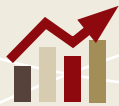


# Handbook for Community Skills Development

## Centres in Malawi

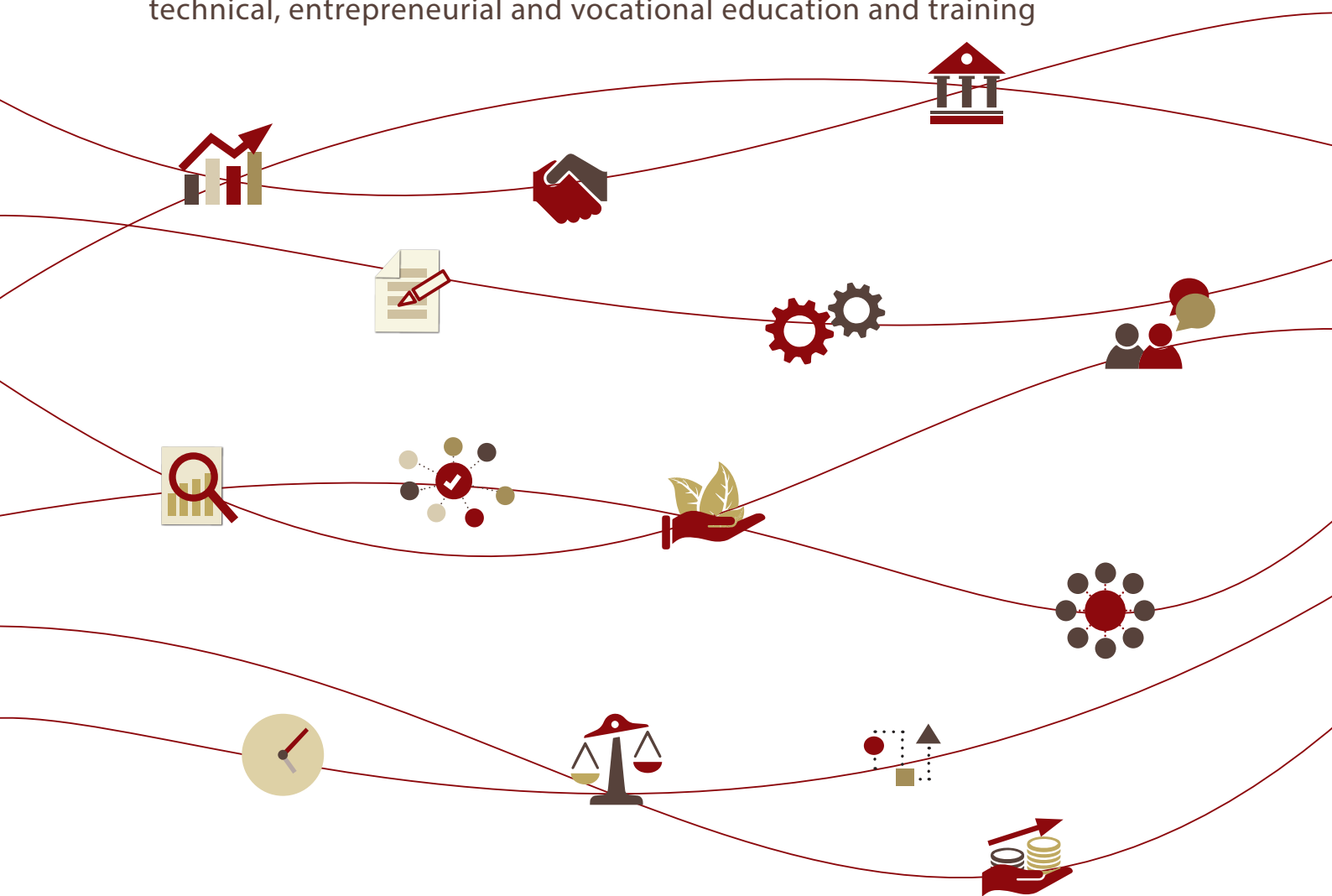
Selected management approaches for quality and demand-driven technical, entrepreneurial and vocational education and training



# Handbook for Community Skills Development

## Centres in Malawi

Selected management approaches for quality and demand-driven technical, entrepreneurial and vocational education and training



# Disclaimer

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The training covered participants from Malawian NTC/CTCs (principals or deputy principals, chairmen, treasurers and bursars), CSDCs (board members, principals and community heads) and relevant experts and local partner institutions.

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# Glossary

|                             |   |
|-----------------------------|---|
| <b>Asset management</b>     | The planning, acquisition, maintenance and disposal of assets with due regard to economy, effectiveness and efficiency as well as full compliance with applicable government regulations and policy directives.   |
| <b>Audit</b>                | The official inspection of an organization's accounts. An internal audit is conducted by someone from within the organization, an external audit by an independent body.  |
| <b>Budget</b>               | A forecast plan for all the organization's expenditure during the coming year.  |
| <b>Budget monitoring</b>    | The systematic and continuous collection, analysis and use of budget implementation information to verify actual expenditures against planned expenditures in relation to activities, to identify difficulties, to spot problem areas and to recommend corrective action. |
| <b>Cash flow</b>            | The money that is moving (flowing) in and out of an organization in a given period of time.   |
| <b>Centralized</b>          | The concentration of control of an activity or organization (e.g. TEVET college) under a single central authority (e.g. the ministry).  |
| <b>Cheque</b>               | An order to a bank to pay a stated sum from the drawer's account, written on a specially printed form.  |
| <b>Consumable assets</b>    | Items/supplies that are used up relatively frequently (daily, weekly, monthly), such as training materials, fuel, stationery and paper.   |
| <b>Cost sharing</b>         | An arrangement in which the cost of something (a product or service) is shared between two or several entities, such as industry and the government, or parents and the government.   |
| <b>Decentralized</b>        | The distribution of the administrative powers or functions of a central authority (such as a ministry) over a less concentrated area (e.g. regions or institutions).  |
| <b>Evaluation</b>           | A comparison of actual project outcomes against the agreed strategic plans (and the targets in these plans), and an assessment of why results were or were not achieved.  |
| <b>Financial controls</b>   | Established systems and procedures which help to ensure that the financial resources of an institution are being properly handled.  |
| <b>Financial management</b> | The efficient and effective management of money (accounts, financial projections, statements) in such a manner as to accomplish the organization's objectives.  |
| <b>Fixed assets</b>         | A long-term tangible piece of property that an organization owns. Includes land as well as items that typically depreciate over years (as opposed to days, weeks, months) such as buildings, office equipment and office furniture.                                       |
| <b>Fixed asset register</b> | A list of fixed assets that belong to an entity.  |
| <b>Fuel management</b>      | The management of how fuel is purchased and used in the operation of a vehicle.   |
| <b>Fuel ledger</b>          | A record of fuel purchases and travel.  |
| <b>Goals</b>                | An organization's aspirations, purpose and vision.  |

|                                     |   |
|-------------------------------------|---|
| <b>Income-generating activities</b> | Money-making entrepreneurial activities. In the context of TVET institutions, this may include, for example, production units, renting of structures and agricultural ventures run by the institutions.   |
| <b>Indicator</b>                    | A quantitative or qualitative factor or variable that provides simple and reliable means to measure achievement and to reflect the changes connected to an intervention. For example, the enrolment rate is an indicator of the proportion of young people in a CSDC.   |
| <b>Internally generated funds</b>   | Funds that are generated by an organization that do not come from public funds, such as charging student fees, running production units or renting out classrooms.  |
| <b>Job description</b>              | The written description of a role within an organization.   |
| <b>Key performance indicators</b>   | Indicators that help an organization define and measure progress towards organizational goals.  |
| <b>Management autonomy</b>          | The extent to which an individual or organization is allowed to make management decisions that affect that organization.  |
| <b>Minutes of a meeting</b>         | The written record of a meeting.  |
| <b>Monitoring</b>                   | The routine, systematic collection and analysis of information as a project or activity progresses.   |
| <b>Objectives</b>                   | The stepping stones on the path towards the achievement of an organizational goal.  |
| <b>Person specification</b>         | The written description of the type of candidate needed to fill a job vacancy.  |
| <b>Procurement</b>                  | The management of how and what an organization buys, who it buys from, and how this affects the organization.   |
| <b>Records management</b>           | The supervision and administration of digital or paper records.   |
| <b>Strategic plan</b>               | A road map (plan) intended to guide an organization towards the achievement of its goals and objectives. It typically helps organizations to answer four critical questions:<br>What exactly is the organization aiming to accomplish?<br>Where is it now?<br>How is it planning to achieve its ambition?<br>How will it know if it is getting there? |
| <b>Time management</b>              | Managing time effectively so that the right amount of time is allocated to the right activity.  |







# Introduction

## 1.1. PURPOSE OF THE HANDBOOK

This is a management handbook for Community Skills Development Centres (CSDC) in Malawi. The purpose of this handbook is to provide guidance for CSDC managers on common management concerns.

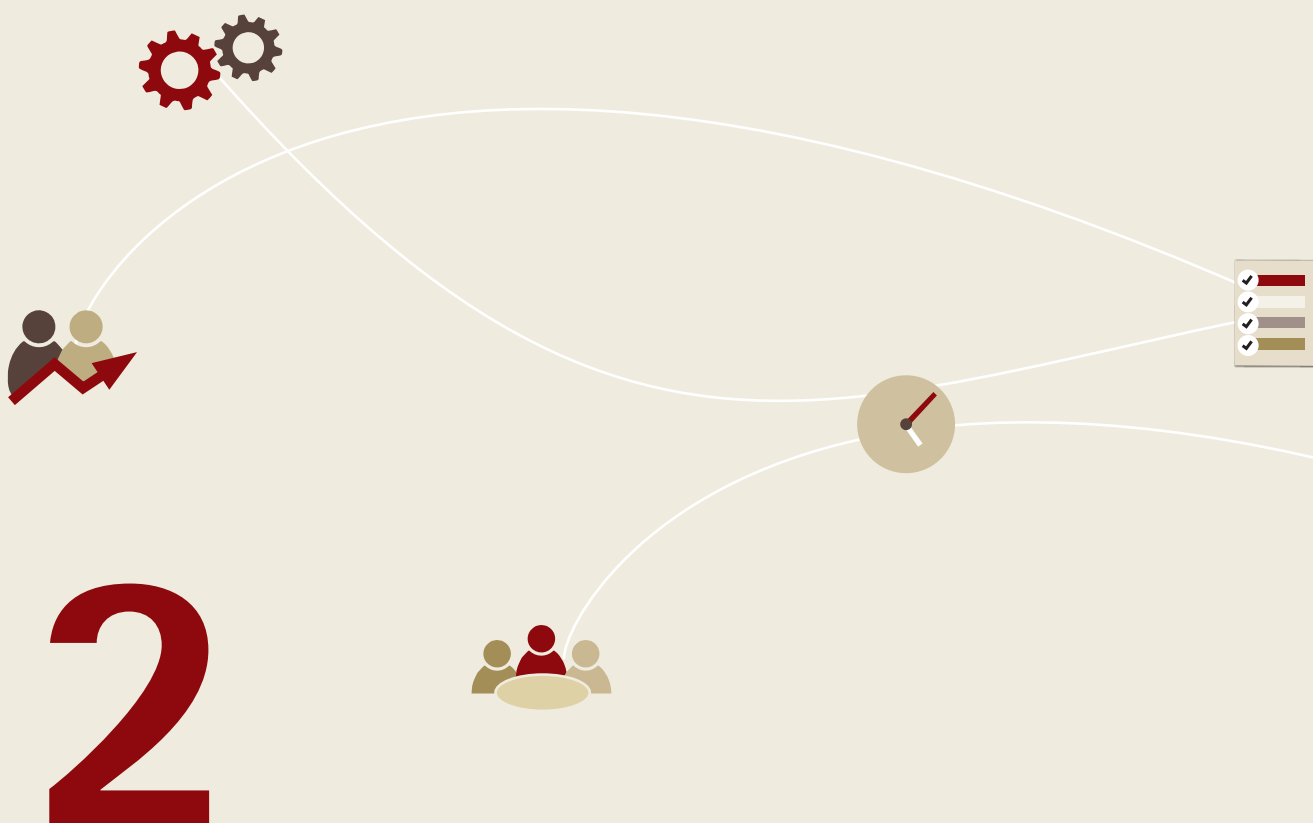
This is not intended to be an administrative handbook, although some administrative topics are addressed.

## 1.2. STRUCTURE OF THE HANDBOOK

The handbook has been organized into six sections:

- General institutional, administrative and asset management
- Human resource management
- Financial management
- Strategic institutional planning
- Funding TEVET
- Results, monitoring and evaluation

Following a capacity building programme for TEVET management (16–25 August, 2018, in Mponela, Malawi), these topics were identified by CSDC managers as being among the most useful for their organization.



# 2

## General institutional, administrative and asset management

### SECTION CONTENTS

- Asset management
- Public relations management
- Time management
- Organizing and chairing effective meetings

### INSTITUTION LEADER SUMMARY

It is important to manage a CSDC's assets in an effective and efficient way. Assets consist of tangible fixed assets like buildings, equipment and furniture, as well as tangible consumable assets like training materials, fuel and stationary. Other assets that your CSDC has include intangible ones like the CSDC's brand (its public image) as well as the asset of time. Managing these various types of assets well will be a big factor in determining your CSDC's success.

