built a hostel, which is rented out to trainees of the institution. Maintenance of the building is carried out by this person to the standards set by the institution. This investor has the right to operate the hostel for a period of time. When this period expires, the hostel will then become the college's property.

2. **Infrastructure funding**

Under this type of public–private partnership arrangement, a private organization is given permission to finance, build and operate a facility, for example a school building, hostel or laboratory, on a training institution's land or premises. The training institution then leases the facility from the private organization for a specified period, after which the ownership of the facility is transferred to the institution (See box 3 for an example).

Infrastructure funding can also take the form of in-kind donations by industry to the TEVET institution that include buildings, equipment, tools, machinery and materials donation. Sometimes businesses, factories or companies are replacing equipment in the workplace, but the old equipment can still be used for training. Occasionally, they may have buildings that are no longer required which could be donated to an institution for use.

3. **Demand-side financing**

With this type of partnership, the private organization provides input and support for the development of programme curriculum to be run by the training institution. This ensures that the training delivered is relevant to industry requirements. The private partner supports the delivery of training by allowing its workshops to be used as classrooms, and by offering work placement opportunities to trainees and in-service training to instructors. Sometimes the private organization also offers its staff as instructors in the classroom.

4. **Policy guidance, support initiatives**

In this type of partnership, the private organization could offer advice to the training institution on policies and strategies in order to ensure quality education. Private partners could be represented on TEVET institution boards and committees so that they can provide advice and be consulted on policy issues, planning, curriculum development, performance evaluation and quality control.

7.1.3.
Public–private partnerships can start small

It is important to note that expertise and comfort level usually determine the form and scope of public–private partnerships. Partners can start with very small, very simple collaborations. As they take time to understand what it takes to work together and their relationship deepens, they can add on additional projects. For example, Lilongwe Technical College, which offers a programme in textiles and design, could form a partnership with a local fashion studio. This could start off as a mentoring relationship in which students from the institution receive career advice from staff of the fashion studio. As the partnership becomes more established and the working relationship between the two organizations progresses, the collaboration could include work placement opportunities, donation of equipment and materials, etc. As the relationship deepens, the level of collaboration could also develop to include, for instance, curriculum development or hiring college graduates.

7.1.4.
Roles and responsibilities of public–private partners

In all types of public–private partnership, the partners should have clear and distinct roles to play. When a training institution forms a partnership with a private organization, the role of the institution can be:

- Defining what the collaboration should be about and the direction in which the relationship should go

- Specifying the desired results and the expected goals

- Setting the performance framework under which the public–private partnership is expected to be delivered

TABLE 3: Benefits of public-private-partnerships

Benefits for the TEVET Institutions

- Present an opportunity to develop and deliver customized curricula that meet the needs of the local labour market
- When businesses are involved in the partnerships, graduates from the programmes will have more employment opportunities
- Private sector partners can sometimes contribute to providing and upgrading the infrastructure of TEVET institutions
- Industry employees may act as part-time instructors and teachers in TEVET institutions
- Offer opportunities for TEVET teachers and instructors to update their skills and keep their competencies up to industry standards
- Act as a bridge to link TEVET education with industry and employers
- Provide an avenue for company employees to act as mentors for TEVET trainees
- Present internship opportunities to TEVET trainees
- Can lead to the private sector transferring expertise in management skills to TEVET institutions at a lower cost

Benefits for the private sector

- Businesses have access to a ready supply of current and future employees
- The overall skill and education levels of staff improve, leading to improvements in productivity and quality, and reductions in production errors. This results in increased customer satisfaction and revenue for the organization

Meanwhile, the private organization's role is essentially to ensure that it delivers on the set goals of the public-private partnership effectively and efficiently.

7.1.5.
The benefits of public-private partnerships

Public-private partnerships should always be a win-win relationship. Public and private organizations should benefit from the collaboration. This is because by coming together for the purpose of delivering a service, the partners are sharing risks and should therefore also share the resulting rewards of the union. Table 3 shows expected benefits of public-private partnerships for TEVET institutions, as well as some of the benefits that businesses can gain from partnerships with TEVET institutions.

7.1.6.
Building a successful public-private partnership

The following principles should guide the creation of collaboration between the TEVET institution and its private partners:

- **Prepare properly for the partnership**
  The preparation entails creating a stakeholder engagement plan as part of your strategic plan. This will enable you to identify your developmental needs, goals and resources. You also need to assess your institutional capabilities to see whether you have the skills and the expertise to negotiate with the private party. You may have to create a committee that will be given the mandate and the authority to develop and negotiate the partnership.

- **Create a vision**
  Every successful project starts with a vision. Without a vision, a project is likely to fail. You need to have a vision that is the projected goal you would like to achieve. This will also serve as the benchmark to ensure the goal is realized. Once created, the vision should be shared with all stakeholders, including potential partners, and they should be given the opportunity to help craft the vision by providing input and lending their support.

- **Understand your partners**
  Spend time and energy analyzing prospective partners in order to understand and appreciate their own vision, mission, goals and expectations, as well as their strengths and weaknesses. You need to understand your partner's overall needs and motivation in order to develop complementary outcomes. You want a partner who shares your aspirations.

- **Be clear on the risks and rewards**
  The key to a successful partnership is that each partner understands and appreciates the nature and scope of the other partner's potential risks and rewards, as well as its own, so that mutual success is achieved. On the reward side, there are strong, compelling reasons for both public and private partners to take the necessary risks and to persevere in building partnerships. For the training institution, it is the availability of funds, infrastructure, materials and equipment, while for the private partner it is profitability and sales.

- **Establish a clear and rational decision-making process**
  You need to discuss and agree on the process to follow and the rules of engagement with your partners right at the outset. This helps to ensure that partnerships establish effective policies and implement them efficiently and collaboratively. A clear decision-making process also increases transparency and facilitates the sharing of information about the project. Therefore, you need to create a road map spelling out a plan of action that will be maintained throughout the process. The schedule should also include strategic points of evaluation so that partners can check that they are on track with progress.

- **Clearly define roles and expectations from all partners**
  You should consider having each partner's roles and responsibilities written down to create a non-binding scope of work. This will ensure that there is a clear understanding between partners and that a system of accountability is in place. Again, all partners should play their part at all times for a public-private partnership to be successful. The partners need to understand that they will have to invest time, energy and resources in all phases of the relationship. In other words, you should not drop out of the process, but stay invested.

- **Have a consistent and coordinated leadership**
  Any public-private partnership deal needs a champion, whether the partnership is with an individual, a small group or a large organization. There is a need for someone to define clear goals; to build broad consensus and to bring the right people to the table; to coordinate the process; and to motivate others to support it and implement it. Each partner will need to determine who from its side will manage the work and also have the authority to make decisions.

- **Communicate often**
  Regular communication throughout the partnership is important. It assists in the recognition of joint interests and ensures a more efficient decision-making and implementation process. Communication will need to take place not only within the partnership (internal communication) but also outside it to ensure widespread acceptance of the partnership's goals. The partnership should develop a clear and concise message that can be communicated in a consistent and cohesive voice. There should be a designated person to speak on behalf of the partnership.

- **Negotiate for a fair deal**
  Fairness here means that you have to ensure parties are reasonably satisfied with the terms under which the partnership is to be administered.

- **Build and maintain trust**
  Trust is built by acting honestly and in good faith and by working on the assumption that all partners are doing the same. Develop reasonable performance schedules for deliverables and ensure consistency in the implementation of the agreed activities.

- **Be realistic**
  Being realistic helps to build trust and prevents disappointment. Take small steps to help reduce the risk of investing large amounts of time and energy in partnerships that stall. Some big issues may need attention, but starting with smaller, more manageable helps to achieve early successes that builds confidence in the future of the partnership.

- **Be flexible**
  Partnerships require partners to be adaptable to a range of situations.

- **Be accountable**
  Both partners have to adhere to the terms and conditions of the partnership and be accountable to each other.

- **Celebrate achievements**
  Publicize the partnership's results and let other stakeholders know about them. This helps to build other partnerships.

7.1.7.
Possible challenges for public–private partnerships

Although public-private partnerships are considered an important strategy for generating the resources required to support TEVET training, there are certain factors that pose a challenge to its implementation. You should therefore bear in mind the impact of these factors as you plan to initiate and engage with the private sector:

- Public-private partnerships require a certain level of business development skills on the part of the TEVET college. Over-reliance on private partners for every aspect of the agreement may represent a big risk for the institution.

- The length of time it takes to negotiate a partnership can serve as a source of frustration for business partners. In the business sector, time is money and there is no time to waste. Understanding such frustration will help to deal with it.

- Working within the public sector takes a long time and decisions and actions are sometimes slowed down by bureaucracy.

- Private sector participation typically introduces new governance, which can awake the interest of unions or specific groups and can rapidly become politicized.

- The absence of government guidelines and procedures on establishing public-private partnerships can be a problem.

7.2.
PRODUCTION UNITS AND OTHER INCOME-GENERATING ACTIVITIES

Income-generating activities are money-making entrepreneurial activities carried out by TEVET training institutions. Their primary purpose is to generate revenue and contribute to the financial sustainability of the institution. However, such activities have the added objective of improving the relevance of TEVET by exposing trainees and their instructors to the real world of work. They can also be used as a cost-recovery mechanism, or to improve the utilization of the institution's capacity. Due to often inadequacy of public funding for TEVET, income-generating activities are common in TEVET training institutions around the world.

7.2.1.
Common approaches to developing income-generating activities

Table 4 shows three basic approaches to the use of income-generating activities as a strategy for raising funds internally.

TABLE 4: Income–generating activity strategies	
1. Sell the goods and services produced by trainees as a by–product of their training in the college	• This is achieved by creating production units in the training centre from where goods and services produced by the students are sold to the community. For example, a trade area that has high business potential can be identified and provided with equipment, seed money and technical advice to produce and sell. This is the most popular and common income-generating activity strategy. • Best practice can be seen in Paraguay under the Fundación Paraguaya's Self-Sufficient School Model. Here, students gain knowledge and skills, develop an entrepreneurial attitude, and apply what they learn in a real-life context. The income generated from their practice goes towards the operating cost of the school, helping the institution become self-sustaining.
2. Undertake jobs outside the college using staff and students' skills, as well as the college's tools and equipment	• Institutions could, for instance, engage in house repairs, roofing, wiring of homes, or event decoration. • An example of this approach can be found in the Democratic Republic of Congo by Centre d'Apprentissage Professionnel Artisanal (CAPA), a private vocational and skill training centre. As an income-generating strategy, CAPA obtained a construction contract from Doctors Without Borders in 2013. This contract was then used to train young people to become masons by learning on the job at the construction site.

