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| **Terms of Reference – Consulting Assignment** | |
| **Title:** | Strengthening of SACs and TACs (Part 3) and DACUM Workshops for Entrepreneurship, Entrepreneur Instructor and Assessors |
| **Domain:** | Technical and Vocational Education and Training |
| **Grade:** | Senior |
| **Organizational Unit:** | Regional Office for Southern Africa |
| **Duty Station:** | Lilongwe, Malawi |
| **Type of contract:** | Consultancy |
| **Duration of the contract** | 48 working days (Indicative) |
| **Deadline *(Midnight, Lilongwe time)*:** | **20th November, 2019** |
| **Application to be sent to:** | i.pondani@unesco.org |

**OVERVIEW OF THE FUNCTIONS OF THE ASSIGNMENT**

1. **Background**

UNESCO is implementing part of the European Union-funded Skills and Technical Education Programme (STEP)[[1]](#footnote-1) in Malawi. In this context, UNESCO and the European Union are partnering in supporting the expansion and improvement of equitable and gender-balanced TVET in Malawi. In particular, the project is working to improve access to TVET, review the qualifications system, update curricula, review the governance and management of the TVET system and to better train TVET teachers and trainers. The project’s time frame is four years (April 2016 – March 2020) and the overall budget for the UNESCO component is 9 million Euros. (When including the cost of building renovations and equipment plus the provision of grants to a number of NGOs, the entire value of STEP is 32.6 million Euro.) The project is targeting programmes[[2]](#footnote-2) for the construction sector of the economy and also is tasked with promoting the inclusion of disadvantaged groups.

Currently, Malawi’s TEVET program has 55 TEVETA-registered technical, entrepreneurship and vocational education and training (TEVET) institutions including 11 community technical colleges and 13 community skills development centres, the latter being supported by the World Bank’s Skills Development Project (SDP) and supervised by the National Council for Higher Education (NCHE). A part of STEP - managed by the Government of Malawi - has established new workshops at 10 new locations for community technical colleges and at another 10 locations for community skills development centres. The former each have two new workshops and the latter one new workshop each. Eventually, it is expected most of these training centres will be upgraded to the status of community technical colleges with 5 to 7 workshops each.

Out of the currently registered TEVET institutions, TEVETA subsidizes training in 23 institutions of which four (Lilongwe, Salima, Soche and Nasawa) are public institutions, and three (Mzuzu, Namitete and Livingston) are grant-aided and 15 are private TEVET institutions. The public institutions are experiencing a number of challenges especially related to placement of students for attachments within the industry. As a result, some students fail to complete their courses as it is mandatory to undergo an internship. As of now, college-industry relationships are not at their best.

Recommendations from the college principals and stakeholders are that the public institutions’ current management systems need to engage with stakeholders more than in the current set-up. Specifically, the principals’ forum and industry’s consultative workshop recommended to the Ministry’s Vocational Training Department that there is a need to engage stakeholders at governance and management levels of the public TEVET institutions.

To facilitate and expedite effective stakeholders’ participation in TEVET, STEP engaged a consultant to work on the establishment of a consultative monitoring and evaluation (M&E) framework – which is now in place. However, there is still a need to establish an M&E implementation system and prepare relevant tools which can be effectively deployed by the industry within the three regions of Malawi and at the national level. The relevant M&E tools must be user-friendly so they can be easily used by the industry to ensure that industry input on TEVET can be collected and can inform the government regulatory bodies and other players.

At the same time, a number of Sector Advisory Committees (SACs) have been established in Malawi including ones for construction, and tourism & hospitality. There has also been some need expressed for other SACs in sectors such as agriculture and extractive industries (mining). Currently, some 22 Technical Advisory Committees (TACs) have been set up with facilitation and financial support from the Technical, Entrepreneurial, and Vocational Education and Training Authority (TEVETA) including five in the construction trades. One current challenge is that while the TEVET Act allows for a clearly indicated role for the activities of TACs (Part IV, Sections 14 and 15), it does not make explicit provision for input from SACs. The SACs and TACs represent important key stakeholder structures for enabling the collaboration between the industry and the TVET system that can help enhance the quality and relevance of TVET training delivery.

In August 2018, STEP presented the results of a short study which had looked into the effectiveness and efficiency of the SACs and TACs in Malawi with comparisons made of other public-private participatory models in other countries in the region. The study was commissioned under the STEP project’s specific **Objective 2: 'Improve the quality and relevance of TEVET'**. The analysis in the report clearly showed a need for improving the effectiveness and efficiency of SACs and TACs, as well as providing recommendations for how to achieve this.