This section of the handbook also provides some practical advice on how you and other CSDC managers can organize and chair meetings more effectively.

## 2.1. ASSET MANAGEMENT

Asset management is the planning, acquisition, maintenance and disposal of assets with due regard to economy, effectiveness and efficiency. It also needs to be in a full compliance with applicable regulations and directives as set by the CSDC management committee.

There are two types of assets: fixed assets and consumable assets.

### FIXED ASSETS

Includes land as well as items that typically depreciate over years (as opposed to days, weeks, months), for example: buildings, office equipment, office furniture, training equipment, machinery, computers, printers, photocopiers, motor vehicles, bicycles, wheelbarrows, shovels and textbooks.

### CONSUMABLE ASSETS

Comprises items/supplies that are used up relatively frequently (daily, weekly, monthly), such as training materials, fuel, stationery and paper.

## 2.1.1. Inventory

Managers should draw up an account of all the assets owned by the CSDC. Separate inventories should be kept for all the types of assets that the CSDC has – this will include both fixed and consumable assets, for example:

- Inventory A: fixed assets
- Inventory B: consumable assets

All items with a purchase price over a specified amount should be entered into a fixed asset inventory, which needs to be updated annually to serve as a reliable source of information for budget preparation. An accurate and complete inventory is necessary to prevent shortages or the mismanagement of equipment or supplies.

All inventory records should show deletions and additions of items, the estimated value, estimated original cost, date of purchase, serial numbers (where applicable) and location of each piece of property. Inventory forms should be developed for use by members of staff (see Figure 1 for an example).

**FIGURE 1: Inventory Template**

| CSDC name:            |               | City, ZIP Code: |                 | Email:      |           |          |           |                    |
|-----------------------|---------------|-----------------|-----------------|-------------|-----------|----------|-----------|--------------------|
| Department:           |               | Country:        |                 |             |           |          |           |                    |
| Address:              |               | Phone:          |                 |             |           |          |           |                    |
|                       |               | Fax:            |                 |             |           |          |           |                    |
| <b>INVENTORY LIST</b> |               |                 |                 |             |           |          |           |                    |
| Item                  | Purchase Date | Purchase Price  | Estimated Price | Description | Serial No | Quantity | Condition | Location           |
| 1                     | 30.09.13      | \$600           | \$300           | DELL Laptop | 8476394   | 1        | Brand new | Principal's office |
| 2                     |               |                 |                 |             |           |          |           |                    |
| 3                     |               |                 |                 |             |           |          |           |                    |
| Prepared By:          |               |                 |                 |             |           | Date:    |           |                    |
| Agreed By:            |               |                 |                 |             |           | Date:    |           |                    |
| Distribution:         |               |                 |                 |             |           |          |           |                    |

Source: Adapted from Malawi Institute of Management, internal materials (2018)

### 2.1.2. Repair and maintenance of assets

Part of managing assets is ensuring that the best possible care is taken of them, so that they last as long as they can for the institution. The maintenance and repair of fixed assets is particularly important. To achieve long-term utility from their assets for the institution, management should consider the following actions:

#### Maintenance of tools and equipment

- A culture of maintenance, including preventive maintenance, should be emphasized by management.
- Ensure that anyone who will be using the tools and equipment has been appropriately trained and understands how to correctly operate the machines and perform all the necessary routine maintenance procedures.
- Students/instructors should undertake day-to-day maintenance of all tools and equipment by cleaning, oiling and storing them safely.
- At the end of each semester, heads of department should review which pieces of equipment, workshop tools or machines need maintenance or overhauling; this could be included as part of class work, with students receiving marks for it. Indeed, equipment management can be integrated into courses so that students understand, for example, the process of equipment selection, preventive maintenance and procedures for troubleshooting and repair.
- If the CSDC staff cannot carry out the repair work, a local technician may be engaged.
- Out-of-date tools, equipment and machines are to be disposed of. The practice of disposal should follow the rules and regulations set by the CSDC management committee and be in accordance with the principles noted in Chapter 2.1.3.

*We encourage departments that use machines and equipment to be responsible for these items because once we have a fault it will also affect the operation of the department*

Principal,  
DAPP Mikolongwe  
vocational school

### Repair and maintenance of buildings

- Managers should regularly check CSDC buildings, services, fittings, walls and roofs. Where necessary and where funding allows it, repairs and maintenance works should be carried out by qualified, competent and approved workers.
- However, it may be more realistic for CSDCs to establish what their staff and students can repair and maintain themselves. Where CSDCs have courses such as building and construction, electrical installation, plumbing, carpentry and joinery, the opportunity to repair buildings could be considered as part of the practical training on offer, and may be conducted during class time under the supervision of qualified instructors. This approach is not only cheaper, but also results in promoting a sense ownership of the CSDC structures among students and staff. Painting the buildings could involve the whole school.

### 2.1.3. Acquisition and disposal of fixed assets

**Acquiring fixed assets** can be achieved through donation or purchase:

- If purchased, the assets should be included in the approved budget.
- Procurement of any items should be carried out through an Internal Procurement Committee, if it is in place. Alternatively, basic guidelines related to procurement procedures could be developed (see Section 4).

#### REMEMBER:

Internal Procurement Committees play an important role in implementing set procurement guidelines. Imagine what problems could arise if everyone bought items without following procedures.

The **disposal of fixed assets** may occur at the end of the asset's useful life, when it has become too expensive to maintain, or through any of the following circumstances:

- The asset is extensively damaged and cannot be used

- It is too expensive to run or maintain
- The cost of maintaining the asset exceeds its economic benefit
- It has become obsolete due to changes in technology
- The asset is surplus to the requirements of the CSDC

The principal's office should compile a list of assets that are to be disposed of and present it to the management committee for approval, indicating the recommended means of disposal (e.g. selling, donating to charity, scrapping).

#### 2.1.4. Management of consumable assets

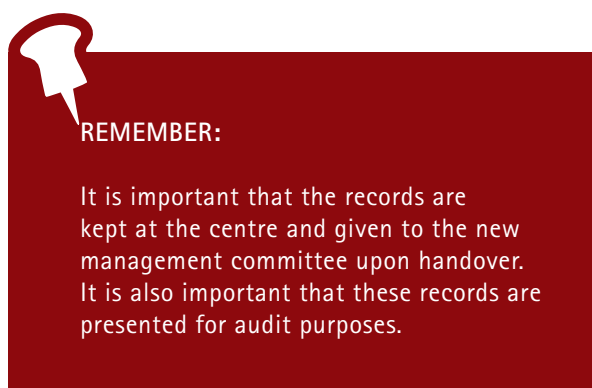
As with fixed assets, it is important to keep a record of all consumable assets held in the CSDC stores.

##### Stores management

Stores management concerns how items received or issued by the CSDC are looked after. Store records refer to the written record of how many goods/items the CSDC receives and how many goods/items it sends out.

Stores records should show the following information at any given time:

- What comes in
- What goes out
- Who it goes out with
- What is the purpose for which it goes out
- What remains in the store
- What is out of stock



**REMEMBER:**

It is important that the records are kept at the centre and given to the new management committee upon handover. It is also important that these records are presented for audit purposes.

##### Fuel management

Fuel management refers to how fuel is purchased and used in the operation of a vehicle (or power generator, if this is available).

- Close monitoring of fuel consumption is the first control method to audit the misuse and abuse of fuel supply.
- Use a fuel monitoring tool – for example a log book, where distance covered and fuel bought is recorded. Delegate this job to a responsible member of staff who is familiar with the task and who can monitor this asset on a regular basis.
- All fuel receipts should be kept.

##### Records management

Records management refers to the supervision and administration of paper or digital records.

- Managers should ensure that the CSDC keeps records on all major aspects of the centre, including: staff, students, finances, training materials, equipment, supplies, finances, organization performance, etc. Records management is the process whereby this information is systematically managed by a designated custodian. The guiding principle is to ensure that the information is available when and where it is needed; it should be kept in an organized and efficient manner and stored in a well-maintained environment.
- The principal may delegate the responsibility for records management to a designated staff member. If any individual or organization wants to access the records, an official written request has to be submitted to the principal or custodian of records. Upon receipt of the request, the principal or official custodian can allow or deny access to the records, giving detailed written reasons for his or her decision.
- Records shall under no circumstances be removed from their usual building/location without the approval of the principal or official custodian. All records should be kept for a minimum length of time, as required by the CSDC management committee. Members of staff, students or guardians are prohibited from giving or selling a part or parts of CSDC records to any person except as authorized by the CSDC regulations.

CSDCs should ensure that their records are:

- **Authentic** – By keeping a record of their management over time, it should be possible to prove that records are what they purport to be, and identify who created them. When information is added to an existing document within a record, the added information should be signed and dated.
- **Accurate** – Records should accurately reflect the transactions that they document.
- **Accessible** – Records should be readily available when needed.
- **Complete** – Records should be sufficient in content, context and structure to reconstruct the relevant activities and transactions that they document.
- **Comprehensive** – Records should document the complete range of the CSDC's activities.
- **Compliant** – Records should comply with any record-keeping requirements resulting from legislation, audit rules and other relevant regulations.
- **Effective** – Records should be maintained for specific purposes and the information contained in them should meet those purposes.

- **Secure** – Records should be securely maintained to prevent unauthorized access, alteration, damage or removal.

## 2.2. PUBLIC RELATIONS MANAGEMENT

Good public relations should be viewed as an institutional asset to be nurtured and sustained. Developing and maintaining good public relations is both relevant and beneficial to CSDCs in a number of ways. For example, it can:

- Raise **awareness** of the CSDC.
- Establish a favourable **institutional image** that reflects well on the training centre's offerings.
- **Reduce direct costs** associated with promoting the CSDC and its courses.
- Assist in the launch of **new training courses**.
- Help **reposition current training courses**.
- Influence **specific target groups** (e.g. by attracting more female trainees, reaching out to under-served groups or widening the reaching scope of potential trainees).

### Public relation tools that CSDC managers could deploy include:



#### News release

A short story in the newspaper, on the radio or on the institution's own website publicizing an event, course or other new offering

#### Speech

A speech given by a key TEVET stakeholder or other dignitary to create publicity around the college and its course offerings



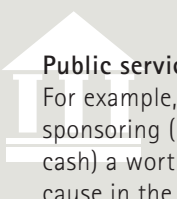
#### Written materials

Materials, including annual reports and newsletters, used to reach specific stakeholders



#### Press conference

A meeting used to announce major news events to the press and to gain publicity



#### Public service activities

For example, the CSDC sponsoring (in kind or in cash) a worthy charitable cause in the community (e.g. CSDC students supporting the construction of a community building)



#### Social media

Using Facebook, Twitter or other social media platforms to reach people

It is widely recognized that TEVET does not always have the same positive public image as general education. This is common across many countries and is not specific to Malawi.

CSDCs have a vital role to play in working to change perceptions of TEVET, particularly among parents and students, and in highlighting its value. Successful ways of promoting TEVET as an effective route to employment might include:

- **Celebrating success** – Sharing and celebrating success stories of former trainees to help parents and students appreciate the real opportunities TEVET can offer.
- **Building networks** – The strongest advocates for CSDC are its students, who should be an important strand of any communications approach to promote the CSDC.

### 2.3. TIME MANAGEMENT

Time management helps ensure that the right amount of time is allocated to each activity. It refers to making the best use of time, as time is always limited. For us to succeed in managing time, we must ask ourselves which activities are more important and how much time should be allocated to them.

Time management includes:

- **Effective planning** – Setting goals, objectives and deadlines: encourage your team to plan their day well in advance and to prepare a 'To Do List'.
- **Prioritizing activities according to their importance** – On the 'To Do List' jot down the important activities that need to be done in a single day and the time allocated to each one. High-priority work comes at the top of the list, followed by those tasks which can be done at a later time/date. Complete pending tasks one by one.
- **Spending the appropriate amount of time on each activity** – Aim to finish the listed tasks within the stipulated time frame.
- **Delegation of responsibilities** – Roles and responsibilities should be delegated to staff members in line with their interests and areas of specialization; they are then required to finish the tasks involved within set deadlines. The successful completion of tasks can also be traced back to how

effectively tasks are delegated and responsibilities distributed among the CSDC personnel. Overburdening a trusted person with all the jobs that need to be done will not always lead to timely results and does not build a strong, effective team over time.

### 2.4. ORGANIZING AND CHAIRING EFFECTIVE MEETINGS

Although there are many ways employees of the same organization can interact with each other, meetings – if they are conducted the right way – can be effective and efficient means of communication.

CSDC managers should organize regular meetings. Meetings serve as a vital tool in the smooth running of the CSDC. They provide a forum for the discussion of matters pertaining to administration, discipline and decision-making. They also provide a medium for disseminating information to staff members on various developments within the organization.

*At DAPP Mikolongwe we collect agendas in advance before the day of the meeting*

Principal,  
DAPP Mikolongwe  
vocational school

In order to make best use of your and your staff's time, there are several key points to consider when arranging meetings:

- **Is the meeting necessary?**  
Arranging meetings to discuss simple messages that could be delivered by email or memo is a bad use of everyone's time. There are often more efficient ways to meet objectives than holding a meeting. Ask yourself: why am I scheduling this meeting? Is a meeting the most effective way of addressing the issue at hand?
- **What is the purpose and desired outcome of the meeting?**  
This is one of the most important issues to clarify before the meeting. Be clear about what you need to get from the meeting. Circulate an agenda ahead of time, or at least at the start of the meeting, and agree on the outcome. Stick to the agenda, and keep discussions focused around the desired meeting outcome.