3. Identify and bring businesses in the college to use the college's facilities, tools and equipment, for a fee payable to the institution	• As well as paying fees, these businesses also hire, train and supervise trainees. • An example of this approach is the Young Africa project in Mozambique. Under this initiative, local entrepreneurs practise their profession at youth training centres that were initially established with donor funding. At the same time, they supervise and train young people, who in turn pay a small commitment fee. The local entrepreneurs rent the workshop space, land, classrooms, tools, equipment and services such as receptionist and janitors. Through such activities, the Young Africa centres are able to generate enough income to cover all of their operating costs.

7.2.2.
Benefits of income-generating activities

When implemented properly, income-generating activities can bring many benefits to training providers, including the following:

• **Help the institution develop stronger relationships with the community and with companies and organizations within the community.** For example, if your institution undertakes a job to build a hall for the church or mosque in your community, your interaction during the contract period can strengthen the relationship between your institution and that church or mosque.

• **Help the institutions understand the labour market needs of the community in which they operate.**

• **Provide opportunities for trainees to gain real-life experience.** When the trainees are put to work on the production of goods and services, they get to experience the processes involved in producing these in real-world situations, which benefits their learning.

• **Help training institutions to rationalize and optimize the use of their resources.** Rather than producing goods and services and simply destroying them, institutions can use their limited resources efficiently and productively by ensuring that they receive some money from the sale of the goods or services produced. For example, trainees in a textiles and design department might learn how to make stiches, seams and edge finishes and file their work in a sample book. However, to turn this practice into an income-generating activity, trainees could be asked to combine the skills learned to produce articles such as shirts, skirts, dresses and cot sheets, and to sell them.

• **Help trainees to make supplementary income to finance their training.** For example, if trainees are hired by an entrepreneur who is using the

premises of a training provider, the trainees could be paid. Another example is selling trainees' products through the production units where they are given a percentage of the proceeds. Trainees can use such money to buy tools or consumables for their training.

• **Serve as a means of creating awareness of the value of TEVET.** One of the major challenges TEVET faces is its negative public image. When trainees perform a job task (and perform it well) within the community and in private companies or businesses, this might help the public to recognize the value of TEVET.

GOOD PRACTICE

TKNIKA in the Basque country (Spain) is a vocational education and training institution that runs a programme called 'Ikasenpresa', in which students create their own companies and run them as part of the school curriculum. This fosters entrepreneurial skills and gives students a first impression of how to adapt their business skills to the market. This could be used as an example to generate interest in business ideas and could be integrated into the college's income-generating activity strategy. Products can be adapted to local conditions and the income could be reinvested in the college, always maintaining a fair share between the students, the teachers and the college.

Learn more:
https://www.tknika.eus/en/cont/proyectos/entrepreneurial-culture-ikasenpresa-programme/

7.2.3.
Planning and designing an income-generating activity

One major challenge associated with income-generating activities is ensuring that they are economically viable. Without this, the whole strategy and the sustainability of the institution, including its training delivery, will be at risk. It is therefore very important to identify projects with high economic potential. The following steps could be followed for the preliminary screening of income project ideas:

- Clarify the primary goal of the activity. If the primary goal is to raise funds to support training activities, and not to create awareness about the value of TEVET, this should be made clear. Make a note of any additional goal that is supposed to be met.

- Identify all the production activities that could be undertaken in order to achieve the identified goal.

- For each production activity, outline the inputs (resources) that will be needed to carry it out. Compare the resource capacity of the institution to requirements for carrying out the activities. Activities that enable you to utilize resources that are already available (such as existing skills, machinery or land) should be given higher priority.

- Compare the activities listed with the needs of the community in which you operate. The activity that will meet the immediate needs of the community is the one that is likely to be the most profitable, as there will be a ready market for the goods and services produced.

- Consider the organizational and institutional capacity to initiate, carry out and maintain the project as an income-generating activity.

- Select the activity that both meets the needs of the community, and can be provided by the institution, considering its capacity for more detailed planning.

Examples of income-generating activity ideas that could be considered include:

- **Production units**
  Examples include auto-repairs, carpentry, fashion and design, and food production.

- **Fish farming to produce fish**
  If your college is near a river or lake, this could be a viable option.

- **Vegetable farming**
  There is plenty of arable land and there is a ready market for the products.

- **Building-material production**
  Bricks and soil-stabilizing blocks could be produced for construction sites in the country.

- **Apiary to produce honey**
  Apiary – Honey can be produced for selling at the local as well as the international market.

- **Hiring out college facilities**
  This could be for camping, concerts or weddings, as training venues or for other events.

- **Hiring out tools, equipment and laboratories**
  These could be hired to both private organizations and individuals.

7.2.4.
Factors influencing the success of income-generating activities

Experiences from other countries have shown that income-generating activities work best under the following conditions:

- **When projects are based on an in-depth analysis of local demand for the product and/or services.** There is a need to find out who the potential customer will be, what type of product or service they want, and how they would want it presented. By matching each business idea to the possible needs of people in the community, the ones with the greatest potential can be identified.

- **When the project is based on existing resources, skills and experiences of personnel available.** It is useful to consider what is abundantly available and to make full use of it. This is a way of maximizing the use of your resources and keeping production costs low. For example, if there is a good clay soil that can be used for making bricks in your area, such projects should be considered.

- **When you minimize competition with other potentially more lucrative economic activities.** Evaluate your competition and try to create unique products and services in order to maximize your advantage.

- **When you recognize that different groups in the local community have different cultural norms and take advantage of it in your income-generating activities.**

- **When you are creative in finding new ideas for possible income-generating activities specific to your environment and institutional capacity**, while still following the guidelines in this manual with regard to realistic planning and respecting the possible limitations of the institutional context.

7.2.5.
Factors that hinder the success of income-generating activities

Although income-generating activities offer clear advantages, it is also important to note that there are certain situations that could limit their development in training institutions:

- **Limited horizon**
  The biggest challenge is the limited knowledge and skills to run successful businesses, that school administrators and instructors may have. To avoid such a situation, training providers could hire the services of a manager with business abilities to manage the affairs of the production unit. Alternatively, appropriate capacity-building can be organized for school managers, accountants, instructors and members of the councils who make decisions concerning income-generating activities.

- **Clarity of expectations**
  A common problem occurs when production unit staff are treated like other full-time staff and are paid a regular salary each month, regardless of the profit generated by the production unit. The production unit could make zero profit in a month and staff would still be receiving salaries. Production units need to be run on a for-profit basis, with those working in them incentivized to produce more, seek more contracts or be more efficient in their operations. The more the production unit profits, the higher the staff's income should be. A percentage of the profits from the production unit usually goes to the staff or students involved, with a percentage for the college and a percentage to be reinvested in expanding the production unit.

- **Obsolescence**
  Tools and equipment available at the training centres are often more outdated than the equipment used by modern companies, meaning that the trainees cannot develop modern skills and learn new techniques. In such situations, it is difficult to be competitive in the market as the quality of the goods produced may be lower than the quality of goods produced by competitors from industry. To narrow this gap, partnerships

can be formed with industry stakeholders to offer training to trainees and trainers when new technologies are introduced.

- **Unarticulated supply or unknown demand**
  Companies and organizations who could actually pay for services from training institutions do not request them. This can be addressed if training providers develop a business plan and a strategic plan to reach out to the private sector to solicit contracts.

- **Role of institutions in local development**
  The local economy can be so small that the demand for products and services is very low, thus limiting the prospects for income-generation. This calls for a concerted effort with other stakeholders to support the economic development of the area.

- **Partnerships**
  Public procurement is not always open to training institutions, and training centres are sometimes not allowed to sell the goods they produce. It is necessary to collaborate with key stakeholders such as the ministry and its agencies to develop a new framework for training providers so that they can take advantage of the opportunities presented by income-generating activities.

- **Misaligned goals**
  The income-generating agenda can become so developed that training centres lose sight of their primary goal and mandate of training, and instead focus all their resources towards the business. They divert all resources and attention towards the commercial purpose, which results in students only receiving training that is linked to production. This scenario can be avoided by trying to allocate specific time and resources for each of the activities, dedicating staff members to production or training and giving them specific targets.

- **Limited capital**
  It might be difficult to obtain sufficient start-up capital for production units.

- **Lack of dedicated staff to undertake production activities**
  As noted above, trainers and trainees involved in the production activity should be paid a percentage of the profit of the production unit as a way of motivating them.

7.3.
WRITING A PROJECT PROPOSAL FOR FUNDING

Most TEVET institutions in Malawi do not have a good track record of developing proposals for funding from

international trusts, foundations and other donors. Most do not appear to have a fundraising strategy. Rather, technical and community technical colleges are mostly able to generate funds through running their parallel programmes.

Writing successful funding proposals is a real skill, but one that can be learned. This section outlines some of the key principles for writing successful funding proposals to support projects and activities at your college.

7.3.1.
What to consider when looking for potential funders

- **Check your organization's eligibility to apply**
  Most trusts, non-governmental organizations, foundations, embassy grant schemes and other donors will have some kind of eligibility criteria (e.g. they only make grants to registered charities, registered non-governmental organizations or other registered organizations). Other potential funders, for example private local or multinational companies, may not have specific eligibility criteria. In the case of private companies, the main (often unstated) criteria is the distance from their company office/factory to your college, or the extent to which their company is in the same sector as courses offered by your college (e.g. your college is more likely to receive support from a private construction company for a building/construction course than for a fashion course).

- **Check that your proposal fits with the funding entity's goals and areas of interest**
  These are sometimes clearly stated (e.g. 'education', 'Malawi'), though not always.

- **Check any annual application deadlines**
  Some funding organizations have specific deadlines by which they need to have received applications for funding, while other organizations are happy to receive applications on a rolling basis throughout the year.

- **Check any grant ceilings**
  Many funding organizations have maximum grant amounts that they can give out to any one party. There is no point in applying for funding above this figure, unless you have made prior contact with that funding organization and they have

given you verbal approval that it is acceptable for you to submit an application for a higher amount. This sometimes happens when funding organizations are at the end of their financial year and they find themselves with more unallocated funds than they had expected.

- **Check that your proposal logically addresses the problem you describe**
  For example, if you state that your main problem is your college's intermittent power supply, and your proposal is for carpentry machines that require a reliable electricity supply, the funder will see immediately that something is amiss.

- **Show your capabilities to solve the problem**
  Your proposal needs to convince the potential funder that your college has the ability and experience to implement the proposed project, and to report on the grant expenditure should your proposal be selected.

> **Remember:**
>
> *If the funder has a formal application form or process, make sure you include all the information that they are asking for.*

BOX 4: Example of a project title, objective and description

Project title:

Mponela Technical College Auto-Repairs Production Unit

Objective:

To establish an auto-repairs workshop at Mponela Technical College, to be run as a college-owned social business providing both training opportunities and revenue to the college.

