



Zantchito Skills for Jobs Project- Technical Assistance

Terms of Reference

International Short-term Expert (ISTE) / Development of TEVET Student Admission Policy within the context of the Zantchito Skills for Jobs Project- Technical Assistance Component.

Title of assignment	International Short-term Expert (ISTE) for developing TEVET Student Admission Policy
Location	Malawi
Duration	20 working days
Expected start date	25 September 2025
Expected end date	31 December 2025
Workplan Activity Number	A 1.1.4

Background

The British Council provides management and technical leadership of complex, multi-stakeholder programmes across the globe, with an intimate understanding of local context through our longstanding presence on the ground, contributing to the achievement of positive change, particularly for young people.

Working in Malawi since 1974, we form trusted partnerships that shape new approaches by tackling profound challenges and ensuring positive solutions for sustainable change, informed by global best practice but led by Malawi’s communities. This includes connecting students, educators, policymakers, academics, creatives and entrepreneurs, with a focus on increasing opportunities for youth: supporting young people and the systems that service them to improve education, qualifications and skills.

Skills development with an emphasis on TVET is the main priority for our operations in Malawi, equipping young people with the support they need to create more resilient pathways to better life prospects, and more broadly helping to tackle Malawi’s unemployment challenge.

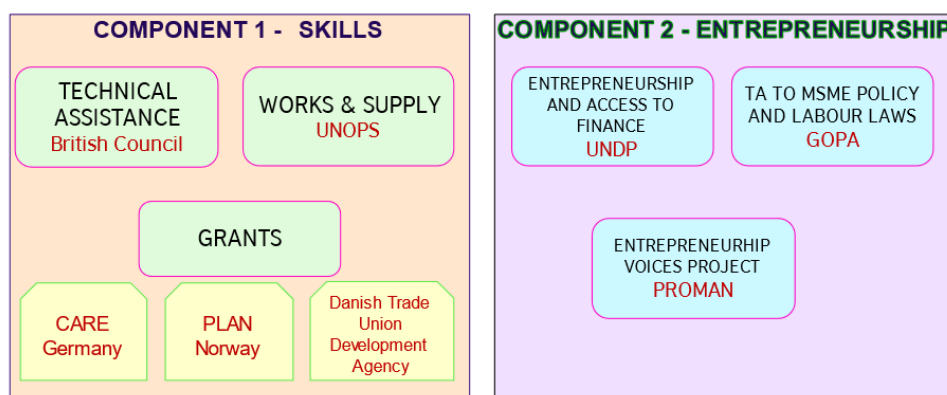
The TEVET system in Malawi has faced challenges over a number of years relating to funding, governance and the institutional strength. The overall governance and management of the TEVET sector remains challenging. Efforts to improve on the quality of governance - of TEVET regulatory functions, decentralisation approaches, promotion of policy dialogue among stakeholders, Labour market information system have not materialised; collaboration between TEVET providers and the private sector is minimal. TEVET training systems are biased against women and students with

disabilities. Enabling broad support for policy review, wider TEVET reform, capacity building throughout the system, a shared understanding and collective ownership of change that will ensure better overall management, planning, co-ordination and effective functioning of the sector is essential.

The Government of Malawi (GoM), with the support of various International Development Partners have embarked upon initiatives and projects to improve the governance, quality and relevance of TEVET. One of the largest such projects is the EU funded Zantchito Skills for Jobs project, which aims at improving the employability and self-employment opportunities of young Technical Entrepreneurial and Vocational Education and Training (TEVET) graduates and entrepreneurs, including a focus on women. The main counterpart is the Ministry of Labour. This programme is in line with **Malawi’s Vision 2063**, the over-arching plan for the country’s long-term development goal of attaining an inclusively wealthy and self-reliant industrialised upper middle-income status by 2063, recognises quality TEVET as essential for developing a globally competitive and highly motivated human resource that will drive achievement of the Vision.