- **Who needs to be present?**
  - Consider who needs to be present (and keep to this list) in order for the desired outcome to be achieved.
  - Encourage the participation of those present to gain insight from all key stakeholders. If they are not actively engaged, let these uninvolved participants know why it was important for them to be at the meeting and what you expect of them.
  - Starting meetings off with a few minutes of small talk can help to raise overall energy levels and increase engagement.
- **When is the most suitable time?**

Schedule the meeting to ensure that the key stakeholders can join. Give adequate notice to staff members to allow them to prepare for the meeting. Start and end the meeting on time: if you get into the habit of starting late or waiting for latecomers, this will become the norm; if you start on time, that will also become the norm.
- **Where will the meeting be?**

Arrange the meeting in a location convenient for the majority or closest to any key participants whose time may be even more precious than your own. Make sure you have sorted out all logistics in advance.
- **How long should the meeting be?**

There is no rule to this but generally speaking the shorter, the better; try to keep meetings to
- between ten and thirty minutes. Any meeting longer than this needs to have a good justification, and/or be required owing to the length or complexity of the agenda.
- **Recording and keeping meeting minutes.**

Minutes are an official record of the proceedings of a meeting and a permanent record of team discussions and assessment of progress. Prior to, or at the start of each meeting, the meeting chair should identify the person responsible for drafting the minutes.
- **Keep track of time during the meeting.**

Be polite but firm with people who speak too long or deviate from the subject. A simple 'let's move on', 'thanks, now let's hear from someone else' or 'in the interest of time, let's move on to the next item' can suffice. You might try having some meetings at which all participants remain standing: this is a good way to encourage people to get to the point, and it helps to reduce the length of the meeting.
- **What next?**

At the end of the meeting, set clear outcomes and next steps, and be clear about who is responsible for these actions. Write up and distribute the minutes of the meeting and follow up on delegated tasks. Express appreciation for people's time, energy and contribution. Maintain a tone of respect for each other.

#### Key points:





# 3

## Human resource management

### SECTION CONTENTS

- Staff recruitment
- Staff development
- Managing and leading staff

### INSTITUTION LEADER SUMMARY

The quality of a CSDC's human resources (its staff) will determine whether a CSDC flourishes or fails. It is important to identify and hire appropriate staff, give them suitable induction training, then support them through continuous professional development, mentoring and empowerment.

Hiring staff that are a good fit for your CSDC is one of the most important actions you will take as an institutional leader. Once you have the right personnel, retaining them and actively encouraging them to give their best requires you to have close follow up and staff development processes in place that reward talent.

### 3.1. INTRODUCTION

All CSDC managers would like to be able to showcase:

- **Low staff turnover**, measured by the number of employees leaving in a given period.
- **High productivity**, measured by delivered outputs (e.g. high enrolment rates, a good range of quality courses delivered).
- **Successful training outcomes**, measured by student course completion, pass rates and satisfaction levels.
- **Revenue generation** (and self-sustainability).

Such results cannot be achieved without the efforts of a strong team: CSDC management, instructors and assisting staff. The human resources available to a CSDC are arguably one of its most important assets. Recruiting, developing, managing and leading staff in an effective way are vital factors for the success of a CSDC and for the achievement of its desired outcomes.

Three main areas of human resource management are addressed here:

- Staff recruitment
- Staff development
- Managing and leading staff

### 3.2. STAFF RECRUITMENT

Recruitment is a strategic issue which needs proper planning for the success of the CSDC. The various stages of recruitment can be categorized as follows:

- Determine the hiring need
- Prepare the job description and person specification
- Advertise the job opening
- Receive and review applications and shortlist candidates
- Conduct interviews
- Offer the job
- Implement an induction/onboarding programme

#### 3.2.1. Determine the hiring need

You cannot find the right person unless you know what you are looking for. Make sure you are clear about why you need to hire a new instructor or support staff member. Key questions to consider are:

- **Why is a new employee needed?** Are you replacing a staff member who has left? Is there a new course you want to offer? Do you need additional support for an existing course? Are there unmet support staff needs?
- **What duties and responsibilities will the successful candidate have?** Make a list of tasks that you need this person to perform (this will be useful when you are drafting the job description).
- **What skills or abilities are required to succeed in the role?** Make a list of the personal skills and abilities needed or desired for this role (this can be used later in drafting the person specification).
- **Where does this role fit within the wider CSDC structure?** Which department will this person be in? Who will they report to?

#### 3.2.2. Prepare the job description and person specification

The **job description** is a written description of the role you are recruiting for, while the **person specification** indicates the type of candidate needed to fill the position.

#### Writing a job description

A job description is a written outline of the job, detailing its duties, scope, responsibilities and purpose. Job descriptions need to clearly define the role and the required qualifications and experience, with the goal of attracting suitable candidates.

Key elements to include in a job description are:

- Job title
- To whom the jobholder reports and how the role fits in the team, department and wider organizational structure
- Primary objectives or overview of the main purpose of the job
- Key tasks involved in the job
- Extent of responsibility and the deliverables expected
- Required education and training
- Soft skills and personality traits necessary
- Location
- Salary and benefits available



## Writing a person specification

A person specification is used in the recruitment process to provide managers with a profile of the ideal candidate that the CSDC wishes to attract. It is a description of the knowledge, skills, qualifications, experience and other attributes (according to the specific requirements of the job) that a candidate should possess in order to perform the duties involved.

Recruiters may want to consider:

- **Attainment** – Level of formal education and training, specific qualifications, relevant work experience, evidence of a track record of success.
- **Innate abilities** – Quickness of comprehension and aptitude for learning.
- **Motivation** – Consistency and determination.
- **Circumstances** – Any special demands of the job, such as the ability to work odd hours or to travel, etc.
- **Adjustment** – The ability to deal with stress and an aptitude for getting on with people.

### 3.2.3.

#### Advertise the job opening

Another step to finding the right person for the job is making it known that there is a vacancy at your CSDC. To do this you need to advertise.

## Advertising the position internally

You may want to consider internal recruitment; in other words, look at your existing staff and see if anyone has the necessary skills and experience to work at a different level or in a different department. Another type of internal recruitment could be where the position to fill is at a junior level and would be suitable for a new CSDC graduate; you may find that you can recruit one of your own final year students immediately after they graduate.

The advantages and disadvantages of internal recruitment are shown in Table 1.

## Advertising the position externally

Several external recruitment approaches can be used, including:

- **Recommendations** – From existing CSDC staff and other contacts. This can often be a cheap and quick source of recruitment. Recommendations from high-performing current staff or trusted external contacts frequently yield good results.
- **Word of mouth/social networks/alumni** – Make sure that key stakeholders in your community know about the vacancy, and inform your social networks (including church and mosque groups) and CSDC alumni.
- **Social media** – In cases where CSDC employees have social media accounts (Facebook, LinkedIn, Twitter), ask them to post a link to the CSDC website where the job is listed. If your CSDC does not have a website, you can write a couple

**TABLE 1: Advantages and disadvantages of internal recruitment**

### ADVANTAGES

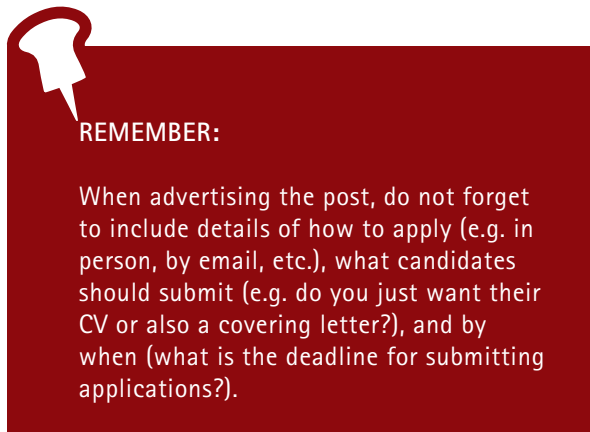
- It is cheap – few direct costs are incurred.
- The advice of managers/departmental heads who know the applicant can be drawn on.
- Written comments may be available if a performance appraisal system is in operation.
- Offering promotion to staff is a good policy that helps to motivate the workforce to make greater efforts.

### DISADVANTAGES

- The number of internal applicants is likely to be quite limited.
- You won't be getting 'new blood' into the CSDC that may bring new (and better) working approaches.
- There may be a sense of grievance among those who are not successful, and this needs to be managed well.
- If you successfully 'recruit' a current staff member to a new position, you may have just created a need for another staff member (to replace them). However, this position would typically be at a lower level so would likely be easier to fill.

of sentences of clear and concise information about the job which you can circulate to CSDC employees for them to distribute via their social media accounts.

- **CSDC website** – Make sure the job description and person specification are listed on your CSDC website, if you have one. If your CSDC does not have a website, perhaps it has an institutional Facebook page which can be used.
- **Formal advertising** – This may be in the form of a paid job advert printed in a newspaper, or read out on the radio.



**REMEMBER:**

When advertising the post, do not forget to include details of how to apply (e.g. in person, by email, etc.), what candidates should submit (e.g. do you just want their CV or also a covering letter?), and by when (what is the deadline for submitting applications?).

### 3.2.4. Receive and review applications and shortlist candidates

Once you have advertised the fact that you have a position available, you will start to receive submissions.

You now need to shortlist the candidates by reviewing their applications and assessing the extent to which they match the criteria (qualifications, skills, experience and person specification).

### Conduct interviews

When you have a shortlist, one way to make it even shorter is to conduct a **telephone-screening interview**: a 10–15 minute telephone interview with prospective candidates to assess their suitability for the post. Carrying out telephone screening can save you time by cutting down the number of face-to-face interviews you have to do.

Steps to follow during face-to-face interviews:

- **Make sure you know the job** – Ensure that you understand the job and what skills and experience you are looking for. Study the job description.

- **Structure the interview** – Base questions around the actual job duties; this will minimize irrelevant questions. Based on your knowledge of the job, ask the candidates situational or behavioural questions, making sure you know enough about the job to be able to evaluate their answers. Questions that simply ask for opinions and attitudes, goals and aspirations, or self-descriptions and self-evaluations, allow interviewees to present themselves in an overly favourable manner or avoid revealing weaknesses. Use the same questions with all candidates; this reduces bias as everyone has the same opportunity to give their responses.
- **Get organized** – Hold the interview in a private room where telephone calls are not accepted and you can minimize interruptions (including text messages). Prior to the interview, review the candidate's application and CV.
- **Establish rapport** – Greet the candidate and start the interview by asking a non-controversial question, perhaps about the weather or the traffic conditions that day.
- **Ask questions** – Try to follow the situational, behavioural and job knowledge questions you formulated ahead of time.
- **Stick to your time frame** – Allow the same amount of time for each candidate; 30–40 minutes should usually be sufficient.

### 3.2.5. Make the job offer

Once you have decided on the candidate, you need to make them a formal job offer and ask them to come in to sign their contract of employment.

At this point you will also need to agree on a formal start date and make sure the candidate is clear about arrangements for their first day.

### 3.2.6. Implement an induction/onboarding programme

The induction (or onboarding) of new staff members should be an explicit process that all newly recruited staff go through.

A well-planned and executed induction should:

- Make new staff members feel welcome
- Give new starters an insight into other peoples' jobs
- Provide essential background information to assist new staff members with their own work

- Clarify the initial goals or deliverables expected of the new recruits during their first one to three months in the job

Managers should ensure that the induction process meets these requirements so that every new staff member has a strong start in their new role and feels part of the team as soon as possible.

New staff members should be briefed with regard to the policies, systems, procedures and administration processes of the CSDC. The induction process must be carefully planned by managers with support from heads of all departments, who need to continually assess the performance of new staff members.

### 3.3. STAFF DEVELOPMENT

CSDC staff require a structured approach to their continuous professional development. They need to be supported to assume their roles and perform and develop their functions effectively.

The objectives of staff development should include:

- Updating, broadening and deepening staff members' existing knowledge, skills and experiences through further training or experiential learning, leading to improvements in their teaching skills and subject knowledge.
- Ensuring that career development pathways are in place at the institution.

#### 3.3.1. Staff development methods

CSDCs could consider using the following methods as part of their staff development:

- **Job rotation** – This encourages on-the-job learning and can be either horizontal or vertical. Vertical rotation is simply promoting a staff member into a new position. Horizontal rotation can refer to a short-term transfer to a position at a similar level but in a different department.
- **Assistant to a higher position** – Employees who have demonstrated potential could be moved to work under a seasoned and successful manager. The individual then performs his or her duties under the watchful eye of a supportive coach. In this way they can experience a wide variety of management activities and are prepared for assuming the duties of the next level position.
- **Assignment to a committee** – This can allow employees to share in decision-making processes,

to learn by watching others and to investigate specific organizational problems.

- **Seminars/lecture courses** – These help individuals acquire knowledge and develop their conceptual and analytical abilities.

#### 3.3.2. Motivation

Managers need to realize that motivation is key to maintaining individual performance, group productivity and a pleasant office culture.

**Extrinsic motivation** refers to behaviour that is driven by extrinsic rewards such as **financial remuneration, benefits, added professional responsibility, training, feedback and praise**. Providing continuous professional feedback to staff lets them know how they are performing.