Short description:

There is a lack of quality auto-repairs workshops in the Mponela area. Meanwhile, Mponela Technical College has faculty and students working in this service area. The college proposes to establish an auto-repairs workshop which will be run as a social business on a for-profit basis. A percentage of the profit generated will be reinvested in the production unit, while another percentage will act as a revenue stream for the college. The production unit will provide a 'live' training ground for technical college students taking auto-mechanics.

7.3.2.
Overview of what to include in a typical funding proposal

Most funding application forms ask similar questions, though are worded slightly differently. The following should be taken as a guide when completing formal application forms, but can also be used as a template when funding organizations do not have pre-set application forms.

- **Cover page**
  Project title, organization's name, date of the proposal and contact details (name of contact person, email, phone number, postal and physical address).

- **Project title**
  Name of your project.

- **Objective of the project**
  A short sentence on what you hope the project will achieve.

- **Short description of the project**
  Two to four sentences elaborating on the project, why it is needed and what benefits it will bring. Be careful when writing this as many potential funders will only read this far and will either reject your proposal (if it is not convincing) or continue reading it.

- **Organization overview**
  The prospective funder needs to know details of the organization that they are dealing with in terms of the following: legal status, location, mission, vision and values, size (number of staff, students, courses), board of governors/trustees, principal's name and contact details.

- **Problem statement**
  What problem are you trying to address? You need to provide a clear explanation of the problem or need. For example, the problem you are trying to address might be:
  - Lack of student hostel space: for example, most of your prospective students come from outside the immediate locality, and without hostel space you cannot expand your student numbers
  - Lack of reliable electricity: for example, this makes it difficult to run your production unit, or to provide practical lessons to students
  - Lack of overall recurrent funding for the college: for example, there is a shortage of working capital in the college and you need to introduce new sources of income to help sustain the college financially

- **Components of the proposed project**
  How do you suggest that your proposed project will address the problem(s) outlined in the problem statement? Explain clearly how your proposed project is expected to address the problem(s) you have identified.

- **Expected impact(s)**
  What are you hoping to achieve? Who are you expecting to benefit? For example, if your proposal is to construct a girls' hostel, you might indicate that it is expected to house forty students. This might, in turn, increase the student population and lead to an overall increase in the college's income, with forty more students paying fees. It will also have a social impact, enabling young persons who are geographically remote and who would otherwise not have the option, to have access to vocational training.

- **Time frame**
  Within what time frame are you planning to undertake the proposed project?

- **Budget**
  What is the total project cost? What can you contribute? How much are you asking for? A typical budget is presented on one or two A4-sized pages and details all the products and services to be purchased. Include the total project cost and the amount your college (or another funder) is able to contribute, and be clear about the amount you are requesting from the funder. It is important to be very clear what you can 'bring to the table'. Can your college contribute five per cent, ten per cent or twenty per cent of the total cost in allocated funds? Can your college contribute labour-time of students and faculty to work on the project? Has the community chief offered to provide financial or in-kind support (e.g. labour by community members)? Has a local private company offered support?

- **Budget summary**
  You should provide it for large projects. A shortened budget of no more than a quarter of page should suffice.

- **Management and reporting arrangements**
  Who is going to manage the grant received? What experience do they have with previous projects? How will you report on the grant received? Grant makers will need to feel comfortable with the way your college plans to manage any funds received. Make it clear if your college has had any prior experience managing funding from external parties (non-ministry funding). Be clear about how you propose to report back to the funder on

their grant (e.g. a report with photographs). Some funders will have specific reporting requirements, while others will be happy with a one-page report and some photographs. But all funders will welcome such a report (even if they have not asked for it), and it may encourage them to provide funds again in future.

7.3.3.
Attachments to your main proposal

The following documents/information can often serve to improve your chances of obtaining funding:

- **Application cover letter** dated and signed by two persons responsible for the project. The cover letter can also refer to the project title, its objective and the summary description.

- **Letters of support**. These can be, for example, from the community/village chief, the chair of the college board, the district commissioner or the Department of Vocational Education and Training (MoLYSMD). Depending on who the letter is from, it can either state that a person/organization recommends the college's proposal, or it could be more specific and say that they will be able to support with a certain amount in cash or in-kind contributions.

Sometimes it is necessary to include other documents/information, such as:

- Two independent quotations for material and services
- Proof of ownership of the land for building activities of any kind
- Copies of registration documents
- Copies of audited accounts

7.3.4.
Possible sources of funds

In Malawi

- Local foundations, trusts, charities or wealthy individuals
- Local private companies and firms
- Multinational companies with offices/factories in Malawi
- Local government
- Local member of parliament
- Foreign embassies based in Malawi; some may run small grant schemes to which you can apply

Internationally

- International foundations, trusts and charities (see Box 5 for examples)

BOX 5: Examples of private trusts that make small grants for education in Malawi

The Beit Trust
www.beittrust.org.uk

The David and Elaine Potter Foundation
www.potterfoundation.com

**The Friends of Malawi Association
(Grant size: up to £1,000)**
www.foma.org.uk

The Jephcott Charitable Trust
www.jephcottcharitabletrust.org.uk

8

Improving and managing the quality of TEVET provision

SECTION CONTENTS

- Demand for quality
- Understanding quality
- Developing a quality culture
- Internal quality management system prerequisites

INSTITUTION LEADER SUMMARY

Malawi's TEVET system is currently highly centralized, with little autonomy in the government-associated technical training institutions. At the same time, the private sector notes that TEVET graduates are not attractive to industry. However, in a move to make TEVET more demand-driven (and efficient), there are policy intentions in 2018/19 to start a process that grants more autonomy to the public TEVET institutions.

This means that the responsibility for managing and improving quality will rest increasingly on employees and stakeholder committees at institutional level. Hence, it is vital that colleges have a formalized quality management system in place to assure the quality of their course offerings. Such a system will also give assurance to the TEVET Authority and the public that the college manages the quality of its training provision.

8.1.
THE DEMAND FOR QUALITY

Technical colleges are under enormous pressure from their stakeholders (students, parents, employers and the government) to produce quality graduates who make a positive contribution to the economy and well-being of society. Graduates expect that their studies will lead to employment or self-employment; parents expect their children to be responsible citizens; employers expect skilled workers to function productively in the workplace; and the government expects TEVET to improve industry competitiveness, economic growth, entrepreneurship and social development.

To achieve these outcomes, quality needs to be translated into measurable units in the operation of an institution. The link between quality and aspects such as responsibility, external funds, trust, and the attractiveness of TEVET among graduates and stakeholders is often not understood as consequential, and these aspects are therefore not recognized as prerequisites for achieving overall institutional performance.

Technical colleges in Malawi should make quality in all its forms their number one priority. This requires all employees and stakeholders of technical colleges to consider a number of questions: What is a quality technical college? What is a quality technical college graduate? How does a technical college produce quality outputs in all its activities? How are technical colleges quality assessed and monitored? What quality management systems should be established to assure quality? How should quality improvement take place?

Creating a quality technical college is no simple task. It requires commitment, hard work and an unrelenting ambition from every employee of the institution, its stakeholders, and public officials managing the TEVET system in Malawi, to make quality provision the foremost priority.

8.2.
UNDERSTANDING QUALITY

Before dealing with quality management, we need to understand the definition of 'quality' in an education and training context. Broadly, the term is defined in three ways. These definitions complement each other and express different dimensions of quality.

- **Quality can be defined as excellence**
  In this definition, quality is determined by comparing or benchmarking educational institutions and their facilities, courses, staff, assessments and student performance, to one another. Those that fare best (score highly on an educational factor) are judged by stakeholders and students as excellent and are therefore considered to be of quality.

- **Quality means fit for purpose**
  This definition measures educational factors such as courses, staff, assessments or student performance against a pre-determined standard set by the education authorities. For example, by measuring against clearly defined TEVET standards, quality as fit for purpose is focused on outputs and outcomes (see Section 9).

- **Quality is value for the investment**
  This definition treats the quality of education and training as a form of investment in which returns in terms of benefits or value for money should be assessed. Although stakeholders may not be able to determine investment returns empirically, their views on the value of education and training are an important element in assessing quality.

A quality management system for a technical college is a way to ensure that quality standards are established and conformed to, and that they outlive individual staff members at a college (who will change over time). Quality TEVET is manifested in the services offered by technical colleges to students, graduates and employers. Quality is a result of the system (policy, processes, procedures, plans, actions) that produced it, as well as the building blocks of that system. Quality assurance in TEVET is not a matter of simply fulfilling performance targets. A quality management system helps to institutionalize and operationalize quality in technical colleges, providing the best basis for continuous improvement.

8.3.
BENEFITS OF QUALITY

Quality TEVET provision requires meticulous preparation, commitment, leadership and cooperation between education managers, teachers, students, employers, TEVET support agencies and public officials. It also needs investment in effective teaching, equipment, curricula and responsiveness to labour market demand. However, the benefits (see Table 5) far outweigh the effort and investment required.

8.4.
DEVELOPING A QUALITY CULTURE

A quality culture is a set of group values that guide how improvements are made to everyday working practices. It is a set of taken-for-granted practices that capture the values of the group or organization. Four critical success factors are needed to create and sustain a quality culture, and these apply equally to TEVET colleges (see Figure 11).

TABLE 5: Benefits of quality TEVET

Trainees and graduates	Employers	TVET institutions	Community and country
• Student-centred training • Good career guidance and counselling • Better chances for employment and further studies • Certificate has industry currency • Student expectations are met • Value for investment • Earning power • Opportunities for career development • Productive workers who meet employer expectations	• Confidence in the quality of TEVET and the validity of professional certificates • More hiring of graduates • Alignment between the world of training and the world of work • Better cooperation between employers and TEVET colleges for dual TEVET provision • Productive employees • Employers become competitive	• TEVET college acquires a good reputation • TEVET college thrives • Recognition of certificates • Confidence in course offerings • Credibility of staff is improved • Development of a culture of continuous improvement • Greater autonomy through self-evaluation processes • TEVET college becomes the benchmark for excellence	• Greater employment and self-employment • Skilled national workforce • Industry competitiveness • Economic growth • Return on public investment • Attract foreign direct investment • Culture of artisanship • Build sustainable livelihoods • TEVET attractiveness • Diversify economy • Support national development priorities

Source: Cedefop (2015)

FIGURE 11: Critical success factors for a quality culture

Leadership plays a crucial role in establishing and sustaining a quality culture. Leaders should be committed to quality. They need to craft and communicate the quality strategy of the college. Leaders in the TEVET college are not only the principal and the department heads, but also the board of the college.

Empowerment is sharing power with staff. A shifting of responsibility and authority to employees empowers them to make decisions regarding quality issues within the college's value system. Staff should be supported, enabled and empowered to make decisions to continually improve quality.

