

EDUCATION AND VOCATIONAL TRAINING

Building Malawi's Workforce by
Equipping Students with
Practical Skills



Presented at 2024 JSR meeting
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Introduction



TEVET is an important part of Malawi's education system. Its focus is hands-on training to ensure students gain the skills needed for today's job market. TEVET, therefore is meant to reduce unemployment by supporting small businesses and promoting sustainable growth.



The presentation looks at progress in developing the TEVET subsector, following the goals of the National Education Sector Investment Plan 2020–2030 and its effects on gender, industries, and the country's overall development

Enrolment in Technical Colleges

- National Technical Colleges (NTCs), Community Technical Colleges (CTCs), and Community Skills Development Centres (CSDCs) have all seen fluctuating enrolments. The NTC enrolment notably surged between 2023 and 2024 due to double-shift scheduling.
- The enrolment target is 13,000 students by 2025, with growth anticipated from new technical colleges opening in regions across Malawi.
- **Recommendations**
 - Strategise on increasing enrolment in CTCs
 - Expand classrooms, workshops, and ODeL facilities.
 - Run campaigns to promote TEVET.
 - Increase financial aid options for disadvantaged students.
 - Foster industry partnerships for internships and curriculum relevance.

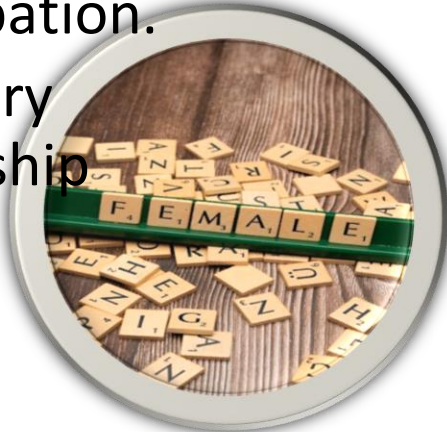
ITEM	2020	2021	2022	2023	2024
NTCs	2,609	1,937	2,241	2,575	7,256
CTCs	1,951	2,727	1,840	2,350	1,628
CSDCs	452	637	606	674	823
Actual Total Enrolment	5,012	5,301	4,687	5,599	9,707
NESIP Midterm (2025) Total Enrolment Target	13,000				

Gender Parity

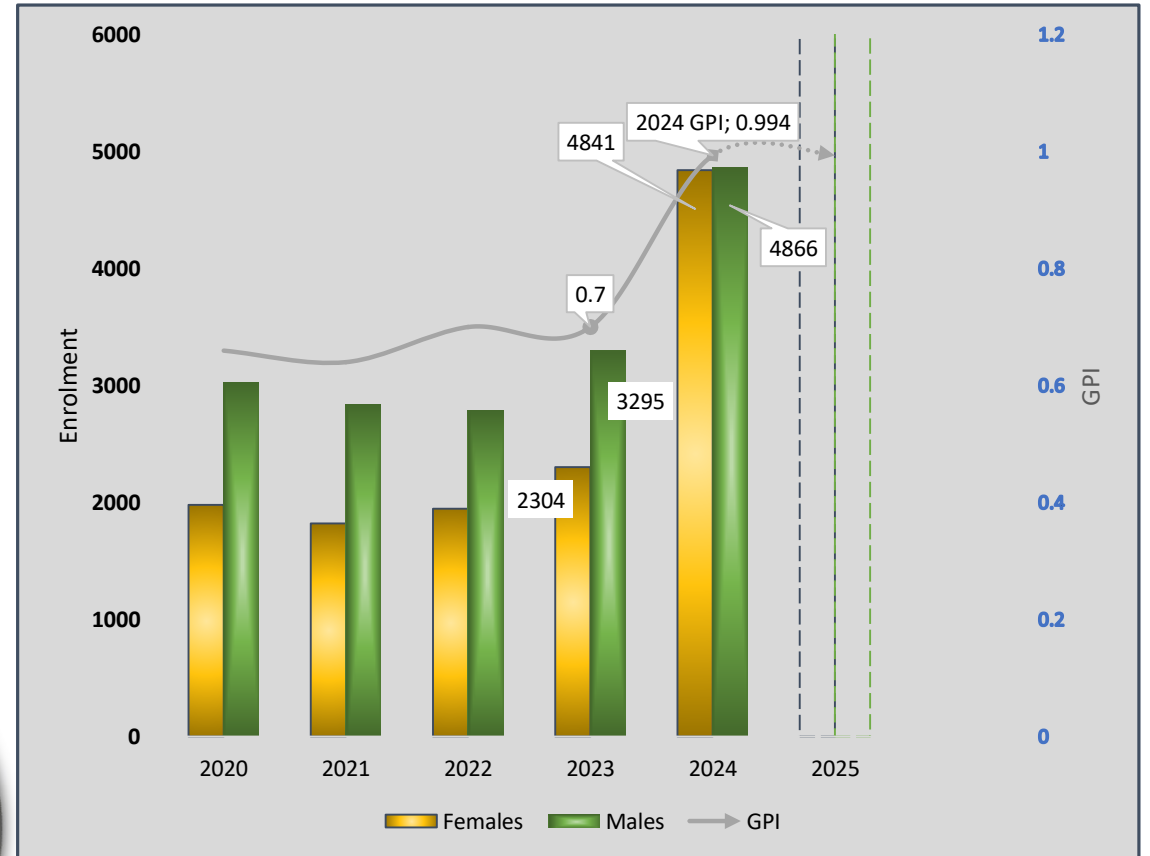
The Gender Parity Index (GPI) has risen from 0.7 in 2023 to 0.99 in 2024, surpassing the NESIP target. This shows substantial improvement in female participation in TEVET programmes.