It is very important that managers do not take credit for work that their staff have done. This disempowers and demotivates staff, reduces their internal motivation (see below) and discourages them from trying hard in the future. Rather, managers should openly celebrate the work and successes of those they supervise, without feeling threatened by their skills or contributions. Managers should make a point of mentioning individuals' outstanding achievements in staff meetings and other public CSDC fora.

**Intrinsic motivation** originates from within the individual and acts as an internal 'driver'. It is possible to externally kick-start an individual's intrinsic motivation in a number of ways:

- **Empowerment and ownership** – One of the most important drivers of intrinsic motivation in an individual is the extent to which they are given ownership over a specific part of the CSDC (e.g. a department, a production unit) and are empowered to make decisions related to it. A strong sense of ownership, combined with a feeling of empowerment to take action based on the decisions they make, often results in more intrinsically motivated staff.
- **Acknowledgement and recognition** – Another key driver of intrinsic motivation.
- **Creating a welcoming, accommodating and friendly staff culture** – Encourages individuals to do their best for their colleagues.
- **Promoting openness and trust in the team** – Where individuals feel that they are able to voice their opinions without fear of being derided or put down, they will be more intrinsically motivated.

Table 2 provides examples of extrinsic and intrinsic motivation.

**TABLE 2:**  
Examples of extrinsic and intrinsic motivation

**EXAMPLES OF EXTRINSIC MOTIVATION**

- Financial remuneration
- Benefits
- Additional professional responsibility
- Training
- Feedback
- Praise

**EXAMPLES OF INTRINSIC MOTIVATION**

- Empowerment and ownership
- Acknowledge and recognition
- Positive staff culture
- Openness
- Trust in team

**3.4. MANAGING AND LEADING STAFF**

Managers should understand that there is a difference between managing and leading a CSDC.<sup>1</sup> Both are crucial to the success of the institution.

**Managing a CSDC** relates to the daily administration and supervision of the institution. Managers in a CSDC typically:

- Do things right
- Seek control, create and follow the rules
- Focus on how things should be done
- Strive for compliance
- Use formal authority (hierarchy)

**Leading a CSDC**, in contrast, is more concerned with influencing the direction of the CSDC as an organization by setting goals, priorities and a course for action, and formulating new ideas, visions and policies. Leaders in a CSDC typically:

- Do the right things
- See people as important assets
- Seek commitment
- Focus on outcomes
- See what could be done and why
- Share information
- Promote networks

<sup>1</sup> This section draws on CEDEFOP (2011).

The following leadership styles provide a number of examples of what leadership can look like. You might find some attributes of your personal style in each group but the majority of your behaviour will probably lean towards one particular leadership style.



**CONSIDER:**

**What kind of leadership style do you have now? What kind of style would you like to have in the future?**

**Dictatorship**

- The leader orders, directs and expects total obedience from their team.
- The leader controls, sets the objectives and watches over the realization of the group tasks.
- Cooperation and creativity among the group members are hindered.
- There is no possibility for the group or its members to develop.

**Hands-off**

- There is minimal leadership.
- The group can act just as it wants.
- Information or help is rarely given.
- There is no development of the group or its members.

**Democratic**

- The leader gives the group and its members sufficient help and information to solve their conflicts or undertake activities on their own.
- The group learns to accept each other's different abilities and to find them helpful.
- After a while the group is not dependent on the leader's presence.

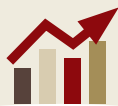


**GOOD TO KNOW:**

Adopting a 'dictatorial' leadership style does not lead to team building; rather it can hinder creativity. A hands-off leadership style makes for a loose team and leads to disorganized management. The democratic style empowers teams and should be exercised with great care and accountability.

# 4

## Financial management



### SECTION CONTENTS

- Introduction to financial management and control
- Drafting a budget
- Budget monitoring
- Procurement

### INSTITUTION LEADER SUMMARY

Sound financial management is a cornerstone of a CSDC's success and growth. As CSDCs that do not receive public grants, it is imperative that their managers run these institutions as if they were a non-profit business.

This section of the handbook highlights some of the principles of financial management and control that you should be considering for your CSDC. It also describes the processes involved in drafting a budget and monitoring it on a rolling basis. Lastly, this section describes the process of procurement and the key steps you need to take in this area.



## 4.1. INTRODUCTION TO FINANCIAL MANAGEMENT AND CONTROL

### 4.1.1. What is financial management and control?

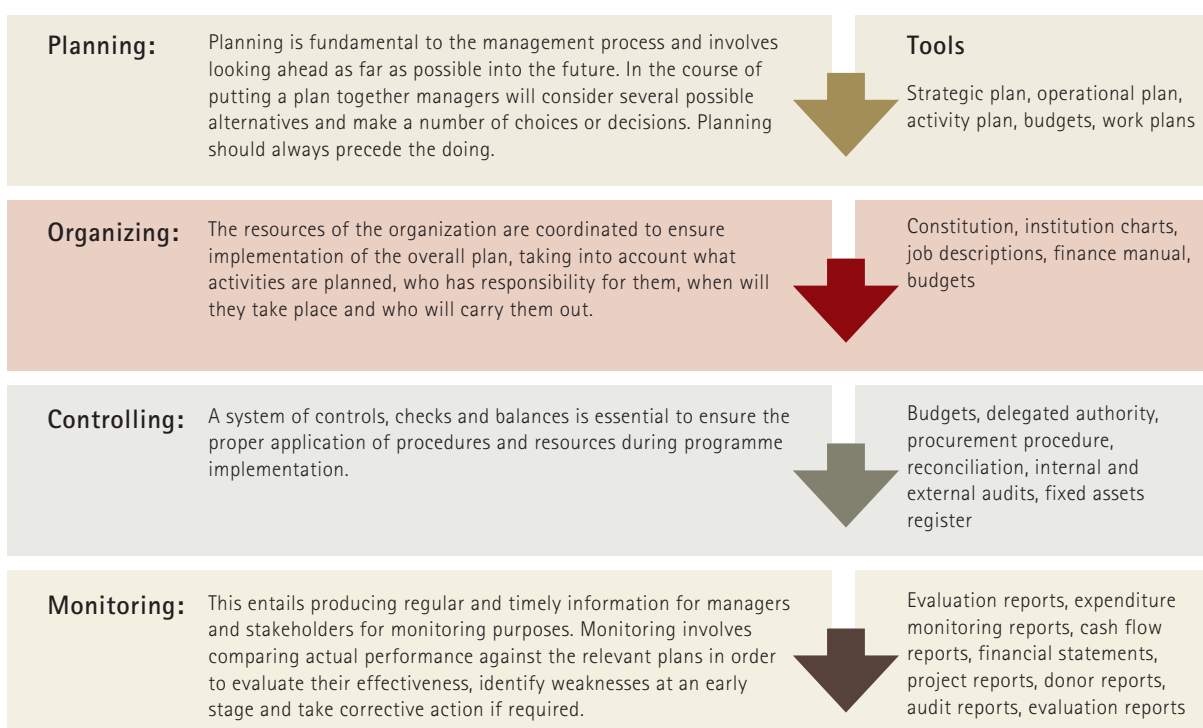
**Financial management** includes bookkeeping, projections, financial statements and financing, which together form the foundation for reaching your goals through sound business decisions.

**Financial controls** are the established systems and procedures which ensure that the financial resources of an institution are properly handled.

### 4.1.2. Five principles of financial management that drive control

- **Consistency** – Financial management should be reliable over time. This promotes efficient operations and transparency, especially in financial reporting.
- **Accountability** – The institution should explain how it has used its resources, and what it has achieved as a result, to all stakeholders and beneficiaries.
- **Transparency** – The institution should be open about its work, making information about its activities and plans available to relevant stakeholders and beneficiaries.
- **Integrity** – Individuals should operate with honesty and propriety. For example, managers should lead by example in following policy and procedures and declare any personal interests that might conflict with their official duties (e.g. involvement in local businesses, family connections to local, regional or state businesses or to government structures).
- **Stewardship** – An institution should take good care of the financial resources with which it is entrusted, and make sure that they are used for the purpose intended.

### 4.1.3. Pillars of financial management



**REMEMBER:**

Everything that takes place regarding finances or any other resources is intended for the CSDC and the 'management committee' is just a trustee.

It is vital that young people and the community are informed of all financial transactions taking place at the centre, using such appropriate channels as quarterly meetings and centre bulletins.

## 4.2. DRAFTING A BUDGET

Budgeting is the process of costing activities that need to be carried out to achieve an objective.

### 4.2.1. Where do I start?

There are several pieces of information that your CSDC is likely to have, or that you can find out, to help you start the process of drafting a budget:

- **Last year's budget and last year's actual expenditure** (if available) – This will give you a good sense of the main line items to include in the budget, as well as the extent to which your CSDC's budgeting was accurate.
- The **CSDC annual work plan** for the coming year – This should stem from the CSDC's strategic plan, which usually spans multiple years. When creating a multiple-year strategic plan (see Section 5), you should already have drafted a high-level budget projection for the years covered by the plan. Doing this helps your planning to be more realistic, with the expected income and expenditure of the CSDC over the years covered by the plan. Look at the line items in the annual work plan for the year ahead and ensure that your budget matches the planned activities. It may be that you have to revise the annual work plan if you determine that you will not have the resources in the coming year that you had initially expected.



**A budget is a forecast plan for all the organization's expenditure during the coming year.**

- **Expected income** for the coming year – Add up the sums agreed or pledged by funding agencies and any other income that will be generated by the institution (including student fees and any other funds from income-generating activities).
- **Expected expenditure** for the coming year – As noted above, this should align with the annual work plan.

- **Budget committee** – It is recommended practice to form a budget committee that is responsible for drafting the CSDC budget, which is then approved by the principal (in the first instance), followed by the CSDC management committee. The function of the budget committee is to:
  - (a) enforce and review budget formulation
  - (b) coordinate departmental budget drafting as inputs to the main CSDC budget
  - (c) once the budget is approved, to receive and evaluate budget reporting of actual spending versus the approved budget

### 4.2.2. Steps in preparing a budget

The basic steps for preparing a budget are outlined below:

- Define the time period: Specify the period the budget is to cover (e.g. 1 July 2018 to 30 June 2019) and the currency (e.g. Malawi Kwacha) that will be used.
- Identify all expenses: Divide the expenses into the following categories and subcategories:
  - Direct expenses: Institutional staff salaries, learning/teaching equipment and materials, transport and other direct learning/teaching expenses
  - Indirect expenses: Office equipment and supplies, insurance, water and electricity, etc.
- Identify sources of income: Distinguish the various sources of income, including tuition fees, donations, grants from funding agencies, income-generating activities and service contracts.
- Transfer the items to the budget itself:
  - Line for total expenses
  - Line for total income
- Establish costs for each item based on the budget analysis and estimates.
- Transfer income figures to the worksheet.
- Review the results.

Figure 2 shows an example of a quarterly budget for a CSDC.

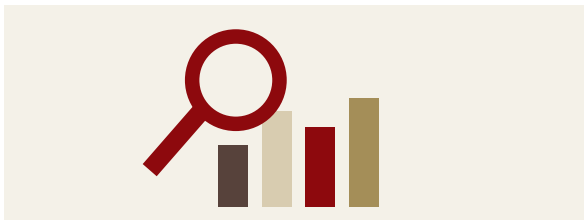
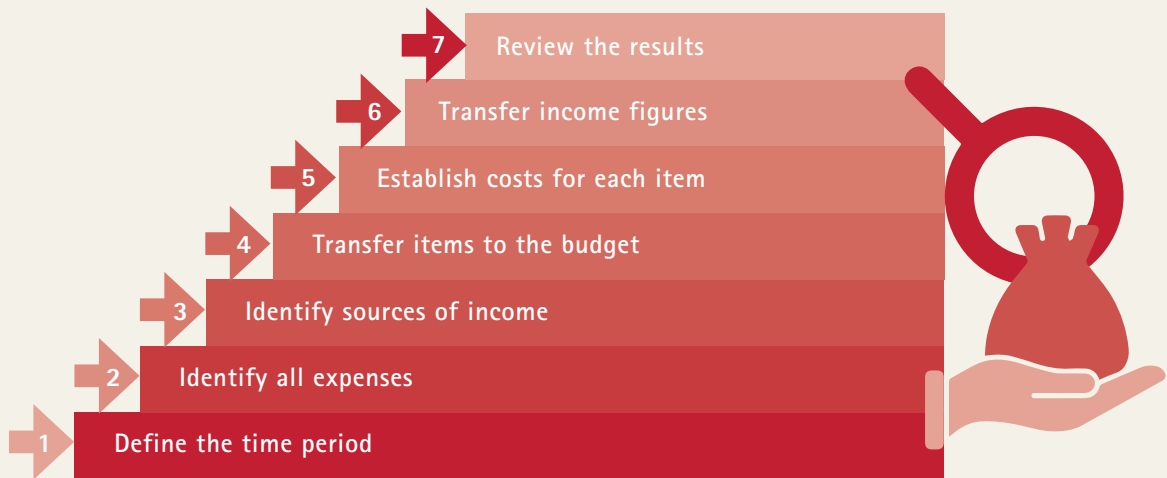
**FIGURE 2:**  
Example of a (quarterly) budget of a TEVET institution. Time period: October–December 2018