Motivation is directly related to creating a quality culture. Staff should be extrinsically and intrinsically motivated. Extrinsic motivation can be achieved through rewards and recognition. Intrinsic motivation is driven by self-interest, enjoyment, passion and a calling. Staff should be motivated to improve quality in their areas of work.
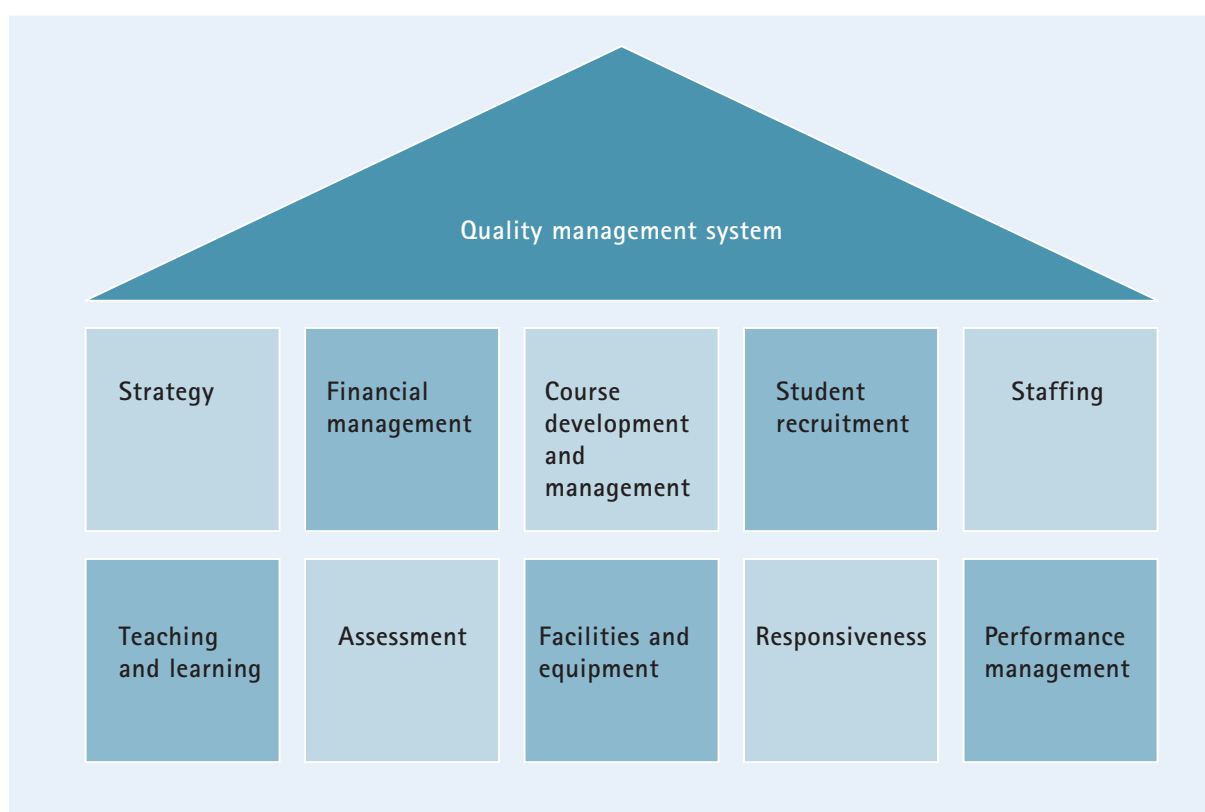
Work environment plays a significant role in creating a quality culture. A work environment that is collegial, open, trustworthy and respectful, and that fosters personal development promotes a quality culture. A college with a positive work environment is a productive organization. Quality thrives in a constructive work setting.

Source: Ministry of Education Lao PDR (2014)

8.5.
INTERNAL PREREQUISITES OF A QUALITY MANAGEMENT SYSTEM

In this section we present the core elements of a TEVET college's internal quality management system. These elements are also used as criteria for the accreditation of colleges and courses. A typical quality management system of a TEVET college contains several elements or criteria, as shown in Figure 12.

FIGURE 12: Quality management system

Quality management system

Strategy	Financial management	Course development and management	Student recruitment	Staffing
Teaching and learning	Assessment	Facilities and equipment	Responsiveness	Performance management

The elements of the quality management system can be described as follows:

Strategy	The strategic plan of the college
Financial management	The financial control and budgeting system
Course development and management	The design, development and management of the curriculum
Student recruitment	How students are selected
Staffing	Support and academic staff
Teaching and learning	Instruction and training
Assessment	Determining competencies
Facilities and equipment	Physical facilities and machinery
Responsiveness	Relevant education and training
Performance management	Measuring performance

9

Results, monitoring and evaluation

INSTITUTION LEADER SUMMARY

In Section 6, the value that a strategic institutional plan brings to a college was highlighted. One of the strategic questions to be answered was: what exactly are you aiming to accomplish as a college? In other words, what are your college's goals and targets? Once you have established these, college managers need a clear way of knowing whether the college is getting there (i.e. the extent of progress towards college goals and targets).

Taking a results-focused approach helps college managers to elaborate clearly defined (desired) outcomes or impacts; work backwards to determine what outputs will result in the desired outcomes, what activities need to take place to produce the desired outputs, and what inputs are needed to produce the desired activities; and have a clearly defined way of measuring and monitoring all this so that they can see the extent of their progress towards the college's goals and targets.

9.1.
WHAT ARE RESULTS IN TEVET?

Results are changes to a certain condition due to the occurrence of an intervention (or the lack of it) (Meyer and Thomas, 2012).

All students enrol in a technical college for a reason. In many cases, this is because they believe that undertaking training in a particular course will give them the required skills to find work (employed or self-employed) or to access further education and training. Each student has a set of assumptions.

For example, students enrol in a technical college on the assumption that there are resources available in the college in terms of qualified staff, equipment and learning materials (the inputs), that the training will be relevant and of good quality (the activity or intervention), that they will complete the course (the output), achieving a recognized learning qualification (the outcome), and that they will then be able to use this to find employment, enter self-employment and earn an income, or else access further education and training (the impact).

This sequence of results is referred to as a results chain (see Figure 13), and is underpinned by a set of assumptions that link each part of the chain together.

A results chain will map the following elements:

- **Inputs**
  Resources at the disposal of the college, including staff, equipment, learning materials and budget.

- **Activities**
  Actions that are undertaken, or work performed, to convert inputs into outputs. In the case of a technical college, the key activity is the teaching and learning of the students.

- **Outputs**
  Results from (an output of) the activity (training). In the case of a technical college, the outputs of a training activity are trained students.

- **Outcomes**
  The results that are likely to be achieved by the beneficiaries following the outputs. In the case of a technical college, where the outputs are trained students, the outcomes are students who have demonstrated their understanding and acquired certification.

- **Impacts**
  The ultimate goals. In the case of a technical college, this may be graduates having access to further education or training.

FIGURE 13: Results chain
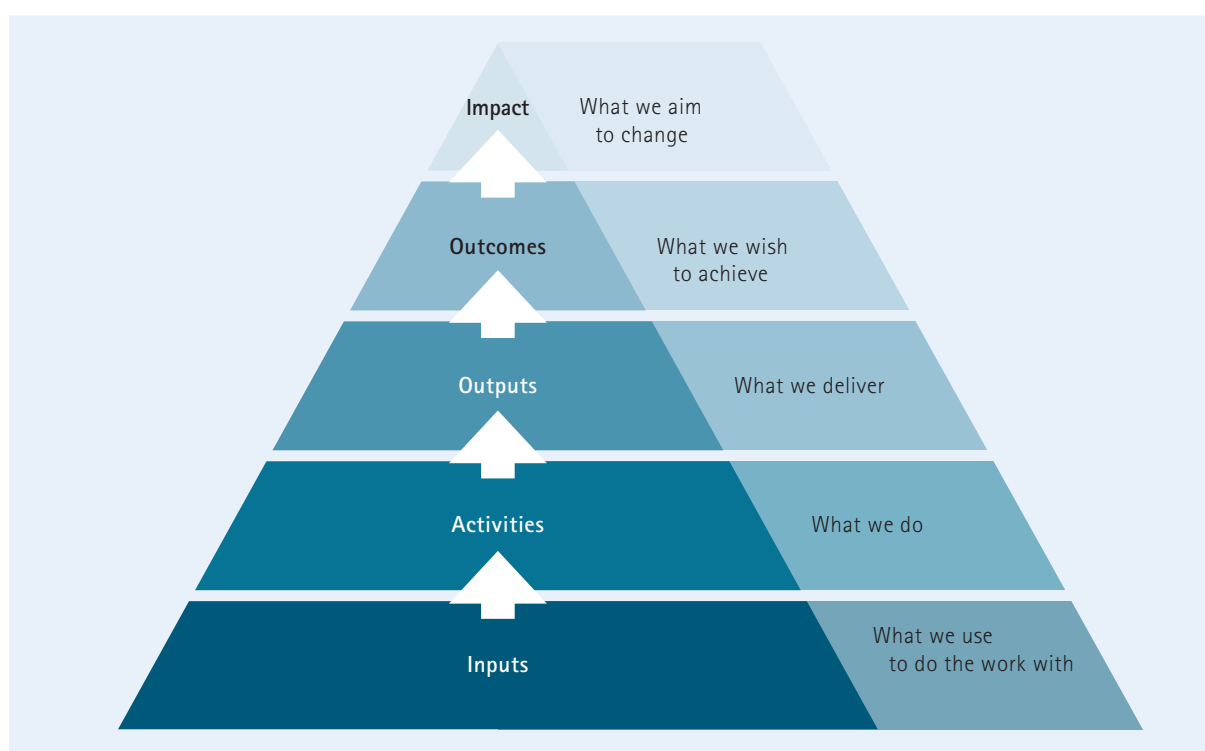
Source: Adapted from National Treasury South Africa (2011)

9.2.
THE IMPORTANCE OF MEASURING RESULTS

Results-based management for a technical college is concerned with whether the college is meeting its aims and objectives, and which courses and projects are working (i.e. which courses are achieving high completion rates, which courses have the highest proportion of students who find work, etc.). Results-based management is key to effective performance management, including planning, budgeting, implementation, monitoring and reporting.

Results-based management facilitates effective accountability, enabling education officials, legislators, the public and other interested parties to track progress, identify the scope for improvement, and better understand the issues at your college.

To ensure that TEVET delivery is effective and efficient, your college should formulate an institutional development plan (see Section 6), allocate resources to implement the plan, and monitor and report the results. Monitoring results is essential for focusing the attention of your board and the ministry on whether your technical college is delivering value for money, by comparing your college's performance against its budget and annual or institutional development plan, and for drawing attention of senior management (including the board and management in the ministry) to areas where corrective action is required.

