



# TVET COUNTRY PROFILE MALAWI



# Table of Contents

Introduction	1
Policies	1
Governance	2
<i>Implementing Structures</i>	2
TVET Institutions	3
Funding sources	3
Private sector engagement	3
<i>Private sector associations</i>	4
<i>Teacher training</i>	4
Informal TVET systems	4
Statistics	4
Infographic	5
Sources	6

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## Introduction

Technical, Entrepreneurial and Vocational Education and Training (TEVET) is one of the strategies for the development of human resources in Malawi. TEVET system aims to support the integrated, demand-driven, skill-based, modular systems of engineering, entrepreneurship, vocational and training.

The Ministry of Labour took over political responsibilities for entrepreneurship and vocational training from the Ministry of Education in 1996. Malawi's TEVET system is diverse and fragmented with numerous private and public provider systems.

This paper highlights a country-level overview of the TEVET system in Malawi, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TEVET and to improve TEVET reform and quality.

## Policies

The effectiveness of the TEVET policy is dependent on integration and mainstreaming of TEVET in a wider spectrum. The policy or policies guiding TVET legislations is the Technical, Entrepreneurial and Vocational Education and Training (TEVET) Act of 1999 and the second edition of the TEVET Policy was conducted in 2018 to first, analyse the status of the priority areas mentioned in the 2013 TEVET Policy. In addition to the legislation, TEVETA (2018 to 2023) Strategic Plan and the National Education Sector Plan (2008 – 2017) sets a long-term strategic plan for TEVET.

The following documents provide contextual information on the education system and economic indicators in Malawi as they relate to the TVET implementation and policy.

- **TEVETA 2018 to 2023 Strategic Plan**- This strategic plan sets the five-year roadmap for the Technical, Enterprise and Training Authority (TEVET) (2018-

2023). Efforts were made to develop strategies for the authority from the previous strategic plan (2013-2018).

- **The Malawi Growth and Development Strategy III 2017-2022 (MGDS III)** - includes education and skills development as one of its five priority areas. Under this priority, the Malawi government sets out to improve access and equity in skills development training, improve productivity and quality of labour force, and increase gainful and decent employment for all. The entrepreneurship development component of the action contributes to the other priorities of the MGDS III.
- **Skills and Technical Education Programme (STEP) - Policy Brief (2018)** - this policy brief outlines topics relating to females and other vulnerable students' access to equity and achievement. It identifies gender obstacles and problems related to inclusion and makes recommendations for improvements in fields such as policy, programming, teaching, and learning and the management of institutions.
- **The National Education Sector Plan (NESP) 2008-2017** - provides an overview of the education sector as a catalyst for socio-economic growth and industrial growth. The NESP also promises to increase the access and rehabilitation of colleges to Technical, Entrepreneurial and Professional Training (TEVET).
- **Technical, Entrepreneurial and Vocational Education and Training (TEVET) Policy (2013)**- This is the second edition of the Technical, Entrepreneurial and Vocational Education and Training (TEVET) Policy. The policy was reviewed to incorporate a number of developments that had taken place since the inception of 1998 TEVET policy. It aims to mainstream TEVET in all potential sectors of economic growth and development. The overall goal of this policy is to make TEVET system more accessible, responsive, and relevant to the labour market.



### Objectives

- To contribute to human resource development and respond to labour market demands by providing quality TEVET for both wage and self-employment.
- To establish sound and sustainable funding and financing mechanisms for TEVET; and
- To enhance public- private partnership in TEVET.
- **The TEVET Act no 6 (1999)**- led to the creation of the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA). The Ministry of Labour and Training decided to improve the quality of TEVET operational management and develop TEVET in partnership with industry. The Act provides for 18 TEVETA duties. The Act also set up a training fee for employers to build a medium-term sustainable financial framework for TEVET (UNESCO, 2010).

### Governance

The Ministry of Labour governs entrepreneurship and vocational training in Malawi and took over political responsibilities from the Ministry of Education. Other ministries participating in the TEVET sector include:

- The Ministry of Economic Planning and Development- responsible for providing government with policy direction, recommendations, and technical assistance on economic and growth planning, as well as tracking and assessment of socio-economic problems for the achievement of the country's development objectives.
- The Ministry of Industry and Trade - coordinates the forum for public-private sector dialogue that may be used as a platform for discussing issues such as the balance between demand for and supply of skills.

#### **The Technical, Entrepreneurial and Vocational Education and Training (TEVET) Authority-**

is a regulatory body established in 1999 by an Act of Parliament. It was founded to operate as an independent and autonomous body mandated to create an integrated TEVET system in Malawi that is demand-driven, competence-based, modular, comprehensive, accessible, flexible, and consolidated enough to service

both the rural and urban Malawian population. The major purpose of the TEVET Authority is to contribute to human resource development through sustainable skills training and development to spearhead the country's production and export-led socio-economic growth.

### Implementing Structures

- **TEVET Authority** – mandated to create an integrated TEVET system in Malawi that is demand-driven, competence-based, modular, comprehensive, accessible, flexible, and consolidated to service both the rural and urban Malawian population. The major purpose of the TEVET Authority is to contribute to human resource development through sustainable skills training and development to spearhead the country's production and export-led socio-economic growth.