| Code | Item   | Oct          | Nov                      | Dec          | Total        |
|------|--|--------------|--------------------------|--------------|--------------|
|      | <b>Income</b>  |              |                          |              |              |
| 979  | Income-generating activities                             | 200          | 200                      | 200          | 600          |
| 980  | Donation   | 2,500        | 0                        | 1,000        | 3,500        |
|      | <b>Total income (A)</b>                                  | <b>2,700</b> | <b>200</b>               | <b>1,200</b> | <b>4,100</b> |
|      | <b>DIRECT EXPENSES</b>                                   |              |                          |              |              |
| 1000 | Direct expenses  |              |                          |              |              |
| 1100 | Salaries   |              |                          |              |              |
| 1101 | Departmental manager                                     | 100          | 100                      | 100          | 300          |
| 1102 | Trainer  | 75           | 75                       | 75           | 225          |
| 1103 | Assistant trainer  | 50           | 50                       | 50           | 150          |
| 1200 | Equipment/materials                                      |              |                          |              |              |
| 1201 | Shovels  | 20           | 0                        | 0            | 20           |
| 1202 | Wheelbarrows   | 50           | 0                        | 0            | 50           |
| 1300 | Expenditure supplies                                     |              |                          |              |              |
| 1301 | Fertilizers and seeds                                    | 250          | 0                        | 0            | 250          |
| 1400 | Other direct expenses                                    |              |                          |              |              |
| 1401 | Transport  | 50           | 50                       | 50           | 150          |
| 1402 | Water for irrigating crops                               | 25           | 25                       | 25           | 75           |
|      | <b>Subtotal for direct expenditure (B)</b>               | <b>620</b>   | <b>300</b>               | <b>300</b>   | <b>1,220</b> |
| 2000 | <b>INDIRECT EXPENSES</b>                                 |              |                          |              |              |
| 2100 | Salaries   |              |                          |              |              |
| 2101 | Principal  | 150          | 150                      | 150          | 450          |
| 2102 | Security guard   | 50           | 50                       | 50           | 150          |
| 2103 | Cleaner  | 40           | 40                       | 40           | 120          |
| 2200 | Office equipment and materials                           |              |                          |              |              |
| 2201 | Computer   | 350          | 0                        | 0            | 350          |
| 2202 | Furniture  | 0            | 100                      | 0            | 100          |
| 2300 | Consumables/expendable supplies                          |              |                          |              |              |
| 2301 | Fuel for vehicle   | 25           | 25                       | 25           | 75           |
| 2302 | Stationery   | 20           | 20                       | 20           | 60           |
| 2400 | Other indirect expenses                                  |              |                          |              |              |
| 2401 | Electricity  | 10           | 10                       | 10           | 30           |
| 2402 | Rent   | 15           | 15                       | 15           | 45           |
| 2403 | Water  | 10           | 10                       | 10           | 30           |
|      | <b>Subtotal for indirect expenditure (C)</b>             | <b>670</b>   | <b>420</b>               | <b>320</b>   | <b>1,410</b> |
|      | <b>Total expenditure: direct (B) + indirect (C)</b>      | <b>1,290</b> | <b>720</b>               | <b>620</b>   | <b>2,630</b> |
|      | <b>Surplus/deficit: Total income – Total expenditure</b> | <b>1,410</b> | <b>(520)<sup>b</sup></b> | <b>580</b>   | <b>1,470</b> |

Source: Sangster and Wood (2011)

Notes: \*Codes are for illustrative purposes only; \*\*Brackets denote a negative figure, i.e. (520) means –520

## Steps in preparing a budget



### 4.3. BUDGET MONITORING

Budget monitoring intends to oversee the implementation of the budget and ensure greater efficiency and effectiveness in managing financial resources.

#### 4.3.1. Why monitor?

- To ensure that all expenditure is related to approved activities only, according to the spending plan
- Budget assumptions may have changed and require revising
- To identify changes (e.g. shortfalls) in revenue
- To highlight when initial targets were unrealistic

The focus of budget monitoring should be on answering the following questions:

- Are outputs being delivered as planned?
- Is expenditure being incurred as budgeted?
- Are the outputs delivered contributing effectively to the achievement of the main goals in TEVET?
- Are inputs provided on time and within budget?
- Are activities being implemented on time?

- Are there adequate transparency and accountability systems in place to identify and deter corrupt and fraudulent practices?

CSDC managers need financial information throughout the fiscal year to monitor progress and manage budgets effectively. If reports are produced on a timely basis, any issues can be addressed at an early stage and action taken to put things right. Ideally, the management accounts should be produced every month and within a few days of the end of the accounting period (any later and the information becomes out of date and less useful).

#### 4.3.2. Expenditure monitoring

As CSDC management, you should keep track of expenditure in order to compare the difference between the planned budget and the actual income received and expenditure made.

Look for any noticeable gaps between your expected budget and your actual income and expenditure. Discovering why these gaps exist will help you to budget more accurately in future, and can also highlight where expected activities are off track.

Gaps between expected budget and actual expenditure arise for a number of reasons, including for example:

- The timing of the activity – if this differed from what was expected then the associated costs would have been incurred later or earlier than anticipated.

- The actual price of the activity/service/product – this may have risen or fallen since you put the budget together.
- The actual quantity of goods or services taken – you may have under- or overestimated the amount of goods or services that your CSDC needs.

Sometimes gaps between the expected budget and the actual expenditure will be due to an error in the figures rather than a change of plan, for instance a miscoding in the accounting records.

#### 4.3.3. Cash flow

In order for the managers to know whether or not the CSDC will have enough cash on-hand to cover the expected expenditures over a period of time, a cash flow projection is needed; this is simply a projection of the inflow and outflow of financial resources into and out of the CSDC.

#### 4.3.4. Income and expenditure report

An income and expenditure report is a financial document that presents all the income received during a given period and all expenditures that were made during the same period. All earnings for the period, realized and unrealized, as well as expenditures, paid and unpaid, are included in the statement.

Figure 3 provides an illustration of an income and expenditure report.

#### 4.3.5. Financial control accounting system

The financial control accounting system refers to the methods and procedures that are implemented by an institution to help ensure the validity and accuracy of its financial reports.

##### Cheque signatures

- It is good practice to require that all cheques are signed jointly by at least two of the named signatories and to specify that for cheques over a certain amount one of the signatories should be the chair or treasurer of the CSDC management committee.
- Stipulating that cheques above a certain amount are approved by the CSDC management committee will ensure that no large amounts of money are cashed without management's full knowledge and authorization.

*Budget monitoring is a systematic and continuous collection, analysis and use of budget implementation actuals to verify actual expenditures against planned expenditures in relation to activities. It can be used to identify difficulties, spot problem areas and recommend corrective action.*

*(GoM Budget Manual, 2009)*

**FIGURE 3: Illustrative income and expenditure report as at 30 June 2018**

| Income                       | Malawian Kwacha  | Malawian Kwacha  |
|------------------------------|------------------|------------------|
| Tuition fees                 |                  | 2,500,000        |
| Donation                     |                  | 1,000,000        |
| Income-generating activities |                  | 500,000          |
|                              |                  | <b>4,000,000</b> |
| <b>Expenditure</b>           |                  |                  |
| Training materials           | 1,200,000        |                  |
| Office equipment             | 500,000          |                  |
| Rent                         | 200,000          |                  |
| Electricity                  | 50,000           |                  |
| Food stuffs                  | 750,000          |                  |
|                              | <b>2,700,000</b> |                  |
| <b>Surplus/deficit</b>       |                  | <b>1,300,000</b> |

Source: Malawi Institute of Management, internal materials (2018)



### GOOD TO KNOW:

Petty cash is a small amount of cash on hand used for paying expenses that are too small to justify the writing of a cheque. Its availability does not mean that anyone can use it for any purpose. It is usually subject to internal control.

Source: Adapted from <https://www.investopedia.com/terms/p/pettycash.asp>

- It is essential to spell out clearly the maximum sums for which different signers are permitted to sign cheques and who these signatories must be.

### Banking security

- The number of bank accounts should be kept to a minimum.
- Arrangements must be made with the bank to confirm payments that are over a given amount before they are cleared.
- Bank transfers should only be made by cheque, not by letter, fax, email, telephone or internet.

- All bank documentation, such as examples of signatories' signatures, should be kept in a secure file, together with other financial records.
- Ensure that any bank accounts are in the name of the institution rather than individuals' names.
- Two members of the CSDC management committee (including the chair or treasurer) should authorize in writing the opening and closing of every bank account.

### Cash management policy

The CSDC management committee should decide on the maximum amount of petty cash that will be in the office at any one time to cover everyday expenses such as postage, short-distance travel, and beverages for staff.

A petty cash book should be maintained to keep track of this expenditure.

### 4.4. PROCUREMENT

Another way for managers to confirm that CSDC finances are being utilized effectively and efficiently is to ensure that goods and services are procured from reliable, trustworthy merchants and vendors at prices that give the best value for money.

### Principles of procurement



As vocational training centres that are not in receipt of public funds, CSDCs are not obliged to follow public procurement procedures. However, it is very important that CSDCs, as non-profit training centres, ensure that they develop basic procurement mechanisms and tools to guarantee compliance with any standard practices set by fund donors or sources.

*What is the difference between purchasing and procurement?*

*Purchasing is the act of 'buying stuff'. It is a transactional activity for buying a good or service against a direct payment.*

*Procurement includes the management of how and what you buy, whom you buy from, and how it affects your organization. Procurement involves the process of selecting vendors, establishing payment terms, strategic vetting, the negotiation of contracts and the actual purchasing of goods or services. In other words, purchasing is only one part of procurement.*

Being able to demonstrate adequate procurement measures will be an advantage when it comes to seeking external funding assistance, as potential funders will expect the CSDC management to demonstrate both transparency and value for money.

#### 4.4.1. Principles of procurement

- **Compliance** – working in line with the CSDC's internal policy (if it has one).
- **Transparency** – eliminating any potential fraud or conflict of interest.
- **Value for money** – seeking the most suitable service or product at the best price.

- **Protecting the environment** – minimizing the impact the service or product has on the environment.
- **Non-discrimination** – making sure that there is no discrimination in the selection of a vendor offering a good or service (e.g. based on their gender, ethnicity, etc.).

#### 4.4.2. Categories of procurement

- **Small purchases** – It is standard practice that the purchasing of goods or services under a specific amount (to be decided by the CSDC management committee) does not need to go through a procurement process.

- **Direct buy purchases** – These are purchases where full bids are not required, and obtaining several quotes is sufficient to make a decision.
- **Competitive procurements** – Used for more formal calls for bids, typically for larger value goods and services.
- **Sole source contracts** – These are typically used for utilities and other similar items (e.g. electricity, water, telephone and mobile phone services), or for products and services where there is only one reliable supplier or service provider.
- **Emergency purchases** – These cover securing the services, for example, an emergency plumber or electrician, and are typically treated as a sole source contract (based on urgency of need).

#### 4.4.3. The simplified procurement process

##### Planning

- **Identify the need, scope, timeline and requirements** – Clearly describe the need (What do you need to procure and why? How much of it do you need? When do you need it? What is the main deliverable you need?). You will also need to identify the budget line that the item will come from. If it is a large item, it is expected that you will have known about it in advance and have included it in that year's institutional budget.
- **Ensure that the item you are thinking of procuring is the most suitable for the need** – For example, if the item to be procured is workshop equipment, ensure that you are selecting the right item by answering the following questions:
  - Why and how will the equipment be used? The instrument/machine should be matched against the service that the workshop/department provides.
  - Will instructions be available in a language that is understood?
  - How easy will it be for staff to operate?
  - Will the cost of the equipment be within the department's budget?
  - Does the equipment have a warranty?
  - Are there any safety issues to consider, and do these have cost implications?
- **Identify vendors** – This can be based on prior experience with them, word of mouth, internet search or public announcement.

## Solicitation

- **Direct buy purchases** (where bids are not required and obtaining several quotations is satisfactory)
  - Identify several different vendors that sell the item or service you want to buy, and ask them for a written quotation.
- **Competitive procurements** (where formal bids are required) – Communicate the need formally to the vendors (this might be through a tender package or simple terms of reference).