- **Recommendations for further improvements**

- Ensure equitable opportunities for both genders.
- Offer scholarships and outreach to encourage female participation.
- Create a non-discriminatory environment and mentorship programmes.



Trend and projections of gender parity in TEVET between 2020 to 2025



Source : MoL

Expansion of Technical Education in Secondary Schools

- Technical subjects have been successfully introduced in 120 secondary schools, with new technical wings being constructed in selected schools.
- The mid-term NESIP target of 70% of schools offering technical education by 2025 may, however, not be achieved.

• Recommendations

- Improve communication modalities to create pathways for youth with skills
- Continue expanding technical education, particularly in schools close to technical colleges.
- Deploy more technical education teachers.

In the 2024/25 academic year, technical education has been introduced in 76 more secondary schools.



Establishment of New Technical Colleges

- 3 out of 6 new CTCs are near completion and are set to open in 2024/25.
- Growth for new TCs is slow only 23% of the 2025 target met with new CTCs and CSDCs.

Recommendations

- a. Lobby for sufficient funding for infrastructure, equipment, staff recruitment, and operational costs.
- b. Prioritise the construction of new technical institutions in areas with high demand, based on a detailed needs assessment.
- c. Streamline the process for establishing new technical colleges to address bureaucratic delays.
- d. Promote public-private partnerships to enhance resources, expertise, and funding for technical institutions.



Meeting Minimum Infrastructure Requirements

- Technical colleges largely meet minimum infrastructure standards, achieving the NESIP 2025 target.

Recommendations

- Establish a maintenance strategy.
- Pursue partnerships to fund infrastructure increase and further upgrades.