TEVET Authority implements its programmes guided by the national development agenda and sectoral policies informing the TEVET Sector in Malawi and the region. These include TEVET Policy; National Education Sector Policy 2007-2017; Southern African Development Community (SADC) Protocol on Education; SADC Industrial Development Policy Framework; African Union TEVET Policy; and the Sustainable Development Goals, among others.

- **The Directorate of Technical and Vocational Training (DTVT)** is a department of the Ministry of Labour, which is responsible for providing policy guidance on all matters of technical and vocational training. The overarching objective of the DTVT is to help improve the creation of wealth and standard of living of Malawians through the provision of technical, entrepreneurial, and vocational skills for wage and self-employment.

#### **The functions of the DTVT are as follows:**

- development and coordination of technical and vocational training policies
- management of the implementation of vocational and technical training policies





- regulation of the registration of technical institutions and public and private professionals
- leadership of public technical colleges and
- provision of quality assurance in the training system.

## TEVET Institutions

The role of TEVET training providers is to deliver training programmes, contribute to the funding of training implementation, conduct quality assurance, offer guidance, to make TEVET visible and monitor training at industry. As of today, the country has 7 public National Technical Colleges, 16 Community Technical Colleges and 23 Community Skills Development Centres that are in operation. The National Junior Certificate (JCE) and the Malawi School Certificate Examination (MSCE) are two certificates offered in secondary education which give access to TEVET in Malawi. TEVET is provided in technical colleges, community-based training centres, private technical and vocational training providers, and the apprenticeship training system which combines on-the-job practical training with theory courses in college.

Technical Colleges (TCs) offer four years of technical and vocational training, the majority of which are public formal TEVETs. These can be classified into regular programmes and apprenticeships which are funded and regulated through TEVETA. These colleges are further classified into parallel programmes, which are the responsibility of the colleges themselves. These include apprenticeship and non-apprenticeship programmes.

There are 58 registered training providers with TEVET Authority. These institutions are registered with the regulatory body to ensure that they meet the minimum requirements of the TVET Authority Act of 2006.

- **List of registered training providers**

## Funding sources

TEVET in Malawi is funded by several public and private funds. Public Technical Colleges receive basic funds from the government's public education budget and funding from TEVETA's programme funds and plan. Private households also contribute to the system in the form of tuition fees. TEVETA also introduced the TEVET Levy of 1% of the gross emoluments of all employers. The levy is paid to TEVETA and used to reimburse training expenses to companies and to TEVET through scholarships, grants, and loans.

TEVET in Malawi is poorly funded. The most common method of funding for training and advancement of vocational skills is based on a co-sharing agreement between the public and private sectors. The private sector pays about 2% to the training budget, which includes training personnel costs. Public financing for TEVET is low, at only 4.2 per cent of the total public education budget. Additional financing is in the form of:

- Tuition fees
- Commercial activities- income generating activities
- Donations, sponsorship, and grants
- External projects

## Private sector engagement

The partnership between the public and private sectors plays an essential role in the TEVET system in Malawi. These partnerships ensure continued relevance of TEVET programmes and provide guidance for TEVET programmes. The private sector also participates by employing TEVET graduates, training staff, and paying the TEVET Levy. Various industry associations play a part in the TEVET system to promote skills development and to feed the system with real-time information on skills needed in the industry and emerging sectors of employment. These key bodies represent industry interests in TEVET.



### Private sector associations

- **The Employers Consultative Association of Malawi (ECAM)** – acts as an employer's trade association which represents all subscribing employers. The association has direct membership from 250 organizations. The primary role of ECAM is the promotion, guidance, and protection of employers' interests in labour, employment, and socio-economic issues.
- **The Malawi Confederation of Chambers of Commerce and Industry (MCCCI)** - a high level forum of public and private sector representatives. It is co-chaired by Ministry of Industry and Trade and private sector members. The Forum discusses challenges faced by the business community and adopts resolutions that would improve the socio-economic, legal, and regulatory environment for business operations.
- **The National Construction Industry Council (NCIC)** - creates an enabling environment that facilitates its mandate of regulating, developing, and promoting the construction industry. It also provides the drive and organisational structure to raise quality levels across the industry among local and foreign players, thereby enhancing wider appreciation of the interests of the construction industry by all stakeholders.

Many private sector institutions offer their employees training to improve their competence and skills, but such training is regulated by TEVETA. These companies also have their own training centres and offer on-the-job training and external courses which promote skills required in the workplace.

### Trainers and Lecturers

Currently, there is no institution that trains TEVET teachers and trainers in Malawi. Teachers and trainers in TEVET institutions are usually graduates from the Malawi Polytechnic or from technical colleges who have completed their studies with a good aggregate and are offered teaching positions in the colleges. The country therefore has a shortage of TEVET educators. Most of whom gain their experience on-the-job.

TEVETA oversees accrediting TEVET trainers, assessors, moderators, and examiners, although its registration system is yet to be made operational. Accredited trainers are required to have an advanced qualification in their field, a teaching certificate, and to have received induction on the CBET approach.