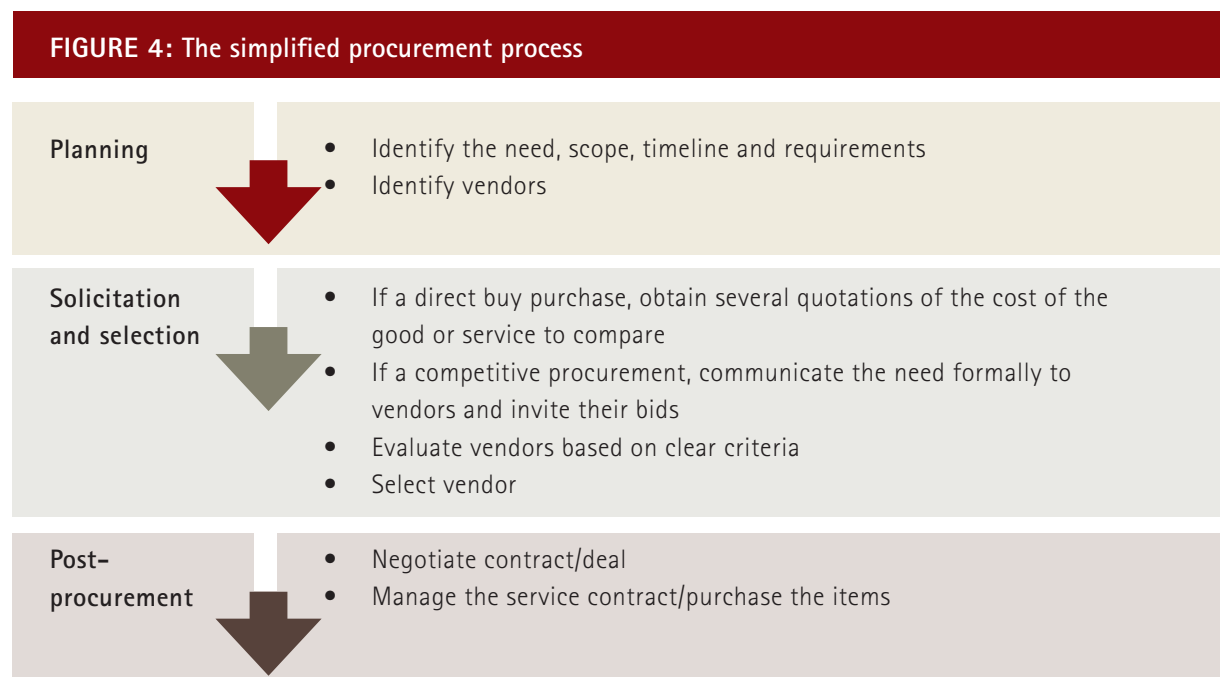
## Selection

- **Evaluate vendors based on clear criteria** – These might include cost, reputation, prior experience, quality of offering, availability of goods/services within the required delivery time, and other factors agreed by your CSDC management.
- **Select vendor** – Make your decision on which vendor to select, and record your rationale for auditing purposes. If your organization has an Internal Procurement Committee, you can present a summary of your evaluation and rationale for selection for them to approve.

## Post–procurement

- **Negotiate the contract/deal** – It is important for the CSDC to obtain value for money. Once the quotations have been sought and brought to the Internal Procurement Committee, all necessary procedures should be followed, such as negotiating for a better price and asking for a warranty, if one does not exist already. You can also negotiate for additional after-sales care in the case of machines and implements.
- **Manage the service contract/purchase the items**
  - After approval, the budget goes to the accounts department, where staff write cheques and arrange for them to be signed. The signed cheque is handed over to the department which proposed the purchase. The department then goes to the supplier to pay for the required materials and collect the said goods. Once the goods have been collected, they are recorded in the inventory. If it is a service contract that has been procured (e.g. an internet service provider contract), this step in the procurement process is managing this contract on a rolling basis and ensuring that your institution is receiving the service it is paying for.

Figure 4 provides an illustration of the simplified procurement process.



Source: Adapted from University of Bolton (2017)





# 5

## Strategic institutional planning for TEVET

### SECTION CONTENTS

- Why strategic planning for TEVET institutions is critical to success
- What exactly are you aiming to accomplish as a CSDC?
- Where is the CSDC now?
- How is the CSDC planning to achieve its ambition (and who is responsible)?
- How does your CSDC know if it is getting there?

### INSTITUTION LEADER SUMMARY

Most CSDCs in Malawi are currently operating without strategic institutional plans. In the absence of such articulated plans, there is no stated ambition to achieve a particular goal, no elaboration of how this will be achieved, and no method to monitor the extent to which the CSDC is making progress.

TEVET institutional leaders – principals and members of the management committee – need to draft an institutional road map that lays out where the CSDC is coming from, where it is going to, how it is going to get there, and how it can measure its progress. Without this institutional road map to guide your journey, it is very easy to wander along and for your institution never to address its core challenges or build on its existing strengths and successes.

Clearly identified goals help to motivate staff: seeing clear results (or lack thereof) can sharpen/redirect the focus of work plans and individual as well as organizational efforts. Furthermore, successful outcomes can be publicly announced, demonstrating the progress and success of the CSDC and TEVET in general, and thus potentially creating positive feedback, generating more funds and attracting more students.

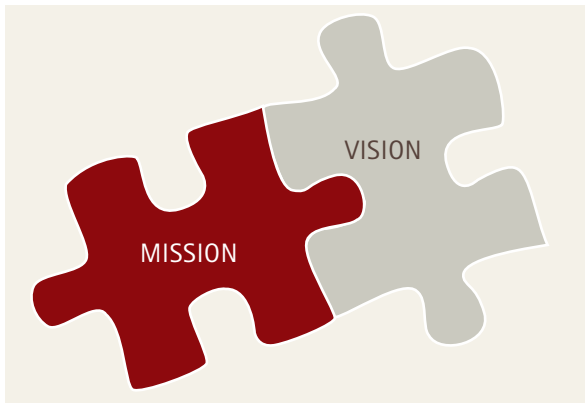
### 5.1. WHY STRATEGIC PLANNING FOR TVET INSTITUTIONS IS CRITICAL TO SUCCESS

Planning means deciding ahead of time. It involves discussing and thinking about what is required to undertake specific activities in terms of staff, skills, equipment and materials, and funding. The planning process also identifies possible problems that might arise (and how to prevent and solve them).

Strategic planning helps CSDC managers answer four critical questions:

- What exactly are you aiming to accomplish as a CSDC?
- Where is the CSDC now?
- How is the CSDC planning to achieve its ambition (and who is responsible)?
- How does your CSDC know if it is getting there?

The strategic planning process is typically led by a Strategic Planning Committee, comprising between three and eight key stakeholders who know the CSDC well and bring to the table a range of perspectives and experiences. They are tasked with drafting the strategic plan and for ensuring that consultation on the plan takes place.



### 5.2. WHAT EXACTLY ARE YOU AIMING TO ACCOMPLISH AS A CSDC?

The most important step in strategic planning for a CSDC is identifying and articulating what it is that you want the centre to achieve; in other words, where does the institution want to be in the future?

As CSDC managers you need to begin by defining your vision for the centre: what do you want your institution to be. A vision statement for a CSDC is an aspirational statement that describes what it aspires to become in the future and the values it enshrines.

'Future' is usually defined as the next three to five years, but it could be longer. The vision statement captures in detail what the CSDC would look like if it were functioning effectively.

Below are some examples of vision statements for technical and vocational education and training (TVET) colleges in South Africa:

- *'To be a world class TVET institution where people are empowered with relevant knowledge and skills, preparing them for the labour market and self-employment'*  
Ekurhuleni East TVET College, South Africa (DHET, 2016)
- *'To be the leading TVET college in the provision of top quality education'*  
Waterberg TVET College (DHET, 2015)

A CSDC's mission statement is an assertion of its purpose, and should clearly define its values, aims and goals, as well as the products and services that will be offered and to whom.

An example of a mission statement for a TVET college in South Africa:

- *'To create a quality learning environment that anticipates, prepares for and meets the education, training and development expectations of our clients'*  
Ekurhuleni East TVET College, South Africa (DHET, 2016)



#### GOOD TO KNOW:

Keeping your goals realistic is the key to preventing frustration and setbacks; this can be seen, for example, where the flow of funds is erratic and hinders the achievement of timely results. Plan according to your capacity and available resources.

### 5.3. WHERE IS THE CSDC NOW?

Every institution has a past that has shaped its present traditions. Understanding the key factors in the CSDC's history helps you to appreciate where it is today. Some of the critical variables that should be examined are the institution's current and past vision, mission and goals. Other important areas for scrutiny

are the current and past institutional structure, functions and processes.

A useful tool that CSDC managers can draw on to help them understand where the CSDC is now, and what they need to focus on, is a SWOT analysis. SWOT stands for strengths, weaknesses, opportunities and threats.

A SWOT analysis is a critical assessment of the factors in the internal and external environment that affect the institution, in order to establish its condition prior to the preparation of a long-term plan.



**A strengths and weaknesses analysis** reveals which areas of the TEVET institution have strong points that should be exploited and weaknesses that should be improved.

Examples of strengths could be the availability of a computer laboratory or enjoying the trust of funding agencies. Not having a separate washroom for female students, or receiving a poor response from potential donors, however, could be listed as weaknesses.

**Opportunity analysis** is conducted by asking the following questions:

- What opportunities exist in the TEVET institution's environment?
- What is the TEVET institution's ability to exploit valuable opportunities?

**Example:** *Having a TEVET institution in the same area that is offering traditional TEVET courses without assessing the demands of the job market presents an opportunity to provide courses that are driven by the needs of local employers.*

**Threats analysis** is concerned with finding answers to the following questions:

- What risks might arise in the TEVET institution area?
- How does the surrounding environment negatively affect the TEVET institution's growth and development?

**Example:** *A lack of jobs in the industry relating to the training offered by a particular TEVET institution presents a threat to the viability of that provision (and the post-training employment of its trainees).*

#### 5.4. HOW IS THE CSDC PLANNING TO ACHIEVE ITS AMBITION (AND WHO IS RESPONSIBLE)?

Having a vision, mission and focus is an important starting point, but you need to build a framework around this that **clearly defines what outcomes** you want to achieve as a CSDC, **what activities you will undertake** to achieve these outcomes, and **what measures you will use to assess your progress**.

Imagine that your CSDC's vision was 'to be the leading TEVET CSDC in Malawi'; this is a great ambition, but you need to set clear measurable goals (e.g. to have the highest student completion rate in Malawi, or to have a 75% post-training graduate employment rate) so that you know precisely what being 'the leading TEVET CSDC' actually means, and so that you can construct a scheduled plan of objectives and activities that will get you to this point.

**A strategic plan** needs to have goals and objectives.

**Goals** relate to our aspirations, purpose and vision. An example was given above: for our CSDC to have a 75% post-training graduate employment rate.

**Objectives** are the stepping stones on the path towards the achievement of your goal. A goal may consist of one or many specific objectives that would need to be accomplished before the goal was successfully achieved. Objectives are measurable and specific and can be used to guide actions. For example, objectives related to the goal above could include: ensure that 80% of all trainees receive career guidance during their final year of training by 2020; provide 80% of trainees with relevant industry work experience placements of at least three months' duration during their two-year course by 2020.

A well-known approach to setting objectives, is to ensure that they are SMART:<sup>2</sup>

- S**pecific (concrete, detailed, well defined)
- M**easurable (including numbers, quantities, comparison)
- A**chievable (feasible, actionable)
- R**ealistic (considering resources)
- T**ime-bound (a defined time frame)

Let us look at each of these characteristics in more detail.

### Specific

Specific means that the objective is concrete, detailed, focused and well defined; that is, the objective should be straightforward, emphasizing action and the required outcome. Objectives should communicate what you would like to see happen.

### Measurable

If the objective is measurable, this means that the measurement source is identified and we are able to track the results of our actions as we progress towards achieving the objective. Measurement is the standard used for comparison. To measure progress, not only do objectives need to be measurable, but there also needs to be a starting point (a baseline) from which you will measure progress.

### Achievable

Objectives need to be achievable; if the objective is set too far in the future, you will find it difficult to keep people motivated over the long term. Objectives should be achievable to keep you and your team motivated.

However, keeping a good balance is important, while being obtainable, objectives also need to stretch you, but not so far that you become frustrated and lose motivation.

<sup>2</sup> The following section draws on: EC-ILO (2014).

### Realistic

Objectives that are still achievable may not be realistic. That being said, realistic does not mean easy. Realistic means that you have the resources necessary to get the job done. The achievement of an objective requires resources, such as people, money, skills, equipment and knowledge to support the tasks involved in achieving the objective. Most objectives are achievable but may require a change in your priorities to make them happen.

### Time-bound

Time-bound means setting deadlines for the achievement of your objective. Deadlines create a crucial sense of urgency. If you do not set a deadline, you will reduce the motivation and sense of urgency required to execute tasks. Deadlines create the necessary focus, help set priorities and encourage action.

Each objective should have a plan that details how it will be achieved (and by when) – and who is responsible for delivery. See Figure 5 for an illustrative list of activities required to achieve the stated objective.

## 5.5. HOW DOES YOUR CSDC KNOW IF IT IS GETTING THERE?

So, you know where you want to get the CSDC to, you know where the CSDC is now (and where it came from), and you know what activities you plan to undertake to get to the new destination. The last missing ingredient, however, is a means to track your progress, to help you understand how quickly you are making progress towards your goal(s) – if at all.

This is where key performance indicators come in; these are markers that help an organization define and measure progress towards achieving its goals. See Section 7 for a discussion on the basics of indicators, and monitoring and evaluation approaches for TEVET institutions.

**FIGURE 5: Illustrative list of activities needed to achieve the stated objective**

| Objective:<br>Ensure that by 2020, 80% of all trainees receive career guidance during their final year of training         |                     |
|--|---------------------|
| Activity   | Responsibility      |
| 1: Recruit a career guidance counsellor or train a current staff member in career counselling by June 2019.                | Principal           |
| 2: Ensure that career guidance materials are acquired by June 2019.  | Bursar              |
| 3: Allocate time in the school timetable for a one-hour career guidance session for each class each week by December 2019. | Heads of department |



# 6

## Funding TEVET

### SECTION CONTENTS

- Engaging in partnerships
- Production units and other income-generating activities
- Writing a project proposal for funding

### INSTITUTION LEADER SUMMARY

Most CSDCs do not receive any financial support from government. Rather, their funds come from fees charged and ad hoc (and often in-kind) donations from non-governmental organizations or ad hoc funding from TEVETA to run a specific course (for which TEVETA has secured funds).