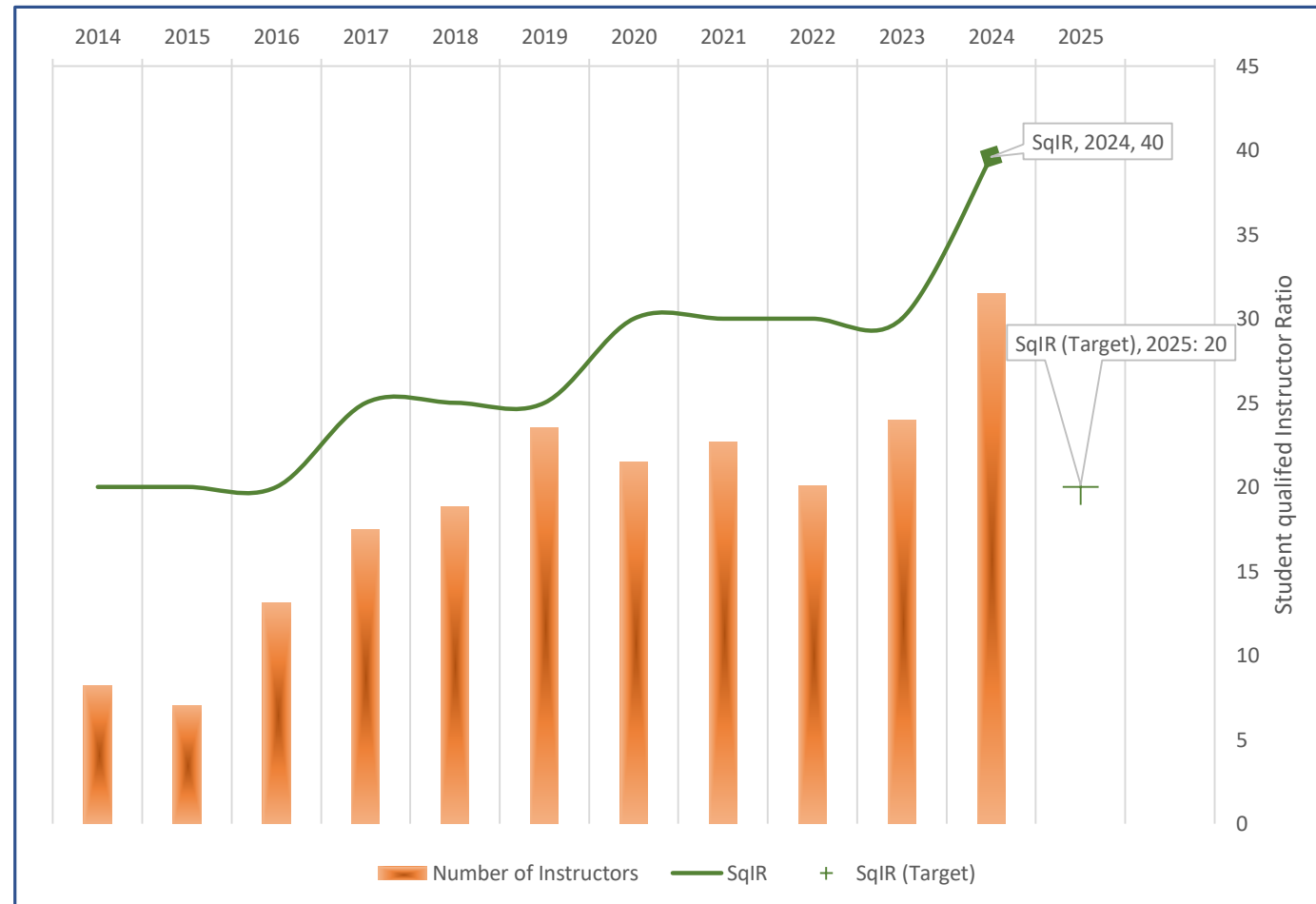
Improving Student-Qualified Instructor Ratios (SqIR)

The SqIR has worsened due to rising enrolments, now at 40:1 threatening achievement of the NESIP target of 20:1 by 2025.

Recommendations:

- Increase recruitment of qualified instructors.
- Invest in instructor training and development.
- Retain experienced instructors through support and career development.

Trend of SqIR and number of instructors between 2014 to 2025



Source: MoL

Employment Rates of TC Graduates

- As of 2024, Malawi's latest employment data for TC graduates dates back to 2019, with an employment rate of only 18.5%. The low employment rate suggests a skills mismatch with labour market demands, pointing to economic challenges and the underutilisation of skilled labour.

Recommendations:

- Establishment of CoVEs, entrepreneurship and innovation hubs.
- Regularly update TC curricula to match industry needs.
- Encourage self-employment by teaching practical entrepreneurship skills.
- Expand TC programmes to accommodate more students and diverse fields on demand.



Number of Technical Instructor Training College Established.

As of 2024, Malawi has no dedicated Technical Instructor Training College, which is essential for achieving TEVET sector goals by 2025. Lack of this institution hinders the quality and effectiveness of TEVET by limiting the training of qualified instructors.