9.3.
WHAT IS RESULTS-BASED MANAGEMENT?

'Results-based management is a management strategy which reflects the way an organization applies processes and resources to undertake development interventions to achieve desired results (outputs, outcomes, impacts)' (UNESCO, 2007). Results-based management for TEVET colleges implies that all stakeholders that contribute directly or indirectly to achieving a set of results for the college ensure that the college policies, plans, processes and offerings add to the achievement of the desired results. Results-based management rests on clearly defined accountability for results and requires monitoring and evaluation of progress towards results, including reporting on performance (GIZ, 2014).

Results-based management is based on four main pillars (UNDP, 2007):

- The definition of strategic goals that provide a focus for action.
- The specification of expected results that contribute to these goals and align courses, processes and resources behind them.
- The monitoring and evaluation of performance, integrating lessons learned into future planning.
- Accountability based on continuous feedback to improve performance.

BOX 6: Common challenges in implementing RBM in school setting – Zimbabwe experience

Organizational

- Creating the right school climate
- Setting realistic expectations
- Getting results-based management accepted and used
- Setting school outcome expectations
- Selecting relevant performance information for decision-making
- Realistic view of accountability

Technical

- Measuring outcomes
- Attributing outcomes to action
- Linking budgetary and school performance information
- Poor quality of data and information
- Lack of training and support
- Lack of resources

Behavioral

- Motivation
- Attitude (to use information for improvement)
- Values

Source: University of South Africa (2015)

9.4.
UNDERSTANDING INDICATORS

Indicators that are used to observe and measure performance are key instruments for guiding and improving the quality of training at a technical college.

The data and information generated can give college managers an indication of where intervention or corrective action is necessary.

Organizations such as technical colleges generally start out by developing input indicators, as they are the easiest to measure, but as the systems become more complex, there is an increasing need to include output and outcome indicators.

Technical colleges tend to be driven primarily by input factors (budgets, enrolments and resources), while little emphasis has been given to outputs and outcomes. The shift towards considering outcomes provides the opportunity to reorient technical colleges towards improved performance.

Results at all points of the results chain can be measured by using appropriate indicators (see examples in Table 6).

- **Input indicators**
  Information on 'what goes in' in order to make the activity (the training) possible, including students and the resources mobilized to support the delivery of the activity.

- **Activity/process indicators**
  Measuring the performance of key processes or activities in the college, the main one being the teaching and learning of vocational trades.

- **Output indicators**
  The direct result of the activities conducted (e.g. students trained).

- **Outcome indicators**
  For example, the proportion of students achieving a certain grade in their summative assessment at the end of their course.

- **Impact indicators**
  For example, the employment rate (by course).

> **Definition:**
>
> *An indicator is a quantitative or qualitative factor or variable that provides simple and reliable means to measure achievement and to reflect the changes connected to an intervention. For example, the enrolment rate is an indicator of the proportion of young people in college.*
>
> Source: OECD (2014)

TABLE 6: Some examples of key indicators a technical college might use and how to calculate them

INDICATOR	DESCRIPTION AND HOW TO CALCULATE IT
INPUT INDICATORS	
Number of staff, by course/department	Total number of staff available to support a particular course or department.
Number of students, by course/department	Total number of students enrolled in a particular course or in a department.
Male/female enrolment rate	Share of male/female students accessing a course as a percentage of all college students starting that course. For example, a college has 1000 students in total and 400 are female. Therefore 40% of students are female (400 divided by 1000, multiplied by 100 to obtain a percentage).
Budget, by course/department	Total annual budget for a particular course or department.
Fee payment rate	Share of students in an institution who have fully paid their fees on time as a percentage of all students. For example, 40 students out of 80 students have paid their fees on time, therefore the fee payment rate is 50% (40 divided by 80, multiplied by 100 to obtain a percentage).
Textbook/student ratio	Number of textbooks available, on average, for each student. For example, a department has 50 textbooks and 100 students, so the textbook/student ratio is 1:2 (1 textbook per 2 students). This is calculated by dividing the number of students (100) by the number of textbooks (50).

INDICATOR	DESCRIPTION AND HOW TO CALCULATE IT
PROCESS/ACTIVITY INDICATORS	
Student/teacher ratio	Number of students enrolled in a course divided by the number of staff for that course. For example, with 100 students and 4 staff, the student/teacher ratio is 25:1.
Attendance rate	Share of time that college students attend their course as a percentage of the time that they are required to attend the course. For example, a student attends class for 40 days of a 60-day course, so their attendance rate is 67% (40 divided by 60, multiplied by 100 to obtain a percentage).
Industrial attachment rate	Share of college students going on an industrial attachment (of a specified minimum duration) as a percentage of all college students on that course. For example, if 70 of the 75 students on a course go on industrial attachment, the attachment completion rate is 93% (70 divided by 75, multiplied by 100 to obtain a percentage).
OUTPUT INDICATOR	
Number of students completing a course	The total number students completing a particular course.
Course completion rate	Share of college students completing a course as a percentage of all college students starting that course. For example, 80 students started a course and 70 completed, so the completion rate is 88% (70 divided by 80, multiplied by 100 to obtain a percentage).
Course drop-out rate	Share of college students leaving a course early (dropping out) as a percentage of all college students starting that course. For example, 50 students started a course and 10 dropped out, so the drop-out rate is 20% (10 divided by 50, multiplied by 100 to obtain a percentage).
OUTCOME INDICATORS	
Certification rate (of a specified minimum standard)	Share of college students who have achieved a specific standard (as measured by their success in gaining a recognized certificate) as a percentage of all college students graduating. For example, 40 students completed a course and 30 achieved a specified minimum level, so the certification rate (of specified standards) is 75% (30 divided by 40, multiplied by 100 to obtain a percentage).
IMPACT INDICATORS	
Employment rate (by course)	Share of college graduates from that year (in a particular course) who are in employment or self-employment 6 months after graduating, as a percentage of all college graduates that year (on that course). For example, 40 students graduated from a course in 2018 and 6 months later all 40 graduates are telephoned to ask them what they are doing now; 25 said they are working (employed or self-employed), so the post-training employment rate (after 6 months) is 63% (25 divided by 40, multiplied by 100 to obtain a percentage).
Access to further education/training rate	Share of college graduates from that year (on a particular course) who are in further education/training 6 months after graduating as a percentage of all college graduates that year (on that course). For example, 40 students graduated from a course in 2018 and 6 months later all 40 graduates are asked what they are doing now; 5 said they are in further education and training, so the access to further education/training rate (after 6 months) is 13% (5 divided by 40, multiplied by 100 to obtain a percentage).

Source: the author

Selecting suitable performance indicators for your college can be a complex task. Six key steps, developed from DBSA (2011), can be followed to help develop these indicators:

- **Step 1: Decide on what you are aiming to achieve as a college**
  If one of your main college goals is to increase the proportion of females achieving a certain grade in a course, you will obviously want to have one or several indicators relating to tracking female students.

- **Step 2: Specify the inputs, activities and outputs**
  In order to achieve the college goal(s), you need to specify the inputs, activities and (expected) outputs in order to achieve your desired outcome (see also Section 6 on institutional planning). Indicators are needed at each of these stages so that you know whether or not the college is on track.

- **Step 3: Select the most important indicators**
  Avoid collecting a lot of data and then not using it. Think about what data will be most useful to the college and how you will use it. If you do not expect to use it, there is no need to collect it.

- **Step 4: Set SMART performance targets**
  Indicators by themselves are just ways of measuring. In your institutional development plans (see Section 6), the need to set SMART targets was discussed – these targets are specific, measurable, achievable, realistic and time-bound. SMART

targets are an expression of your goal; e.g. to get 95% of female college students completing their course by 2019.

- **Step 5: Determine the process and format for reporting performance**
  It is important to know who is going to review the data you collect and how the information is going to be presented to that body (for example, your board).

- **Step 6: Establish processes and mechanisms to facilitate corrective action**
  You need to consider what the process is for acting on the results of the data. For example, if the indicators you are tracking show that the college is falling behind in the progress required to achieve a particular goal by 2019, then who decides what action will be taken?

9.5.
A FRAMEWORK FOR RESULTS-BASED MANAGEMENT

Countries develop a TEVET results-based management or performance management framework based on their socio-economic priorities, their geography, the resources available and the human resource capacity of people in the system.

Table 7 shows a generic framework for results-based management. Stakeholders in Malawi will need to decide on the development of its framework for managing TEVET college results.

TABLE 7: Generic results-based management framework for TEVET

INPUT	PROCESS	OUTPUT
Access • Recruitment and selection • Course mix • Enrolment profile • Enrolment growth • Financial support	**Throughput** • Retention	**Completion** • Certification • Pass between grades • Graduation rates
Human resources • Staffing • Staff development • Performance appraisal	**Teaching and learning** • Assessment • Attendance • Classroom management	**Employability** • Access to workplace learning • Internships • Apprenticeships • Employment • Self-employment support
Management • Staff management • Budget allocation • Infrastructure and equipment	**Management** • Budget management • Information management and reporting • Resource utilization • Quality management	
Partnerships • Industry linkages	**Employability** • Effective access to workplaces during studies	

Source: DBSA (2011)

Table 7 can be explained as follows:

- **Access** refers to student access, financial assistance and courses available
- **Human resources** refers to staffing issues;
- **Management** refers to resources management – financial, physical and human
- **Partnerships** refers to industry linkages
- **Teaching and learning** refers to assessment and classroom management
- **Employability** refers to work exposure and graduate destinations
- **Throughput** refers to the students' progress through the education system/years

9.6.
RESULTS–BASED MANAGEMENT: CHALLENGES AND MITIGATION STRATEGIES

The 'M' in results-based management has often been overlooked. Without good management, it is unlikely that you will be able to achieve your results. If you want to achieve better results, you should be open to changing your strategies and activities in order to manage effectively. It also means using a team-based approach to ensure that all stakeholders agree with any proposed changes or actions. Basic results can be updated once a year with the agreement of all stakeholders. Ongoing management of a programme or project is essential.

An important element of results-based management is ensuring that development interventions lead to effective progress and a positive change in students' lives. This requires managers to manage better, ensuring that their resources are in line with the results and targets they hope to achieve. Results-based decision-making is a key dimension of results-based management that should not be overlooked. Identifying, developing and managing the capacities (people, systems, resources, structures, culture, leadership and relationships) are essential if managers are to plan for, deliver and assess results.

9.7.
MONITORING AND EVALUATION

Monitoring and evaluation has become increasingly important in public education with the government's drive to improve educational outcomes and the general efficiency of colleges. The terms 'monitoring' and 'evaluation' are often used interchangeably. However, they are two distinct, though complementary, processes.

Monitoring is the routine, systematic collection and analysis of information as a project or activity progresses.