A CSDC cannot permanently rely on donor (non-governmental organization) funding and fee collection alone. It is increasingly important for CSDCs in Malawi to be able to widen their revenue base with profit-making income-generating activities (e.g. running production units or renting out buildings during the holidays), as well as other partnership opportunities.

Partnership agreements represent a window of opportunity for CSDCs in Malawi. Partnerships can bring support in the form of grants, scholarships, provision of infrastructure, in-service training for instructors, internships or on-the-job training for students.

Income-generating activities such as having an orchard or vegetable garden, raising tree seedlings, paper recycling, providing secretarial services, raising poultry, making belts, providing restaurant services, and many others, can help to fund the running of the centre's activities.

Even though production units already exist in some CSDCs in Malawi, their potential as business ventures remain underutilized. Production units and other income-generating activities engaged in by CSDCs need to be run like a business with the goal of making a profit (which can then be re-invested into the CSDC), and should not be treated as just another department of a CSDC. Staff involved in income-generating activities for the CSDC need to be incentivized by receiving a percentage of the profits made.

Writing funding proposals to seek financial or in-kind support from non-governmental organizations, local businesses, foreign embassy small grants schemes, international trusts and organizations is an art, but if you follow a few simple guidelines the process can be relatively straightforward and reap rewards.

## 6.1. ENGAGING IN PARTNERSHIPS

CSDCs, as private non-profit, community owned and run training organizations, can seek partnerships with other non-profit organizations or for-profit businesses.

As a training institution, there are many groups and organizations who may have some interest in what happens in your CSDC. All of them are potential partners with whom you can collaborate. One can identify the following as potential partners of CSDCs: community groups, associations of businesses, cooperative foundations, churches/mosques, or any other non-governmental organizations. Partnerships may be struck with district government offices or with local traditional leaders.

### 6.1.1. Why are partnerships important?

- **Partnerships promote cost-sharing:** Private sector resources – in the form of direct funding, in-kind support, or direct provision – can complement CSDCs' existing resource base.
- **Helping CSDCs achieve TEVET policy objectives:** For example, a partnership with a local non-governmental organization that provides scholarships to disadvantaged students can advance equity objectives that the CSDC might have.



### 6.1.2. Partnerships can start small

It is important to note that expertise and comfort level usually determine the form and scope of partnerships. Partnerships can start small, as a very simple collaboration. As the partners come to understand what it takes to work together and their relationship deepens, they can add additional projects. For example, a CSDC which offers a programme in textile and design, could form a partnership with a local fashion studio. This could start off as a mentoring relationship where students from the CSDC receive career advice from the staff of the fashion business. As the partnership becomes more established, and the working relationship between the two organizations progresses, the collaboration could include work placement opportunities and the donation of equipment, materials, etc. As the relationship becomes deeper, the level of collaboration could also deepen, extending to, say, curriculum development or the hiring of graduates from the CSDC.

### 6.1.3. Roles and responsibilities of partners

Partners should have clear and distinct roles within the partnership. In cases where your training institution forms a partnership with a private organization, your role shall be as follows:

- Defining the nature and purpose of the collaboration and the direction in which the relationship should go.
- Specifying the desired results and the expected goals.
- Setting the performance framework within which the partnership will be carried out.

#### 6.1.4. Building a successful partnership

The following principles should guide the creation of any collaboration between a TEVET institution and other partners.

- **Prepare properly for the partnership**

Preparation for partnership entails creating a stakeholder engagement plan as part of your strategic planning. This will enable you to identify your developmental needs, goals and resources. You also need to assess your institutional capabilities to see if you have the skills and expertise to negotiate with the private party. You may have to create a committee that will be given the mandate and the authority to develop and negotiate the partnership.

- **Create a vision**

Every successful project starts with a vision. Without a vision, your project will most likely fail. You need to have a vision which defines the projected goal you would like to achieve. This will also serve as the benchmark to ensure the realization of your goal. Your draft vision should be shared with all stakeholders, including potential partners, thus giving them the opportunity to help craft it by providing input and lending their support.

- **Understand your partners**

Devote some time and energy to analyzing prospective partners in order to understand and appreciate their own vision, mission, goals and expectations, as well as their strengths and weaknesses. It is necessary to understand partners' overall needs and motivation in order to develop complementary outcomes. You want partners who share your aspirations.

- **Be clear on the risk and rewards**

The key to having a successful partnership is that each partner understands and appreciates the nature and scope of each other's potential risks and rewards, so that mutual success is achieved. On the reward side, there are compelling reasons for both public and private partners to take the necessary risks and persevere on in building partnerships. For the training institution it is availability of funds, infrastructure, materials and equipment, while for the private partner it is increased profitability and sales.

- **Establish a clear and rational decision-making process**

You need to have discussions with your partners at the outset to agree on the process to be

followed and the rules of engagement. This helps to ensure that partnerships establish effective policies and implement them efficiently and collaboratively. A clear decision-making process also increases transparency and facilitates the sharing of information about the project. Therefore, you should create a roadmap that spells out the plan of action that will be maintained throughout the process. The schedule should also include a strategic point of evaluation so that partners will be aware of the progress made.

- **Clearly define roles and expectations from partners**

Consider having each partner's roles and responsibilities written down to create a non-binding scope of work. This will assist in ensuring there is a clear understanding among partners and that a system of accountability is in place. It should be stressed that all partners should play their part at all times: for any partnership to be successful, all parties should engage in their roles from the outset and throughout the process. The partners need to understand that they will have to invest time, energy and resources at all phases of the relationship. In other words, you should not drop out of the process but stay invested.

- **Have a consistent and coordinated leadership**

Any partnership arrangement needs a champion, whether it is an individual, a small group or a large organization. There has to be someone who can define clear goals, build broad consensus and bring the right people to the table, coordinate the process, and motivate others to support and implement it. Each partner will need to determine who from their side will manage the work and also have the authority to make decisions.

- **Communicate often**

Regular communication within the partnership is important. It assists in the recognition of joint interests and ensures a more efficient decision-making and implementation process. As well as communication within the partnership (internal communication), there also needs to be communication outside the partnership to ensure widespread acceptance of its goals. The partnership should develop a clear and concise message that can be communicated in a consistent and cohesive voice. There should be a designated person to speak on behalf of the partnership.

- **Negotiate for a fair deal**

Fairness here means that you have to ensure that parties are reasonably satisfied with the terms under which the partnership is to be administered.



- **Build and maintain trust**  
Trust is built by acting honestly and in good faith and working under the assumption that all partners are doing same. Develop reasonable performance schedules for each party's deliverables and ensure consistency in the implementation of the agreed activities.
- **Be realistic**  
Being realistic helps to build trust and prevents disappointment. Take small steps to reduce the risk of investing large amounts of time and energy in partnerships that stall. Some big issues may need attention, but starting with smaller, more manageable tasks lets the partnership achieve early successes, which helps to build confidence in the future of the partnership.
- **Be flexible**  
Working in partnership requires partners to be adaptable to a range of situations.
- **Be accountable**  
Both partners have to adhere to the terms and conditions of the partnership and be accountable to each other.
- **Celebrate achievements**  
Publicize the partnership results and let other stakeholders know about them. This helps to build other partnerships.

## 6.2. PRODUCTION UNITS AND OTHER INCOME-GENERATING ACTIVITIES

Running a CSDC on training fees alone is difficult because of the relatively low amounts charged and the fact that many students pay in instalments, making cash flow a serious problem. Income generation means creating opportunities, using existing and new resources, to generate additional revenue streams that can be added to traditional funding to further a CSDC's objectives. For some CSDCs these initiatives may be small in scale. For others they may make up a more significant proportion of the resources available to them.

Income-generating activities are the entrepreneurial activities carried out by TEVET institutions through their production units. The primary purpose is to **generate revenue and ensure the financial sustainability of the institution**. However, these activities have the added objective of **improving the relevance of TEVET** by exposing the trainees and their instructors to the world of work, as well as being useful for cost recovery and/or to improve the capacity utilization of the institutions.

Income-generating activities are common within TEVET institutions around the world because of the inadequacy of public funding for TEVET.

### 6.2.1. Common approaches to developing income-generating activities

There are three basic approaches to use of income-generating activities as a strategy for raising funds internally.

#### Three basic income-generating approaches

##### 1. Sell the goods and services produced by trainees as a by-product of their training in the CSDC

- This is done by the institution creating production units in the training centre from where goods and services produced by the students are sold to the community. In fact, almost all courses can immediately start an income-generating activity in their department. However, depending on the local demand in your area, some trades are likely to be more profitable than others. In addition, departments that focus on agriculture, fabrication and welding, as well as carpentry and joinery, are often able to bring in higher returns because of the volume they could sell at any given point.
- A variation on this approach is when the CSDC receives specific orders from outside to produce a given quantity of something that they are known to produce (in other words, this is akin to a customer giving an order to a business).

##### 2. Undertake jobs outside the CSDC but use the skills of staff and students, as well as the institution's tools and equipment

- For instance, institution could engage in house repairs, roofing, domestic wiring, event decoration, etc.
- An example of this approach can be found in the Democratic Republic of Congo, as practised by the Centre d'Apprentissage Professionnel Artisanal (CAPA), a private vocational and skill-training centre. As an income-generating strategy, CAPA obtained



a construction contract from Doctors Without Borders in 2013. This contract was then used to train young people to become masons by learning on-the-job at the construction site.

### 3. Identify and bring businesses within the CSDC to use its facilities, tools and equipment for a fee payable to the institution

- Aside from bringing in fees, these businesses also hire, train and supervise trainees.
- An example of this approach is found in Mozambique in the Young Africa project. Under this initiative local entrepreneurs practise their profession at youth training centres which had been initially established with donor funding. At the same time, they supervise and train the young people attending the centre, who, in turn, pay a small commitment fee. The local entrepreneurs rent the workshop space, land, classrooms, tools, equipment and services such as receptionists, janitors, etc. By doing so, the Young Africa centres are able to generate enough income to cover all of their operating costs.

#### 6.2.2. Benefits of income-generating activities

When implemented properly, income-generating activities can bring many benefits to training providers, including:

- **Help the institution develop stronger relationships with the community as well as companies and organizations within the community.** For example, if your institution takes on a job from the church or mosque in your community to build a hall for them, your interaction during the contract period strengthens your relationship with that church/mosque.
- **Improve the institutions' understanding of the labour market needs of the communities in which they operate.**
- **Provide CSDC students with opportunities to gain real-life experiences.** When the trainees are put to work on the production of goods and

services, they get to experience the processes involved in producing these in real-world situations, which benefits their learning.

- **Help training institutions rationalize and optimize the use of their resources.** By engaging in income-generating activities, institutions do not produce goods and services and then destroy them, but rather they use the limited resources they have efficiently and productively by ensuring that they make some money out of the sale of produced goods or services. For example, the textile and design department may teach trainees to stitch, make seams, and edge finishes, and then file their samples in their specimen books. However, to turn these practical skills into an income-generating activity, the trainees are asked to use them to produce articles such as shirts, skirts, dresses and cot sheets, and to sell them.
- **Enable trainees to make supplementary income to help finance their training.** For example, if trainees are hired by an entrepreneur who is using the premises of the training provider, the trainees are paid. Another example is selling trainees' products through the production units where they are given a percentage of the proceeds. They can use this money to buy tools or consumables for their training.
- **Serve as a means for creating awareness of the value of TEVET.** One of the major challenges TEVET faces is its negative public image. When trainees perform a job task (and perform it well) within the community and in private companies or businesses, it helps the public to recognize the value of TEVET.

#### 6.2.3. Planning and designing an Income-generating activity

A major challenge associated with income-generating activities is ensuring that they are **economically viable**. If this fails, the whole strategy is defeated and the sustainability of the institution, including its training delivery, will be at risk. It is therefore very important to ensure that the right steps are taken to identify projects with high economic potential. The following steps could be followed as a preliminary screening for income-generating ideas:

- Clarify the **primary goal** of the activity. If the primary goal is to raise funds to support training activities as opposed to creating awareness about the value of TEVET, this has to be made clear. Make a note of any additional goals you intend to achieve.

- Identify all **production activities** which could be undertaken in order to reach the identified goal.
- For each production activity, **outline the inputs** (resources) that will be needed to carry it out. Compare the resource capacity of the institution to requirements for carrying out the activities. Those activities that would enable you to utilize already available resources (existing skills, machines, land, etc.) should be given higher priority.
- Compare the listed activities with the needs of the community in which you operate. Whatever activity will meet the immediate needs of the community is the one which is likely to be the most profitable, as there will be a ready market for the goods and/or services produced.
- Consider the organizational and institutional capacity to initiate, carry out and maintain the project as an income-generating activity.
- Select the activity that both meets the needs of the community and can be provided by the institution, considering its capacity for more detailed planning.

Examples of income-generating activities ideas that could be considered include:

- Production units – examples include auto-repairs, carpentry, fashion and design.
- Fish-farming – if your CSDC happens to be near a river or lake, this could be a viable option.
- Vegetable farming – there is plenty of arable land and a ready market for products.
- Building-materials production – making bricks and soil stabilizing blocks for the construction sites in the area.
- Hiring out CSDC facilities – for example, as a training venue or for camping, concerts, weddings and other events.

### BOX 1: Examples of income-generating activities at DAPP Mikolongwe vocational school

Income generation means different things to different vocational training centres depending on their context and their priorities. Here are some examples of what DAPP Mikolongwe does.