Interim solutions include:

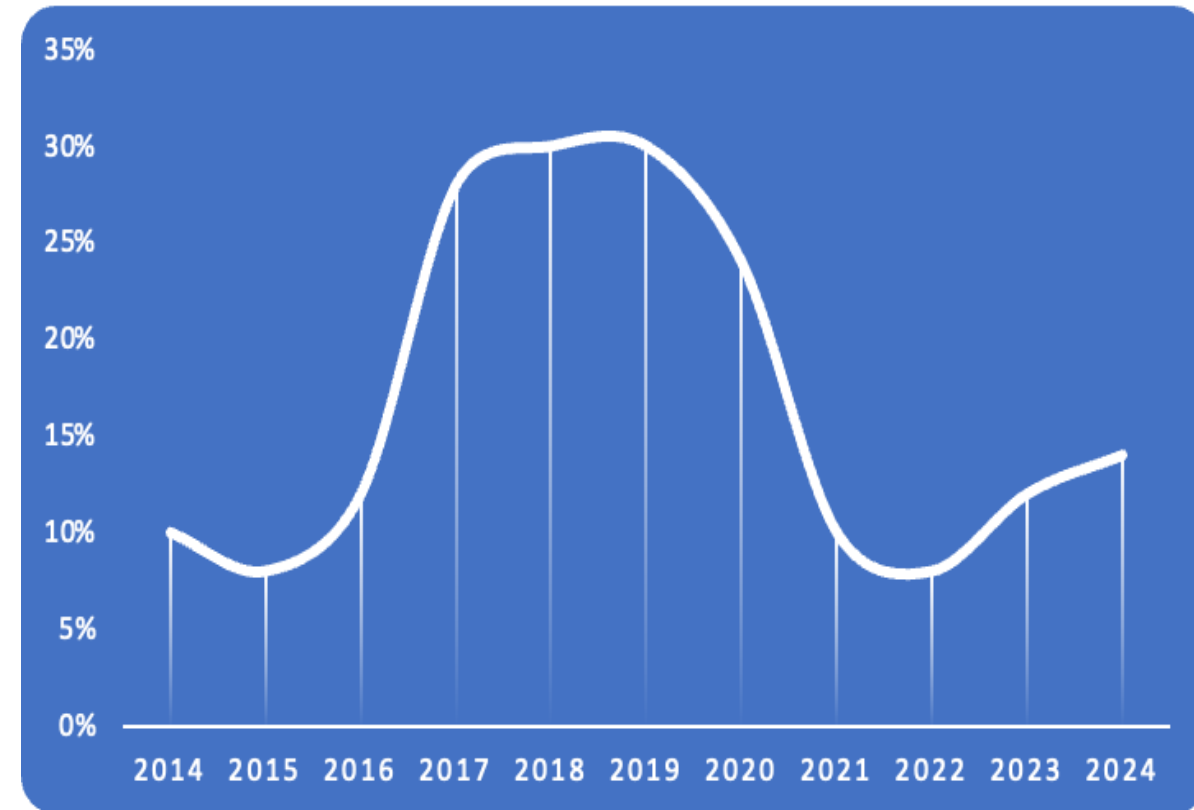
- Establishing technical departments in existing Colleges of Education.
- Partnering with local and international institutions to provide training, workshops, and professional development for current instructors.
- Offering instructor training through online courses and temporary training centres to equip them with advanced skills and updated industry practices.
- A dedicated training college is critical to preparing instructors to meet evolving technical demands, supporting the growth and sustainability of the TEVET sector.



Professional Development for TEVET Staff

- Participation in preservice and CPD training declined after 2019 but rose slightly in 2024.
- **Recommendations**
 - Allocate more funding for preservice and CPD.
 - Partner with industries to enrich training content.
 - Mandate training and offer incentives for professional development.

Table 12: Trend on the percentage of staff provided with preservice and CPD.



Source: Ministry of Labour

Industrial Attachment for TC

- In 2024, approximately 50% of TC trainees in Malawi gain industry attachment experience which has been consistent since 2020. This hands-on exposure is vital for connecting theoretical learning to practical skills.
- However, the National Education Sector Improvement Plan (NESIP) aims for 100% participation by 2025.

To reach this target, key actions include:

- Strengthen relationships with industry to increase placement opportunities.
- Boost funding and implement supportive policies for broader attachment programmes.
- Make industry attachments mandatory in all TEVET programmes to promote practical learning.



Conclusion



These strategic recommendations aim to build a robust, inclusive, and relevant TC education system in Malawi that aligns with NESIP goals, supports the national workforce, and fosters equitable access to technical skills for all.

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