	Zantchito Skills for Jobs Project- Technical Assistance

Terms of Reference

International Short-term Expert (ISTE) – Support in the review and updating of the current national TEVET curricula development and review framework for both formal and non-formal programmes.

Title of assignment	**ISTE – Support the review and updating of the curricula development and review framework**
Location	Malawi
Duration	30 working days
Expected start date	15 September 2025
Expected end date	30 November 2025
Workplan Activity Number	A 2.2.2

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 long-standing 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, policy makers, 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.

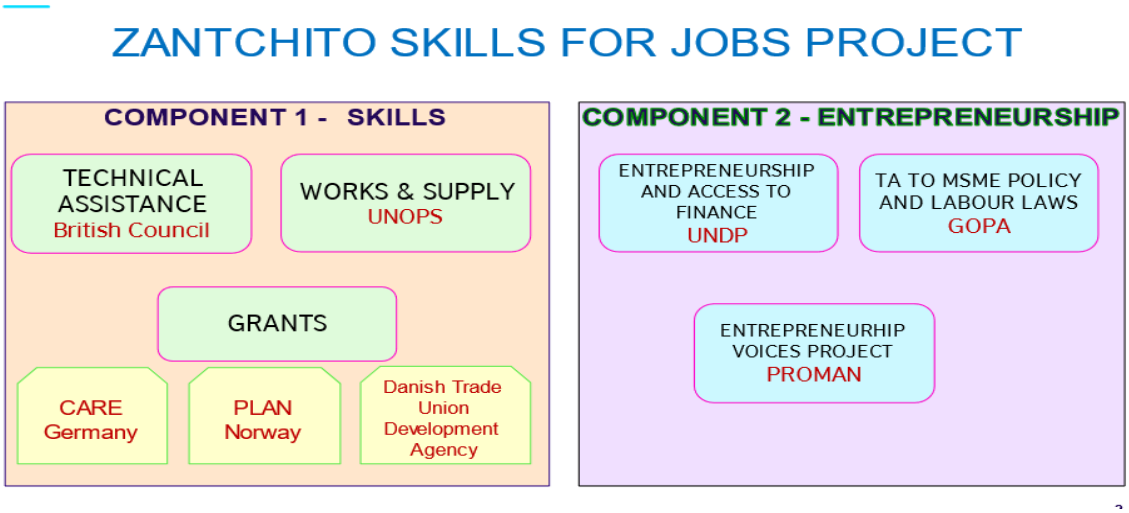
Skills development with an emphasis on TVET is the main priority for our operations in Malawi, equipping young people with the support they need to create more resilient pathways to better life prospects, and more broadly helping to tackle Malawi's unemployment challenge.

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 technical training institutions and the private sector is minimal. TEVET 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 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 national vision.

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



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	Zantchito – Skills for Jobs
Duration	4 years
Geographical Scope	Malawi
Funder	European Union Delegation in Malawi
Total Budget	Approx. EUR 5,700,000
Target Groups	Ministry of Labour

Title	Zantchito – Skills for Jobs
	Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) Other relevant Ministries and government bodies Technical Training institutions (formal/informal) 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 TE VET 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 Zantchito TA project has established four Centres of Vocational Excellence (CoVEs) and their network partner institutions to offer TEVET of a higher quality in response to emerging skills needs especially in the agricultural mechanization, marine transport, renewable energy and tourism sectors. This calls for the development of new curricula and the review of existing curricula relevant to the CoVEs and their network partner institutions on an ongoing basis for both formal and non-formal programmes to meet the needs of employers.

The introduction of the COVEs has increased the number of new sectors requiring new vocational skills and therefore new curricula. Other initiatives in the TEVET sector as a whole are also introducing new courses requiring new curricula. This means that more TEVET curricula will need to be developed or reviewed in future, and the national curriculum development framework and process therefore needs to be both effective and efficient to produce the desired outputs.

Specific Objective of this Assignment

Under Specific Objective 2 of the project, the primary objective of this assignment is to support the national stakeholders to update and improve the national TEVET curricula development framework/process that will ensure that the process is effective and efficient in producing demand-driven TVET Curricula.

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 Zantchito 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:

1. **Conduct in-depth stakeholder consultations to understand the current TEVET curricula development framework and processes that are employed to develop new curricula and to review existing curricula in Malawi with a focus on competency-based education and training.**

2. **Review the Curriculum Development Framework which was developed by the STEP Project in collaboration with the relevant national stakeholders.**

3. **Analyse the strengths and weaknesses of both the current TEVET curricula development and review framework and the curriculum development framework developed by the STEP Project.**

4. **Conduct a detailed analysis of international best practice in curricula development in other countries (including some in Sub-Saharan Africa) to compare the frameworks with Malawi for effectiveness and efficiency.**

5. **Draft a new framework for curriculum development and review based on the analysis and suggest the required legislative reform required to implement the**

new framework.

6. **Present the draft curriculum development and review framework to national key stakeholders for validation at a Validation Workshop**

7. **Submit the validated curriculum development framework to the Zantchito TA project to present to the Ministry of labour for adoption.**

Deliverables:

The ISTE will be responsible for conducting the research, drafting, validating and presenting the validated framework and all reports, while the NSTE will provide information on the national context and support in gathering information and data and provide feedback and input to the reports. The ISTE will be responsible for delivering the following:

a. In collaboration with the National Short-term expert write a brief Inception Report and work plan outlining the proposed methodology and work plan within two weeks of the assignment's commencement.

b. In collaboration with the National Short-term expert, produce a draft curriculum development and review framework based on the analysis and internet search results,

c. In collaboration with the National Short-term expert, have the draft curriculum development and review framework validated by key stakeholders and produce a final framework for submission to the Zantchito TA project to present to the Ministry of Labour for adoption.

Logistics and Timelines:

The Assignment will start on 15 September 2025 and end no later than 30 November 2025 according to the timelines for each activity that will be based on a workplan which will be agreed with the British Council and the expert prior to commencement.

The International Short-term expert will perform these tasks over 2 missions to Malawi. During the first mission, the expert will conduct in-depth stakeholder consultations to understand the current TEVET curriculum development framework, review the curriculum development framework which was developed by the STEP Project and analyse their strengths and weaknesses, provide detailed analysis of international best practice in curricula development in other countries including some in Sub-Saharan Africa to compare the frameworks with Malawi for effectiveness and efficiency, and submit a draft curriculum development framework.

During the second mission, the expert will facilitate a validation workshop during which key national stakeholders will validate the draft Curriculum Development framework. Thereafter, the expert will submit the final curriculum development framework to the Zantchito TA Project to present to the Ministry of Labour for adoption.

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

The expert will work up to 30 working days and will deliver the assignment over a duration of up to 3 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 curriculum development and review framework produced and submitted	8 weeks
Draft Curriculum Development and review framework validated and final framework produced and submitted	12 weeks

Required experience and qualifications:

The ISTE should possess the following expertise and qualifications:

- Relevant degree or equivalent experience in a subject relevant to the assignment (Education, Curriculum Development, TEVET, Management, Economics, Labour Markets);
- Over 10 years' international experience of working (outside Malawi) in the curriculum development field and supporting institutions develop and review curricula.
- Proven experience in supporting countries to develop national TVET curricula development frameworks.
- Experience in 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 facilitation and coaching skills.
- Excellent written and spoken English.
- Strong analytical ability.
- Strong communication and report-writing skills.