The overarching Zantchito Skills for Job Project, is implemented under two main components – component 1 - Skills and component 2 – Entrepreneurship as illustrated in the diagram below:

ZANTCHITO SKILLS FOR JOBS PROJECT



The Technical Assistance (TA) project in component 1 is worth EUR 5,700,000 and delivered by the British Council, the following table provides more information about the project.

Scope of the Project / programme

Title	The Technical Assistance (TA) project -Zantchito – Skills for Jobs- Component 1
Duration	4 Years
Geographical scope	Malawi
Total budget	Approx. EUR 5,700,000
Target groups	Ministry of Labour Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) Other relevant Ministries and government bodies TEVET training providers (formal/informal)

Title	The Technical Assistance (TA) project -Zantchito – Skills for Jobs-Component 1
	Employers and industry representatives Local communities
Final beneficiaries	TEVET graduates Employers
Overall objective	To increase employability and self-employment opportunities available to young TEVET graduates and entrepreneurs, with special attention to women's needs
Purpose (specific objectives)	1.Improved co-ordination of the national TEVET system to realise governance that supports the improved quality and inclusiveness of outcomes 2. TEVET delivery and outcomes that meet sector and local economic and social needs
Expected results	1.1 Improved co-ordination of institutions, better clarity on responsibilities and greater use of inclusive and evidence-based decision-making that supports the development and implementation of policies and strategy for an effective TEVET system. 1.2 Enhanced participation of private partners in the TEVET ecosystem contributing to higher quality, relevant and inclusive TEVET outcomes. 2.1 A sectoral approach to skills development is piloted in four Centres of Vocational Excellence (CoVE). 2.2 TEVET development, regulation and delivery is better able to respond to sector and local economic and social needs

The Technical, Entrepreneurial, and Vocational Education and Training (TEVET) sector in Malawi has recently undergone a comprehensive assessment conducted by the Zantchito TA project, with the aim of identifying key gaps and priority areas for improvement. As an outcome of this assessment, the need was identified for a team of two experts (International and National experts) to develop an Admission policy of TEVET students to be piloted in the four Centres of Vocational Excellence (CoVEs) established by the projects in the Agricultural mechanisation, Tourism, Renewable Energy and Marine Transport sectors.

Specific Objective of this Assignment

Under Specific Objective 1 of the project, the primary objective of this consulting assignment is to articulate a policy paper after analysis of gaps, evidence collection and small-scale research on TEVET students' admission into TEVET institutions in Malawi.

The aims of the assignment include but not limited to:

- Develop focused small-scale research in the form of a policy paper on TEVET students' recruitment and admission in TEVET institutions. The team of two consultants will work on the policy paper together in a participatory consultative approach with all relevant stakeholders. The policy paper will include analysis on but not limited to the following elements:
 1. The review of current policies and state of **TEVET students' admission on formal and non-formal programmes** including account of challenges and opportunities.
 2. Analysis of the TEVET students' recruitment, selection and admission criteria and provide recommendations for improvement.
 3. Analysis of current policies and procedures for autonomy and decision making within TEVET institutions in terms of promotion, recruitment, selection and admission of students.
 4. Analysis of the policies and procedures for attachments and work-based learning for students within private sector establishments and how to improve the process.
 5. Analysis and recommendations on increasing the enrolment rates and re-integrating students who wish to return for TEVET higher levels.
 6. Review the degree of aligning the policies and strategies of TEVET, Youth and Gender, through high level coordination and collaboration between the Ministry of Youth, TEVETA Ministry of Labour, and Ministry of Gender and provide recommendations for improvement.
 7. Analysis on TEVET policies related to admission of female students and people of disabilities. Including analysis of suitable programmes that offer attractive and decent job prospects for these target groups, developed through mechanisms that emphasises employer participation.
 8. Review the policy of students' 'Multiple exit and entry' in the TEVET system and making the first exit level (Certification Level) to be at higher levels, minimum Level 3, while incentivising students to complete level 4 (Technician Level). Review the alignment with the Malawi Qualification Framework (MAQF).
 9. Review the further education pathways for TEVET graduates into tertiary education and the admission policies.
- Address priority areas for the policy development, institutional strengthening, and capacity building within the TEVET sector.
- Generate evidence-based recommendations for improving the quality, relevance, and effectiveness of TEVET teachers' capacity building.
- The recommendations and outcomes of the policy paper and research should stimulate dialogue and collaboration among key stakeholders to foster a coordinated approach to TEVET development, including between the Ministry of Labour, The TEVET Authority, the Ministry of Education, the Ministry of Higher Education, the Ministry of Youth and the Ministry of Gender as well as other relevant organisations.