- It describes where things are at a point in time in relation to indicators for inputs, activities

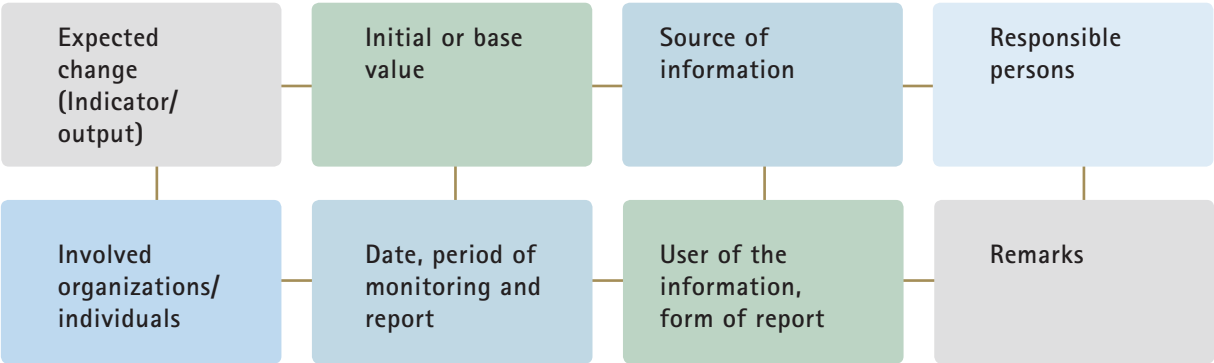| TABLE 8: Results–based management: challenges and mitigation approaches	
KEY CHALLENGES	**MITIGATION APPROACHES**
Defining realistic results	Results should be in proportion to your (financial, human and material) resources
Developing a results-based culture	Use results-based management at each stage of a programme and project cycle, rewarding results performance
Reporting on results or the effects of completed activities versus reporting on activities	Practise writing results-based reports, comparing them to your previous type of reporting
Ongoing support, training and technical assistance in resultsbased management	Establish results-based management focal points and coaches, and organize training workshops
Moving from outputs to outcomes	Underline the difference between outputs and outcomes, and reward performance that manages for outcomes
Ensuring a cause and effect relationship and coherence between programme and project outputs as well as college outcomes and the national goals	Be realistic with the definition of results so that outputs and outcomes can be realistically achieved

Source: GIZ (2014)

(processes), outputs, outcomes or impact. Tracking these indicators over time gives management early warning of any problems.

- It involves setting up systems to collect information relating to these indicators.

- It requires that the information collected is then used to inform day-to-day management.

Evaluation is a comparison of actual project outcomes with the agreed strategic plans (and the targets in these plans), and an assessment of why results were or were not achieved. Unlike monitoring, which is an ongoing process, evaluation is typically a one-off exercise to determine whether or not a plan is achieving the outcomes.

Figure 14 summarizes a monitoring and evaluation matrix.

FIGURE 14: Monitoring and evaluation matrix

Expected change (Indicator/output)	Initial or base value	Source of information	Responsible persons
Involved organizations/individuals	Date, period of monitoring and report	User of the information, form of report	Remarks

Source: Adapted from Kafakoma, Robert (2018)

10

Making TEVET equitable, inclusive and sustainable

INSTITUTION LEADER SUMMARY

After learning about the fundamental aspects of managing quality and demand-driven TEVET institutions, leaders and managers need to be acquainted with global concepts and understanding for making TEVET learning experience socially-relevant and environment-friendly.

The outcomes of managing institutional assets adequately and delivering quality-based results will not be complete if leaders have little or no understanding of some transformative actions that can impact the overall development of societies and the place they are in.

Making education and training approaches speak to the standards of social equity, gender equality and sustainability is often a neglected agenda once college managers are invested in the day-to-day realities of running an institution. However, of equal importance is how mindset and culture are shaped as young people embrace their role as economically-productive individuals ready for the world of work. The extent to which TEVET institutions give weight to the importance of developing a culture of inclusiveness in learning, gender-equality and sustainability in their institutional agenda and targets, is a possible determinant of how valuable their graduates become to a transformative community and society.

10.1.
INCLUSIVE TEVET

TEVET is not only concerned with ensuring skills for employment. It is also an important place for promoting education and training that does not leave anyone behind. This means that TEVET schools or institutions, as sites of learning, should promote the highest possible standards of social integration regardless of the student's economic status, ethnic and cultural background, gender, sexual orientation, learning disability or special needs. TEVET learning must be inclusive and should not marginalize people in disadvantaged communities or areas.

How can inclusive education be achieved?

Inclusive education is a process of addressing and responding to the diverse needs of all learners. By responding to these needs, TEVET increases participation in learning, cultures and communities, and reduces incidences of exclusion from/ within education. Exclusion from education can take place when students do not have full access to education opportunities due to economic limitations (e.g. low-income or poverty), religious or ethnic affiliation (e.g. belonging to certain ethnic minority group) or gender stereotyping (e.g. women trainees have limited places for training in traditional male-dominated trades).

Exclusion in education can happen when the learning needs of students with special needs are not supported (e.g. physical or learning disability or language barriers) or when the curriculum and training facility are not flexible enough to adjust according to specific needs of students (e.g. no adequate provision for longer training hours or one-to-one mentoring for learners with disability). It can also take place when teachers and instructors are not prepared to address the different needs of learners, when the institutional culture is not supportive or when the institution's condition makes it difficult for a disabled learner to physically attend classes.

"While inclusive schools provide a favourable setting for achieving equal opportunity and full participation, their success requires a concerted effort, not only by teachers and school staff, but also by peers, parents, families and volunteers. The reform of social institutions is not only a technical task... it depends upon the conviction, commitment and good will of individuals."

The Salamanca Statement and Framework for Action on Special Needs Education, UNESCO (1994)

Source: http://www.unesco.org/ education/pdf/SALAMA_E.PDF

What can TEVET institutions do?

- Facilitate learning environments where:
  - Teachers and learners embrace and welcome the challenge and benefits of diversity
  - Individual needs are met
  - Every student has an opportunity to succeed
- Establish a safe, protective and healthy environment for all
- Make provision for teacher training in special needs education
- Establish suitably staffed and equipped resource centres
- Encourage community support
- Develop alternative and non-formal dimensions of learning within the general TEVET delivery mechanism
- Foster the principle of non-discrimination, appreciation of diversity and tolerance in the curricula and college policies

10.2.
TEVET AND GENDER EQUALITY

The Malawi Gender Equality Act 2013, amongst other national policies and legislations that exist in Malawi, provides a sound basis for school and college systems in the country to transfer the knowledge, skills and attitudes towards fair and non-discriminatory action against women and men. The Act seeks to promote gender equality, equal integration, influence, empowerment, dignity and opportunities for men and women in all functions of society; to prohibit and provide redress for sex discrimination, harmful practices and sexual harassment; and to provide public awareness on promotion of gender equality. The Malawi Human Rights Commission enforces the Act, while all citizens are responsible for upholding the Act.[4]

Gender-based issues

TEVET colleges have a key role to play in harnessing student access to sexual and reproductive health services and preventing gender-based violence involving students to help promote improved learning outcomes and institutional results.

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4 http://www.open.ac.uk/scotland/sites/www.open.ac.uk.scotland/ files/files/ecms/web-content/Gender%20Equality%20Act%20Re-source%20%28web%20version%29.pdf

Without this intervention, colleges will either indirectly contribute to distress among students that are affected, or breed a new generation of offenders and vulnerable groups. The STEP addressed these two phenomena by studying the issues that surround sexual and reproductive health and gender-based violence, and how they are being addressed in TEVET colleges.

Common issues related to sexual and reproductive health include:

- Type and number of sexual partners
- Unplanned pregnancies
- Ensuring safe motherhood
- HIV prevention
- Antiretroviral therapy or HIV medicines to treat infection
- Treatment of sexually-transmitted diseases
- Condom use

Source: UNESCO, 2017

According to UNESCO (2017), there is often limited knowledge about gender-based violence in college settings. Therefore, colleges are also lacking in structures of support, prevention and helpful services.

Common forms of gender-based violence in TEVET vocational colleges are:

Sexual violence

- Female students are forced to have sex by their romantic partners
- Unsolicited touching
- Sexual exploitation (e.g. sex in exchange for favour)
- Instructor favouring female students

Emotional violence

- Verbal abuse
- Demeaning remarks due to clothing preference, vocational trade choices, performance in tasks in male-dominated trades, relationship issues
- Spousal pressure (e.g. dropping out of studies to pursue family life)

Physical violence

- At home

What can TEVET Institutions do?

Within the framework of existing guidelines by the government, colleges should develop and enforce rules of procedure and action plans, in a consultative manner involving all stakeholders within the college community to ensure that all needs are met. The STEP suggests measures that can help TEVET management prioritize actions (Table 9).
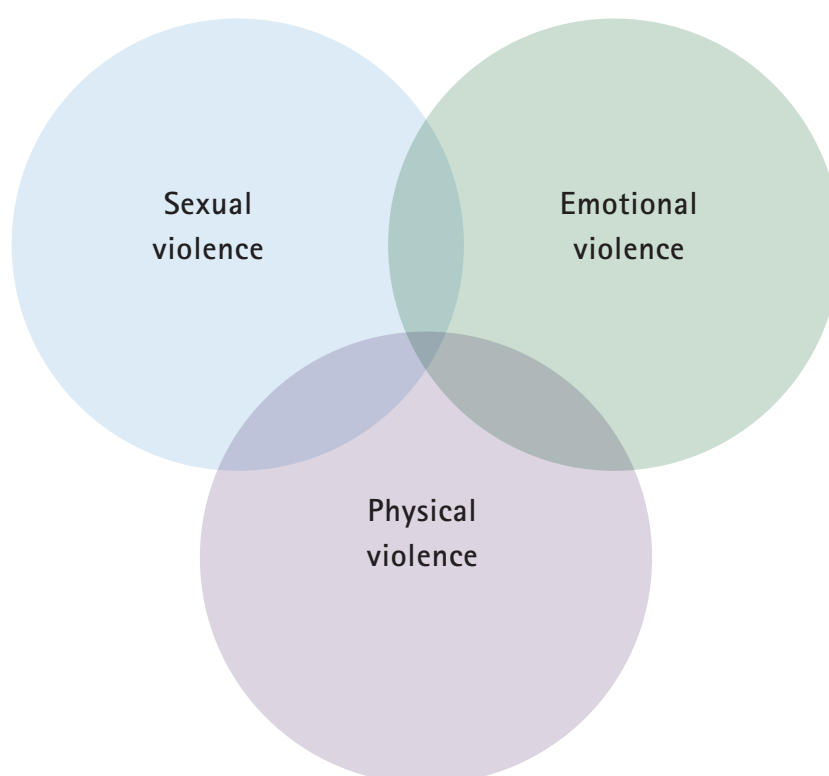
TABLE 9: UNESCO STEP Project measures

Sexual and reproductive health	Gender-based violence
The following measures can be facilitated: • Information campaign targeting students, faculty and staff • Raise student awareness on HIV and sexually-transmitted diseases; the consequences of transactional sex, polygamous relationship and unprotected sex • Provide sexual and reproductive health services • Provide safety and sanitation on campus • Mobilize support from community and health services providers • Initiate open discussion and action/support groups	The following measures can be facilitated: • Develop gender-based violence prevention, monitoring and response services • Information campaign targeting students, faculty and staff • Provide orientation checklist during attachments • Enforce relevant measures contained in the Trainee and Instructor Codes of Conduct[5] • Establish a code of conduct for all staff and students • Eliminate barriers to reporting cases of violence or abuse • Disciplinary measures, reprimands or legal action against offenders • Mobilize support from community and security enforcement groups

Source: GIZ (2014)

The Ministry of Labour, Youth, Sports and Manpower Development in Malawi approved the Code of Conduct for TEVET Instructor and Administrative Staff.