### Informal TVET systems

Informal training is primarily conducted through traditional apprenticeships in the informal sector, whereby an apprentice enters an arrangement with a master craftsman. Most of these apprenticeships are dominated by males.

The TEVET Authority collaborates with informal TEVET suppliers who must be registered to ensure the prescribed requirements are met. Under the Authority an initiative called Informal Sector Skills Development Programme aims to improve the standards of technical, entrepreneurial, and vocational education and training of people living and working in the country's informal sector. The initiatives comprise skills development initiatives, skills training in collaboration with partners, micro and small enterprise development (MSED) initiatives, informal apprenticeship/on-the-job training (IA/OJT), Community skills development centres (CSDC).

### Statistics

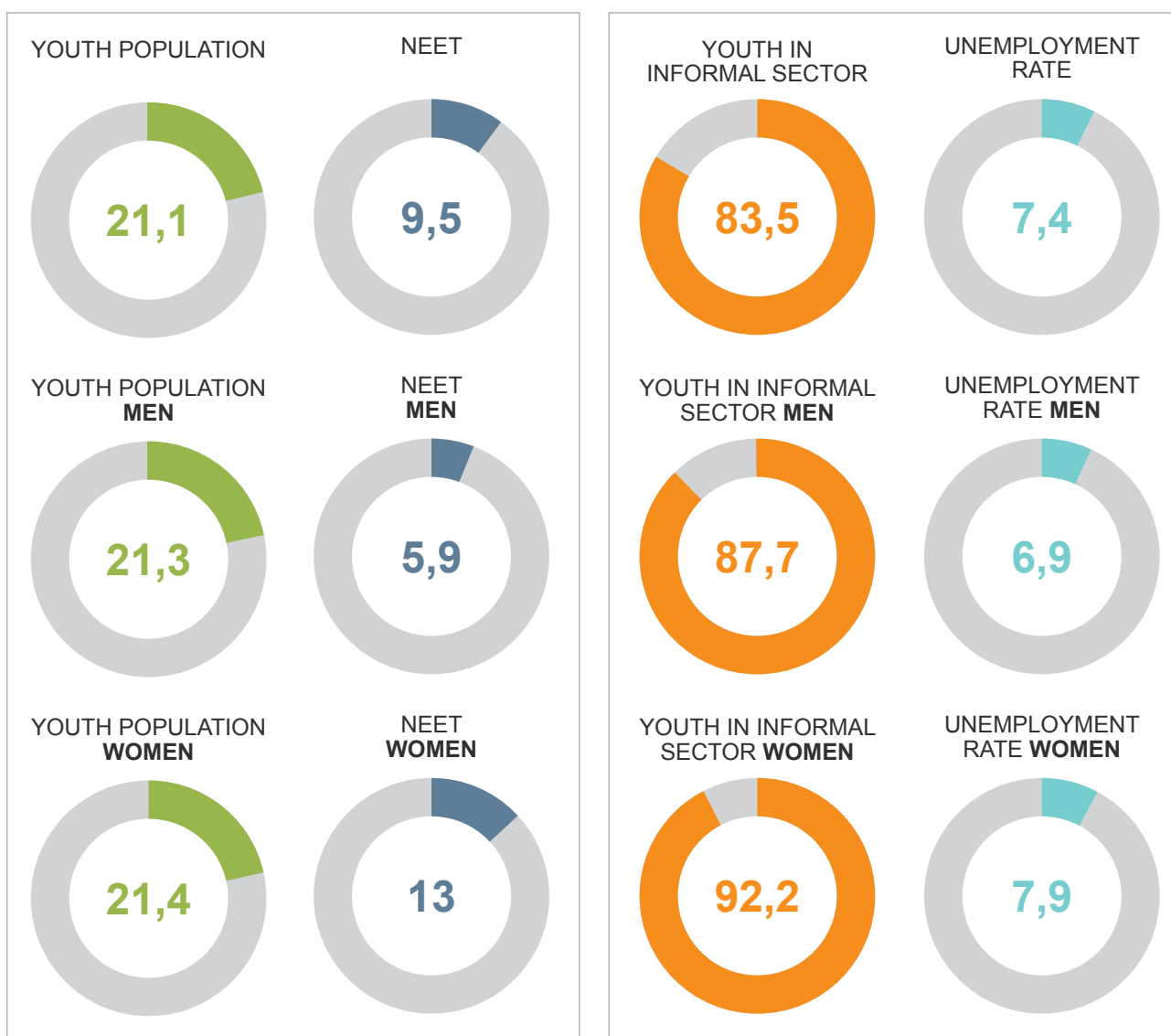
This section presents an overview of demographic and socioeconomic trends relative to progress made against the goals of the education system in Malawi from 2015 to 2021. Youth in this publication refers to persons aged 15-24/34 years.



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# TVET-COUNTRY LEVEL OVERVIEW MALAWI



YOUTH IN TVET  
**2,2%**



## GOOD PRACTICES

Lessons learnt, resources and skills associations  
<https://aspyee.org/page/good-practices>



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