Scope of Work:

The selected International Short-Term Expert (ISTE) will lead the assignment and will be supported by the National Short-Term Expert (NSTE) to achieve the assignment objectives. The team of two experts will coordinate with the TA Team Leader, Deputy Team Leader and national stakeholders to develop a workplan for the duration of the assignment, to include, but not be limited to, the following activities:

- Reviewing the findings and outcomes of the recent assessment of the TEVET ecosystem in Malawi conducted by the project.
- Review relevant national policies, strategies, and plans related to TEVET in Malawi including the TEVET policy and ACT, further analyse reports, studies, and assessments on TEVET

previously conducted in Malawi especially those focusing on student admission and gender equality and social inclusion.

- Identifying and agreeing with the project team specific gaps and priority areas for improvement within the TEVET admission practices.
- With the support of the NSTE, conducting further analysis and evidence collection to deepen the understanding of the identified gaps and priorities.
- Undertaking small-scale research to gather additional data and insights that will contribute to addressing the identified gaps and priorities.
- Providing recommendations for targeted interventions and strategies to address the identified gaps and priorities within the TEVET admission procedures in the form of practical **Policy Paper**.
- Validate findings and presentation of the policy papers to the project Technical Working Groups (TWGs) and other relevant stakeholders.

Deliverables:

The ISTE will be responsible for drafting all reports and conducting the research while the NSTE will provide support in gathering information and data and provide feedback and input to the reports. The ISTE will be responsible for delivering the following:

- A brief Inception Report and work plan:** In collaboration with the National Short-term expert, develop a report outlining the proposed research methodology, format of the policy paper and work plan within two weeks of the assignment's commencement.
- Draft policy paper on TEVET Admission, presenting the findings, conclusions, and recommendations for review and feedback by the project team and relevant stakeholders.
- In collaboration with the National Short-term expert, conduct validation workshop with the project TWGs to get feedback on the draft policy paper.
- Final report in-cooperating final policy paper incorporating feedback received by the project team TWGs and other stakeholders.

Logistics and timeline:

The International Short-term expert will perform these tasks over 2 missions to Malawi with the expected start date by 25 September 2025.

The Expert will be based at the Project Office in Lilongwe, Malawi, any travel to regions outside Lilongwe will be organised by the British Council according to applicable guidelines.

The expert will work up to 20 working days and will be delivered over a duration of up to 4 months. Subject to any changes notified to potential suppliers by the British Council in accordance with the contractual conditions, the intended timescales applicable to this assignment are:

Deliverable/Activity	Time as of contract signing
Inception Report	2 weeks
Draft Policy Papers	8 weeks
Stakeholder meetings and workshops	10 weeks
Final Policy Papers and report	12 weeks

The ISTE should possess the following expertise and qualifications:

- Relevant degree or equivalent experience in a subject relevant to the assignment (Education, Human resource development, TVET, Management, Economics, Labour Markets);
- Over 10 years' international experience of working (outside Malawi) in the TVET sector and supporting the development of Governments and institutions.
- Extensive experience in TVET policy development, private sector engagement in TVET and student-centred TVET.
- Proven track record in conducting system-wide TVET assessments and supporting TVET policy formulation.
- Experience of engaging with senior government stakeholders, private sector leaders and evidence of strong relationship building skills.
- Previous experience in Malawi or similar context including familiarity with transition countries is an advantage.
- Strong coaching, mentoring and facilitation skills.
- Excellent written and spoken English.
- Strong analytical ability.
- Strong communication and report-writing skills.