The Code outlines the ethical foundations for TEVET instructors' and administrative staff's conduct, which is based on the values of respect, care, integrity, trust, and impartiality. The document also sets out a number of standards central to work at TEVET colleges and expectations of instructors and administrative staff.

All TEVET management personnel are encouraged to observe the Code and lead by example.

The Ministry of Labour, Youth, Sports and Manpower Development in Malawi approved the Code of Conduct for TEVET Trainee.

The Code provides a comprehensive and standardized set of guidelines designed for TEVET trainees on how to conduct themselves in an ethical, respectful and professional manner.

All TEVET management personnel are encouraged to make the Code available to all students of TEVET colleges and explain and monitor its observance by trainees at all times.

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5 Code of Conduct for Instructor and Code of Conduct for Trainees (STEP UNESCO-EU-Government of Malawi, n.d.)

10.3.
MAKING TEVET GREEN

A wide range of skills and knowledge is imparted in TEVET colleges and institutions. These have an impact on the ways individuals and communities appreciate or neglect the environmental consequences of their actions. In a decentralized form of TEVET institution management, there are strategic as well as practical applications for adopting sustainability in the college's agenda.

Why sustainability matters?

Sustainable development is the kind of development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNCED, 1987).

This means what people and communities can enjoy seeing and experiencing in their surroundings now to fulfil their basic needs, should be available for others to see and enjoy, in fulfilment of their own requirements to live and enjoy work and life.

A whole-institution approach considers an integrated process for mainstreaming sustainability in the whole process of an institution. It suggests the embedding of sustainable development not only through the aspects of the curriculum, but also through an integrated management and governance of the institution, the application of a sustainability ethos, engagement of community and stakeholders, long-term planning, and sustainability monitoring and evaluation.

(UNESCO-UNEVOC, 2017)

'Greening' is an important aspect of sustainable development and has an application to the different aspects of life. It is a process of pursuing knowledge and practices with the intention of becoming more environmentally friendly, enhancing decision-making and lifestyle in a more ecologically responsible manner, that can lead to environmental protection and the sustainable use of natural resources for current and future generations.

Why TEVET institutions engage in the greening process

TEVET systems play an important role in making the transition to a low-carbon economy and climate-resilient society. It is carried out through the traditional roles of TEVET in preparing learners for occupational fields and increasing their participation in the world of work. For TEVET colleges, it makes more sense to make their day-to-day operations and practices more environment-friendly, to develop a generation of people that understand climate change issues and the environmental impact of human action and business process. By making these steps, colleges can minimize their negative contribution, for example, harming the environment or developing a workforce that do not have a clue about the ways in which their practices at work are damaging rather than contributing to the solution.

In addition to developing skills for employment or entrepreneurial activities, the traditional roles of education and training institutions are facing new expectations (UNESCO and UNESCO-UNEVOC, 2017).

TEVET has a role to play in the development of sustainable societies

- Human activities, as well as occupations in the workplace, need to be carried out in a way that are sustainable and environmentally friendly. Since many human activities in the past have not achieved this, there is a need to adapt the processes in personal consumption as well as in occupations that are carried over from the past, and to develop new sectors of activity to replace environmentally unfriendly alternatives.
- Developing skills and promoting the study of technologies that lead to avoiding as far as possible the use of irreplaceable raw materials, recycling waste, minimizing energy use, and avoiding environmental pollution are important in building environmental consciousness and influencing mindset.
- Developing entrepreneurial learning through vocational education and training could lead to the creation of sustainable and social enterprises that work for the common good of the society.

TEVET input can be made current and relevant for ongoing labour market regulations

- Many employment sectors are regulated by standards covering their operations, and many jobs have defined skills standards. Individuals typically undertake TEVET with the aim of obtaining the skills level or qualifications needed for regulated occupations, or jobs for which standards are being established.
- By offering programmes that transfer knowledge and skills aligned with more environmentally friendly practices in the place of work, TEVET institutions can help stimulate change from the 'business-as-usual' mode of operations, work processes and methods that are harmful for the environment.

TEVET institutional action has the power to instill consciousness and motivates to develop a green culture

- Staff and students in learning institutions may not understand what needs to be changed to achieve sustainable development. Even when they recognize the issues, they may not possess the motivation to be part of a bigger transformational agenda that would be possible through a collective movement.

- Collective action can be mobilized by establishing a strategy for addressing environmental issues in an institution. Factors preventing or slowing change can be addressed together with a common goal, an enhanced motivation and collective action to demonstrate good practices, paving the way for developing a new culture.

There are practical ways for implementing sustainability concepts in TEVET college settings.

Greening TEVET colleges	
Greening the college's practices and physical site	• Introducing green policies and green best practices in the classroom, accommodation service, procurement, food services (e.g. sourcing canteen food service for local produce, developing sustainability guidelines in college, water conservation in hostel and campus, turning off lights to save energy, maintaining a clean classroom environment, reducing plastic waste, reducing food waste, efficient use of fuel and transportation service) • Allocating budget in order to implement activities • Including sustainability criteria in personnel recruitment and staff evaluation (e.g. value resource efficiency, apply workplace safety practices, promote safeguarding of environmental resources, promote sustainability practice at work, engage students in learning about sustainable practices) • Using training equipment and managing facilities in ways that preserve and do not harm the environment (e.g. responsible water use, segregation of toxic wastes and their proper disposal)
Offering TEVET programmes that impart green competencies	• Examining unsustainable practices in existing trades/ jobs • Teaching skills that promote general awareness and environmental sustainability in courses • Engaging with students and teachers in co-developing solutions as part of learning methods • Offering programmes that are aligned with available 'green jobs' in the labour market, such as solar energy technicians, wastewater treatment technicians, organic farm management, sustainable fashion and retail entrepreneurs, recyclers, sustainable crafts producers, etc.
Engaging students, teachers and communities within the local ecosystem	• Instilling awareness about sustainability (e.g. the role of students in environmental protection) • Understanding the institution's and stakeholders' roles and responsibilities • Working with partners in developing green solutions (e.g. identifying businesses that produce sustainable products for the purpose of co-designing learning methods to analyse and market these products, co-development of recyclable alternatives to plastic and community engagement projects with partners in the community) • Working with communities

Source: Adapted from UNESCO-UNEVOC (2017); ILO (2015)

Best practices in greening TEVET colleges

In South Africa, seven colleges participated in initiatives that aimed to green their TVET colleges. Boland College was one of the seven participating colleges which demonstrated different ways for greening their physical site, conserving resources and engaging students in learning for sustainability (GIZ/S4GJ, 2014).

ACTION 1:
Installation of drinking fountains

Purpose: Reduce the use of plastic bottles, conserve water by recycling for use in the garden

Best practice: Greening of campus through the efficient use of water resources and reduction of water wastage

ACTION 2:
Campaign for energy saving using stickers

Purpose: Raise greater awareness about saving energy by reminding everyone on the need to turn off switches of lights and office equipment when not in use

Best practice: Greening of the college culture by effective communication strategy

ACTION 3:
Green week festivity

Purpose: To engage students in creative ways of addressing environmental issues like pollution and recycling through fashion shows, poster making etc.

Best practice: Introducing students to sustainability concept and using problem-solving and creativity to promote learning about the environment

UNESCO-UNEVOC published the *Greening TVET - a practical guide for institutions* as a helpful reference tool to start the greening process in institutional setting. It outlines five approaches for implementing education for sustainability in the TVET context and includes examples for greening the campus, greening the curriculum and training, greening research, greening the community and workplace and greening culture.

https://unevoc.unesco.org

UNESCO and UNEP published the Youth Xchange – green skills and lifestyle as a helpful resource material to understand the concepts of green economies and societies. The guidebook is partly designed for people working with young people, educators, teachers, trainers and youth leaders and provides case-based examples and best practice.

https://unesdoc.unesco.org/
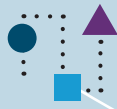
11

Conclusion and recommendations

SUMMARY

Throughout this handbook, a number of suggestions and recommendations have been made on how college management can strive to get better in each of the management areas covered. Further, some recommendations were made, or implied, that are more related to how government could empower technical colleges. These are summarized as follows.

11.1
RECOMMENDATIONS FOR COLLEGE MANAGEMENT

General institutional, administrative and asset management

- Make an account of all assets owned by the college. Keep separate inventories for fixed and consumable assets
- If absent, introduce a repairs and maintenance plan in relation to fixed assets (principally buildings), tools and equipment
- Develop a public relations plan to ensure that the college's relations with various stakeholders is nurtured and sustained
- Follow good practice approaches in the organization and running of meetings. Ensure that the right amount of time is allocated to each activity

Human resource management

- Follow a rigorous recruitment process for staff recruited outside of the Civil Service Commission
- Ensure that a structured approach to staff's continuous professional development is in place

Course management

- Provide careers advice to all students

Financial management

- Continue to draft the college's own annual institutional budgets, which should be approved by the college's finance committee
- Manage and track all income and expenditure from the budget. Budget variances should be identified and the reasons behind them understood
- Ensure that the college has a suitable procurement process in place, and that it is adhered to it

Strategic institutional planning for TEVET

- Develop three-year strategic plans for the college that address the following questions: What exactly are you aiming to accomplish as a college? Where is the college now? How is the college planning to achieve its ambition? How does your college know if it is getting there?