As part of the recommendations, the report recommended the adoption of one of three scenarios for how to enhance the capacity and the effectiveness of SACs and TACs including an outline of proposed organisational structures, clarification of mandates, roles function and responsibilities, management and financial models. Twelve months on, the key government stakeholders – the MoLYS&MD, and TEVETA - have still not reached a conclusion on the final model for the future organisation, and function of the SACs and TAC. However, following a series of information seminars conducted in June this year, many of the key private sector stakeholders at the national level - ECAM, MCCCI and the MCTU - as well as the key employer body in the construction sector, MABCATA, have all clearly indicated that they would like to see the adoption of Option 2 as the preferred institutional governance model for the state’s engagement with the private sector on TVET sector planning in the future. Option 2 proposes the establishment of new (re-vamped) Sector Skills Advisory Committees (re-named as SSACs in the report) as sub-structures of the TVETA Board in a limited number of key strategic sectors: (ie not all sectors of the economy would be covered by these SAACs). This model motivates for TEVETA to delegate a significant degree of its Board functions and powers for skills planning (within their specific economic sectors) to these SSACs and complemented by increased funding from the TEVETA budget to support these (delegated) activities.

Accordingly, there is now a renewed need – underpinned by consensus among key private sector stakeholders – to take forward the process for introducing this new institutional governance model – with government stakeholder agreement. STEP therefore seeks to engage a consultant to bring forward practical proposals – a ‘modus operandi’ - for how to structure and resource the activities of an SSAC for the construction sector, as described in outline under Option 2 in the consultant’ July 2018 study which will serve as a model for its wider application to other (priority) strategic sectors. Further, the consultant will provide advice and support for the implementation, partnership and capacity building of key role players associated with the required changes.

Extra Tasks:

STEP is seeking support to undertake development and validation of DACUM charts for assessment and entrepreneurship as well as conduct of some information sessions on the new curriculum development model. These tasks build on previous work done in entrepreneurship development, assessor training and a new curriculum development model.

**2. Duties and requirements:**

Under the overall authority of the Director of the UNESCO Regional Office for Southern Africa, overall guidance of the Head of the Education Unit and the direct supervision of the Team Leader of STEP, s/he will undertake the following tasks and responsibilities:

**2.1 To provide ongoing technical advice and support to key private sector stakeholders regarding the adoption of Option 2 for establishing an SSAC for the construction sector [[3]](#footnote-3) by:**

* Reviewing and providing critical analysis of institutional models and guidelines for how the government engages with the private sector on TVET such as those which may be presented in the government’s TEVET policy review paper and the proposed changes to the TEVETA Act.
* Preparing a detailed proposal for the establishment of a Construction SSAC in terms of the Option 2 model with specific regard given to the organizational design; roles, functions and powers; management and governance structures; human, financial and physical resource requirements and any other pertinent matters.
* Outlining the required legal changes, if any, to the TVET Act or regulations, to underpin and confirm the roles, function and powers and resourcing of the proposed SSAC.
* Conducting regular ongoing bi-lateral meetings and consultations with each affected relevant stakeholder in the construction sector regarding the design and implementation of the preferred onstitutional model. Where required, help establish and support a construction sector stakeholder steering committee to bring these changes into effect and support its interactions with the MOLYS&MD.
* Outlining any required changes required in the organizational structure, mandates and resourcing of TEVETA corresponding with the introduction of the new institutional model which would enable the effective operational capacity of the SSAC (within the ambit of the TEVETA organization).
* Analysing and making recommendation for ensuring the adequate funding of the activities of the proposed Construction of SSAC including the mechanism by which its annual budget allocation of the wider TEVETA budget is determined.
  1. **Support the capacity building of relevant key stakeholders to manage and implement the new SSAC structure:**
* Outline and assess the capacity building requirements for key actors directly involved in the governance and management of the SSAC including TAC members
* Undertake initial capacity building support based on the capacity analysis related to the implementation and immediate functionality of the SSAC.
  1. **Plan and facilitate a total of 3 DACUM development workshops[[4]](#footnote-4) and 6 DACUM validation meetings**[[5]](#footnote-5).
* plan workshops and meetings and develop necessary programmes and materials;
* do review and preparation for three DACUM workshops, including research of international examples of similar DACUM charts;
* facilitate three DACUM workshops within trades specified above and develop draft DACUM curriculum information workshops programmes and materials;
* plan and implement final validation workshop for 6 draft DACUM charts with a group of practitioners;
* submit a final report including a summary of results and experience from the workshops and meetings, list of participants, materials and programmes.
  1. **Hold 1 curriculum information workshop for TEVTA staff and management and MoLYS&MD representatives and 1 curriculum information workshop for principals and staff from TEVET institutes piloting the revised harmonised curricula for construction level 1.**

**3. Expected deliverables:**

The consultant is expected to deliver the following:

1. Minutes of Meetings with Construction sector Stakeholder Forum (if established)
2. Preparation of a Technical Proposal presenting a Guideline for the Establishment and Implementation Plan for a new SSAC for the Construction Sector including an estimate of its annual operating costs and the mechanism for calculating its resource allocation. The Guideline and Implementation Plan will include a detailed description of the model for governance, management, organization, mandates, functionality and financial model, and partnership collaboration. **(draft Report)**
3. Preparation of a Final Guideline Implementation Plan following feedback and comments from key relevant stakeholders. **(final Report).**
4. Three DACUM workshops and six DACUM validation meetings planned and delivered
5. Two curriculum information meetings planned and delivered
6. Final report in two parts: A. Section on DACUM workshops and validation meetings including six final and validated DACUM charts, and B. Section on briefing meetings.
7. **Additional requirements**

Consultants to be contracted are expected to be familiar with key policy documents and relevant legislation and regulation governing Malawi’s Education and Technical, Entrepreneurship and Vocational Education and Training (TEVET) system and especially the function and role of TEVETA. The consultant should also be familiar with the current and historical role of TACs and SACs in Malawi as well as how private sector stakeholders are involved with skills development within their own economic sectors and also their engagement with TEVETA and with development partners.

The consultant is expected to consider, amongst others, the documents outlined below when carrying out their assignment. [[6]](#footnote-6) Consultative M&E Framework draft and Analytical System draft reports (2018)

* The TEVETA ACT of 1999
* The TEVET Policy of 2013
* TEVET Policy Review of 2018 (commissioned UNESCO)
* The government’s discussion paper for reviewing the TEVET Policy of 2019 (when available).
* The government’s proposed changes to the TEVETA Act of 2019 (when available).
* The current TEVETA Strategic and Business Plans and recent Annual Reports
* TEVETA M&E framework
* The report: “A review of the scope of activities, financial sustainability, capacity and effectiveness of Skills Advisory Committees (SACs) and Trade Advisory Committees (TACs) in the Malawian TEVET system” (July 2018).

1. **Required Qualifications**

***Education***

* An advanced university degree (Masters or equivalent) in education, technical and vocational education and training, social sciences, development studies or related area.
* ***Work Experience***
* At least four to seven years’ experience in research / consultancies in related field of work
* Demonstrable technical proficiency on research trends and proficiency in capacity building industrial associations and related bodies.
* Experience in working with trade/industry advisory councils, trade unions, especially in developing economies
* Demonstrable experience in facilitating the interface between TEVET programs and the industry.

***Skills/Competencies***

* Ability to facilitate and incorporate diverse ideas from the private sector or industry.
* A comprehensive understanding of the education, TEVET, industry and the private sectors in Malawi.
* As shown by previous work done and references, the Consultant shall be in possession of state of the art research skills, such as: proven accurate and diverse data collection systems; and management consulting in consultative monitoring and evaluation processes that engage stakeholders, especially the industry and workers’ representatives.
* Skills and experience in DACUM.

***Languages***

* Excellent knowledge of English.

**DESIRABLE QUALIFICATIONS**

***Skills/Competencies***

* Higher qualification in social studies or related field of study and experience in TEVET
* National or international accreditation in a relevant professional body will be an advantage
* Ability to carry out research in a timely manner; and ability to collect and analyze data; and prepare and present a report

**RENUMERATION**

This will be at a level of senior consultant and negotiable depending on relevant experience.

**HOW TO APPLY**

To apply, please submit by email: 1) a cover letter expressing interest and how you are qualified for the assignment; ii) a short (max. 10 pp) proposal explaining how you would tackle the assignment, and iii) a CV in English, to: i.pondani@unesco.org by **November 20th, 2019.** For more information, contact Kirsten Larsen at: [k.larsen@unesco.org](mailto:k.larsen@unesco.org)

1. The STEP website can be viewed at: [www.stepmw.com](http://www.stepmw.com) [↑](#footnote-ref-1)
2. *The documented training approach for the construction trade programmes is competency based training and assessment and this is combined in formal training with an apprenticeship scheme of four years.* [↑](#footnote-ref-2)
3. This must be based on the adoption of Option 2 which is described in the report “A review of the scope of activities, financial sustainability, capacity and effectiveness of Skills Advisory Committees (SACs) and Trade Advisory Committees (TACs) in the Malawian TEVET system [↑](#footnote-ref-3)
4. This includes (DACUM charts for internal and external verifiers, workshop assistants and trainers in assessment [↑](#footnote-ref-4)
5. This includes DACUM chart validation for assessors, entrepreneurs, entrepreneurship trainers, verifiers, workshop assistants and TEVET instructors in assessment. [↑](#footnote-ref-5)
6. The STEP can provide prospective consultants with electronic copies of the documents referred to here [↑](#footnote-ref-6)