Funding TEVET

- Explore public-private partnership opportunities, noting that these can start with very small, very simple collaboration arrangements
- Explore income-generating activities and undertake them in a business-like, profit-making approach, with profits reinvested into the college
- Aim to write at least several project proposals for funding each year

Improving and managing the quality of TEVET provision

- Establish and sustain a culture of quality at the college
- Aim to have at least a basic quality management system in place

Results, monitoring and evaluation

- Take responsibility for all monitoring and evaluation data collection, and ensure that a range of input, activity, output and outcome data are collected

Making colleges equitable, inclusive and sustainable

- Foster principles of non-discrimination, inclusiveness, appreciation of diversity and tolerance in the curricula and college policies
- Harness student access to sexual and reproductive health services and prevent gender-based violence involving students to help promote improved learning outcomes and institutional results
- Observe a Code of Conduct for TEVET Instructor and Administrative Staff and lead by example
- Make a Code of Conduct for TEVET Trainee available to all students of college
- Implement sustainability concepts in the college settings: greening college's practices and physical sites; offering TEVET programmes that impart green competencies; engaging students, teachers and communities within the local ecosystem

11.2
RECOMMENDATIONS FOR THE GOVERNMENT

Human resource management

- With regards to staff recruited by Civil Service Commission, it is recommended to grant more authority to colleges over:
    a) the approval of appointing staff (for example, college management should interview staff appointees and can reject a candidate offered to them by the Civil Service Commission)
    b) the discipline and sanctioning of staff. This will empower colleges and give them more control over all staff

Student management

- Permit that all student admissions are done by colleges directly and that colleges are responsible of student discipline, with TEVETA no longer having a role in this

Course management

- Enable that all industry attachments are organized and managed directly by the colleges. Funds currently used by TEVETA for this purpose (for regular students) should be transferred to colleges
- Allow colleges to enter into partnerships with enterprise/industry, related to the provision of short courses to industry employees using college staff and infrastructure
- Allow colleges to choose all the course offerings that they want to offer, while following the curricula that was approved by TEVETA
- Grant authority to colleges to adapt a proportion of the curriculum to meet local needs
- Provide labour market information and evidence-informed guidelines to colleges to support careers advice

Financial management

- Indicate how much direct public funding (excluding the costs of staff paid centrally by the government) is available to the college during the annual budget drafting process

Funding TEVET

- Ensure allocation of public funding to colleges - public funding would be better disbursed partly based on a funding formula (or performance contracts) that rewards improved institution performance (quality improvements, innovations, outcomes of graduates etc.). However, this would first require improvements in information systems and monitoring and evaluation at both the government and TEVET institution levels. Competitive or performance funding opportunities should therefore be progressively introduced in parallel with information and monitoring and evaluation improvements
- Give authority to colleges to set tuition and hostel fees for all students up to a reasonable level (to be determined by each college board)
- Enable colleges to have complete freedom to identify any income-generating activity their board considers viable, and implement them in any way they see fit. Trainers and trainees involved in income-generating activities should be paid a percentage of the profit as a way of motivating them
- Enable colleges to retain all fees collected from students, as well as all profits from income-generating activities including production units
- Give authority to colleges' boards to independently submit funding/project proposals to respective donors up to an agreed fund ceiling

Results, monitoring and evaluation

- Develop monitoring and evaluation tools for colleges and provide analytical support

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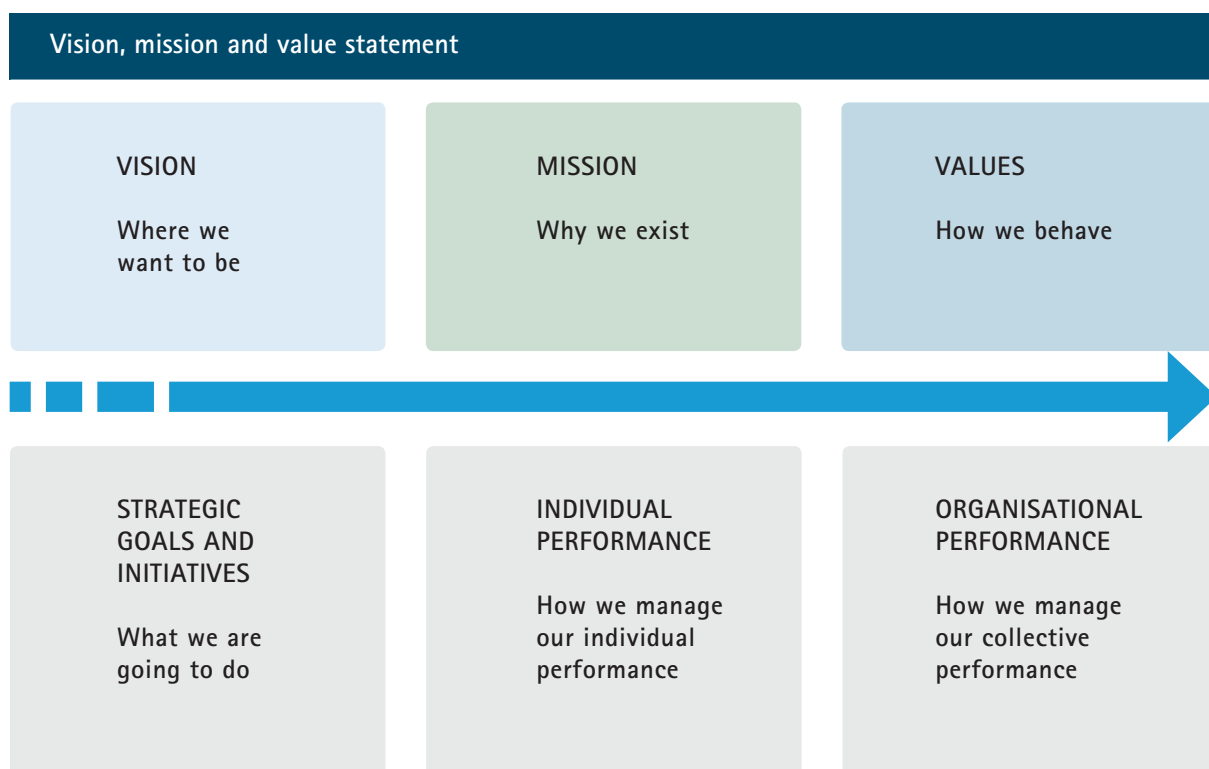
List of acronyms

CTC	Community Technical College
MK	Malawian Kwacha
MoLYSMD	Ministry of Labour, Youth, Sports and Manpower Development
MSCE	Malawi School Certificate of Education
NGO	Non-governmental organization
NTC	National Technical College
ODPP	Office of the Director of Public Procurement
SMART	Specific, measurable, achievable, realistic, time-bound
SWOT	Strengths, weaknesses, opportunities, threats
TEVET	Technical, entrepreneurial and vocational education and training
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Agency Authority
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization

Annexes

Example of Strategic Plan Outline

The below sample incorporates the discussion on the strategic institutional planning, and also draws heavily on DHET (2015).

Vision, mission and value statement

VISION	MISSION	VALUES
Where we want to be	Why we exist	How we behave

STRATEGIC GOALS AND INITIATIVES	INDIVIDUAL PERFORMANCE	ORGANISATIONAL PERFORMANCE
What we are going to do	How we manage our individual performance	How we manage our collective performance

College situational analysis

Performance environment

In a one/two paragraphs (do not exceed 300 words) speak to:

- Where your college is located (region, district)
- How many campuses and residences/hostels the college has
- How far apart the campuses are
- What challenges the local economy faces
- What the main drivers of the local economy are - these are likely to be the main employers of the students when they graduate from the college
- How the college plans to respond to these drivers
- What relationships the college has with the local authorities and local employers
- Partnerships and linkages the college has with government, industry, and other post-school institutions
- How the college responds to advancement of self-employment

Organizational environment

- In a table complete a SWOT analysis of the college organizational environment in terms of achieving its strategic objectives
- Insert organogram of the college and indicate the levels of management up to campus management level. Indicate vacant posts and acting positons. Also indicate the number of lecturing and support staff

Strategic objectives

Strategic objectives description

TVET College strategic objectives	
Strategic objective 1	Example: To provide quality technical and vocational education and training services and increase academic achievement and success of students
Objective statement	Example: To improve quality of technical and vocational education and training provision through the development of teaching and learning support plans, inclusive of appropriate student support
Baseline	0
Justification	Example: To ensure that lecturers and students receive the support necessary for lecturers to function optimally and students to perform optimally in technical and vocational programmes To ensure improvement in student success in programmes offered at the college as well as student progression (measured in terms of pass rates)
Links to national strategy	Linked to X, Y, Z
Strategic objective 2	Example: To have adequate infrastructure and systems in place to increase access and provide effective services to students
Objective statement	Example: To ensure institutional capacity and efficiency in terms of the provision of access and support services to students
Baseline	Example: Verified headcount student enrolment 2014 Audited number of college infrastructure and facilities Reported percentage utilisation of college infrastructure and facilities
Justification	Example: To increase the number of skilled youth by expanding access to education and training opportunities while ensuring provision of effective services to students
Links to national strategy	Linked to X, Y, Z

Expected outcomes

No.	Outcome indicator (illustrative)	2019/20 National target	TVET college target	Timeframe for reporting progress
1.	Headcount enrolments (n)			
2.	Certification rates in TVET qualifications (%)			
3.	Throughput rate (%)			
4.	Qualifying TVET students obtaining financial assistance (n)			
5.	TVET lecturers placed in workplaces for specified periods (n)			
6.	TVET students placed in workplaces/ industry for specified periods for work exposure, experiential learning and/or certification purposes (n)			

Resource considerations

In a narrative explain the resources required to achieve the strategic objectives. The following resources should be considered:

- For curriculum delivery and provision of student support services
- Finances and funding
- For conducting examinations and assessment
- For governance, management and leadership of the college

Risk Management

Complete the table and describe the risks to achievement of the strategic objectives as well explain mitigating measures to be taken.

No.	Strategic objective	Risk statement	Impact *Low* *Moderate* *High* *Extreme*	Probability *Unlikely* *Moderate* *Likely* *Almost Certain*	Severity *Low* *Moderate* *High* *Extreme*	Mitigating measures
1						
2						
3						

UNESCO and the European Union are collaborating to support the expansion and improvement of equitable and gender-balanced technical, entrepreneurial and vocational education and training (TEVET) in Malawi. In particular, the Skills and Technical Education Programme (STEP) aims to improve access to TEVET, review the qualifications system, update curricula, review the governance and management of TEVET system, and better train TEVET teachers and trainers.

The following Handbook is a practical guide for managers of National Technical Colleges and Community Technical Colleges in Malawi, two of the main providers of formal TEVET for secondary level Malawians. The Handbook for Technical Colleges and the Handbook for Community Skills Development Centres in Malawi, developed as part of same package, are the main outputs of a capacity-building programme that targeted TEVET institution managers, a component of the STEP supported by UNESCO-UNEVOC and implemented in Mponela in August 2018.

Based on resources and materials used during the training programme, the following Handbook is an easy-to-read practical reference for dealing with the day-to-day activities involved in managing a technical college. The Handbook covers nine modules that are key for managers, principals and board members of the Malawian Technical Colleges. In addition to suggesting guidelines on managing college administration, assets, human resources and finances, the Handbook also highlights the importance of strategic institutional planning while focusing on quality and results. Also included in the Handbook are guidelines for developing and maintaining a culture of inclusiveness, gender equality and sustainability in institutional settings. Finally, the Handbook explores a range of actions the Government of Malawi could undertake to empower Technical Colleges.