**Making the most of its premises** – DAPP Mikolongwe hires out its premises outside of the school day to community groups, individuals and local businesses. This includes hiring the facility and other extras such as use of the public address system equipment and catering services for meetings and events (marriage ceremonies). DAPP Mikolongwe hires out its outdoor facilities too, such as the football pitch and recreational spaces for whatever purpose.

**Producing and selling** – DAPP Mikolongwe currently offers eleven courses. All of these courses can be turned into businesses, which can generate income for the school. For example:

*Agricultural department* – This department produces crops and animals (e.g. chickens and eggs) for consumption within the vocational school and for sale to the local community. The crops include maize, vegetables and sweet potatoes. These are sold to the vocational school and the money is deposited in a dedicated income-generating activity account, with a certain percentage given to the department that produced that item. DAPP Mikolongwe vocational school is a boarding school, and as so much of their budget is spent on food items, there is a ready market within the school itself.

*Community development department* – Apart from its core courses, this department produces horticulture crops under agricultural extension and rural development schemes. These crops are treated in the same way as those of the agriculture department.

*Carpentry and joinery department* – This department produces furniture, coffins and roofing, as well as undertaking maintenance contracts. The items produced are sold to the community and the income goes to the school.

*Fabrication and welding department* – This department produces various items that are in high demand, for example steel doors, burglar bars and window frames.



#### REMEMBER:

Treat the income-generating activity as a business – reward staff and students!

Nothing concentrates the mind more than when money is at stake. Departments should be empowered to treat their income-generating activities as their own projects and they should be held accountable for any acts or omissions. They also need to share in the profits. The proportion of the profits to be shared should be agreed ahead of time and can be an internal policy set by the management committee. Both departmental members and the students who carry out the production should receive financial incentives.

#### 6.2.4. Factors influencing the success of income-generating activities

Experiences from other countries have shown that income-generating activities work best under the following conditions:

- **When projects are based on an in-depth analysis of local demand for the product and/or services:** It is necessary to find out who the potential customers are, how they would want the product or service, and what type of product or service they want, and how they would want it presented. By matching each business idea against the possible needs of the community, only those with the highest potential can be identified.
- **When the project is based on existing resources, skills and experiences of personnel available:** It is useful to consider what is abundantly available and make full use of it. This is a way of maximizing the use of your resources and keeping production costs low. For example, if there is a good clay soil in the area that can be used for making bricks, such project should be considered.
- **When you minimize competition with other potentially more lucrative economic activities:** In other words, evaluate your competition and try to create unique products and services in order to maximize your advantage.

Keep in mind that different groups in the local community may have different cultural norms and take advantage of this in planning your activities.

#### 6.2.5. Factors that hinder the success of income-generating activities

Although income-generating activities have clear advantages, it is also important to note that there are certain situations that could limit their development in training institutions:

- The biggest challenge is the limited knowledge and skills for running a successful business that school administrators and instructors might have. To avoid such a situation, training providers could hire the services of a manager with business abilities to oversee the affairs of the production unit. Alternatively, appropriate capacity building can be organized for school managers, accountants, instructors and members of the councils who make budget decisions.
- A common problem occurs when production unit staff are treated like other full-time staff; if you have full-time staff working in a production unit, receiving a regular salary each month regardless of the profit generated by the production unit, then you have a big problem. The production unit could make zero profit in a month and you would still be paying the staff salaries. Production units need to be run on a for-profit basis, with those working there incentivised to produce more, seek more contracts or be more efficient in their operations. The greater the production unit's profits, the higher its income should be. It is usual that a certain percentage of the profits from a production unit goes to the staff or workers involved, with another percentage allocated to the CSDC and a further amount put towards reinvesting in and expanding the production unit.
- The tools and equipment available at the training centres are often obsolete compared to the equipment used by modern companies, and the students may not be trained in modern skills and techniques. In such situations, it is difficult to be competitive in the market because the quality of the goods produced may not be on a par with those of your industry competitors. To narrow this gap, partnerships may be formed with industry stakeholders to offer training to trainees and trainers when new technologies are introduced.
- The companies and organizations who could actually pay for services from training institutions do not solicit them. This can be dealt with by training providers developing a business plan and reaching out to the private sector to tender for contracts.

- The local economy can be so small that demand for products and services is very low, thus making the prospects for income generating very limited. This calls for a concerted effort with other stakeholders to support the economic development of the area.
- In some instances, the option of public procurement is not open to training institutions, and training centres are sometimes not allowed to sell the goods they produce. It is necessary to collaborate with key stakeholders such as the ministry and its agencies to develop a new framework for training providers, so that they can take advantage of the opportunities presented by income-generating activities.
- There is a risk of income-generating agenda becoming so developed that training centres lose sight of their primary goal and mandate – i.e. teaching – and instead focus all their resources towards the business. CSDCs diverting all their resources and attention towards the commercial aspect of their operations can result in trainees receiving only the training that is linked to production. This scenario could be avoided by allocating specific time and resources for each of the activities, dedicating staff members to production or training and giving them specific targets (see Box 2).

### **BOX 2: How DAPP Mikolongwe keeps a balance between training and production**

The focus of a vocational school and its leaders should always be teaching and empowering its students, increasing graduates' life chances and preparing young people to be successful.

When DAPP Mikolongwe vocational school started to branch out into commercial fields there were signs that this could have a detrimental impact on their core purpose, as some members of staff were focused more on income-generating activities than on teaching.

At DAPP Mikolongwe, this was controlled by putting measures in place to ensure that, apart from those materials that can be produced in the course of students' practical training, no teacher could abandon their classes with the aim of producing materials for sale. Through close monitoring, a balance was achieved.

- Difficulties can arise in obtaining sufficient start-up capital for production units.
- There may be a lack of dedicated staff to undertake production activities. As previously noted, it is recommended that trainers and trainees involved in the production exercise are paid a percentage of the profit of the production unit as a way of motivating them.

### **6.3. WRITING A PROJECT PROPOSAL FOR FUNDING**

Most TEVET institutions in Malawi do not have a good track record of developing proposals for funding from international trusts, foundations and other donors. The majority of training centres do not appear to have a fundraising strategy.

Writing successful funding proposals is an art, but one that can be learned. This section outlines some of the key principles in writing successful funding proposals to support projects and activities at your CSDC. Please see the Annexes for an example of a project proposal.

#### **6.3.1. What to consider when looking for potential funders**

- **Check your organization's eligibility to apply**  
Most trusts, NGOs, foundations, embassy grant schemes and other donors will have some kind of eligibility criteria (e.g. they only make grants to registered charities, registered non-governmental organizations or other registered organizations). Other potential funders, for example private local or multinational companies, may not have specific eligibility criteria. In the case of private companies, the main (often unstated) qualifying factor is the distance from their company office/factory to your CSDC, or the extent to which



#### **GOOD TO KNOW:**

External funding organizations are more likely to make grants to TEVET providers who are able to demonstrate they have secured some financial or in-kind commitment to the project they are seeking funds for, rather than those who are seeking funds to cover 100% of the costs.

their company operates in the same sector as the courses offered by your CSDC (e.g. you are more likely to receive support from a private construction company for a building/construction course at your CSDC than for a fashion course).

- **Check that your proposal fits with the funding entity's goals and areas of interest**

These are sometimes clearly stated – e.g. 'education', 'Malawi' – but not always.

- **Check any annual application deadlines**

Some funding organizations have specific deadlines by which they need to have received applications for funding, while others are happy to receive applications on a rolling basis throughout the year.

- **Check any grant ceilings**

Many funding organizations have maximum grant amounts that they can allocate to one party. There is no point in you applying for funding above this figure unless you have made prior contact with that funding organization and they have given you verbal approval to submit an application for a higher amount. This sometimes happens when funding organizations are at the end of their financial year and find themselves with more unallocated funds than they had expected.

- **Check that your proposal logically addresses the problem you describe**

For example, if you state that your main problem is that your CSDC has an intermittent power supply, and your proposal is for carpentry machines that require a reliable electricity supply, the funder will see immediately that something is amiss.

- **Demonstrate your capabilities to solve the problem**

Your proposal needs to convince the potential funder that your CSDC has the ability and experience to implement the proposed project, and to report on the grant expenditure should your proposal be selected.



**REMEMBER:**

If the funder has a formal application form or process, make sure you include all the information they are asking for.

### 6.3.2.

#### Overview of what to include in a typical funding proposal

Most funding application forms ask similar questions, although they are worded slightly differently. The points below should be taken as a guide when completing formal application forms, but can also be used as a template when funding organizations do not have pre-set application forms.

- **Cover page**

The cover page contains the project title, organization's name, date of the proposal and contact details (name of contact person, email, phone number, postal and physical address).

- **Project title**

The name of your project.

- **Objective of the project**

A short sentence on what you hope the project will achieve.

#### BOX 3: Example of a project title, objective and description (1)

**Project title:** Mponela CSDC auto-repairs production unit

**Objective:** To establish an auto-repairs workshop at Mponela CSDC, to be run as a CSDC-owned social business providing both training opportunities and revenue to the CSDC.

**Short description:** There is a lack of quality auto-repairs workshops in the Mponela area. At the same time, Mponela CSDC has faculty and students working in this service area. The CSDC proposes to establish an auto-repairs workshop which will be run as a social business on a for-profit basis. A percentage of the profits generated will be reinvested in the production unit, while another percentage will act as a revenue stream for the CSDC. At the same time, the production unit will provide a 'live' training ground for CSDC students taking auto-mechanics.

#### BOX 4: Example of a project title, objective and description (2)

**Project title:** Alumni Campaign on Climate Change: Promoting Awareness and Adaptation Techniques in Malawi – Extension of current initiative

**Objective:** This project seeks to promote sustainable agricultural practices to community members as a way of adapting to climate change; to give communities and schools a chance to effectively respond to climate change, and to sensitize communities and the general public on the causes, effects and corrective measures for siltation along rivers used for power generation, such as Shire River.

The project will predominantly focus on tangible activities/deliverables. Its specific objectives are:

1. To train .....community members, teachers and local farmers in permaculture, who in turn will form what will be called Permaculture Trainers' Teams.
2. To establish Permaculture Trainers' Teams in beneficiary communities, who will then train fellow interested community members in permaculture.
3. To sensitize communities along the Shire River on causes and effects of siltation in this river, and how this problem can be addressed.
4. To establish ..... mini-forests in communities within target districts
5. To establish ..... fruit Gardens in primary and secondary schools in target districts
6. To re-plant trees in hills rendered bare by deforestation/bush fires in target communities/ districts.
7. To raise awareness about climate change, as well as about causes and impact of, and corrective measures for, siltation in rivers used for hydro power generation, to the general public through the media.

The media will be invited to cover project activities, and as mentioned in the foregoing, information, education and communication materials will be produced and distributed to people during the course of the project.

**Short description:** In this project, the following will be undertaken:

- 1) Training of trainers in permaculture, and establishment of Permaculture Trainers' Teams who will train fellow community members/local farmers on permaculture;
- 2) Establishing mini-forests in target communities, which shall consist of trees that would be of beneficial to community members in terms of fruits and medicinal leaves (regulations will be made by community leaders on when and how to access the same), etc.
- 3) Establishing fruit gardens in primary and secondary schools, to demonstrate the concept of planting trees from which people can see benefits while at the same time responding to climate change;
- 4) Outreach to communities, especially along the Shire river to raise awareness on causes and effects of siltation and its negative impact on hydro power generation on the river and on the economy of the country as a whole; and media outreach through press statements, project news covered in the media and information, education and communication materials production and distribution during project activities.

*Source: adapted from Malawi US Exchange Alumni Association (MUSEAA), 2011*



- **Short description of the project**

Two to four sentences elaborating on the project, stating why it is needed and what benefit(s) it will bring. Be careful in writing this as many potential funders will read this far and then put your proposal aside if it is not convincing.

- **Organization overview**

The prospective funder needs to know about the organization that they are dealing with in terms of its: legal status, location, mission, vision and values, size (number of staff, students, courses), board of governors/trustees, principal's name and contact details.

- **Problem statement**

What problem are you trying to address? TEVET institutions need to provide a clear explanation of problems or needs. For example, the problem you are trying to address might be:

- Lack of student hostel space. For example, most of your prospective students come from outside the immediate locality, and without hostel space you cannot expand your student numbers
- Lack of reliable electricity. For example, this makes it difficult to run your production unit, or to provide practical lessons to students
- Lack of overall recurrent funding for the CSDC. For example, there is a shortage of working capital in the CSDC, and you need to introduce new sources of income to help sustain the CSDC financially

- **Components of the proposed project**

How do you suggest that your proposed project will address the problem you have outlined? Explain clearly how your proposed project is expected to address the identified problem.

- **Expected Impact(s)**

What are you hoping to achieve? Who are you expecting to benefit? For example, if your proposal is to construct a girls' hostel, you might indicate that it is expected to house forty students. This might, in turn, increase the student population and lead to an overall increase in the CSDC's income as a result of forty more students paying fees. It will also have a social impact, enabling young persons who are geographically remote and who would otherwise not have the option, to have access to vocational training.

- **Time frame**

Within what time frame are you planning to undertake the proposed project?

- **Budget**

What is the total project cost? What can you contribute? How much are you asking for? A typical budget covers one to two A4 pages and details all the products and services to be purchased. Be clear about the total cost of the project and how much your CSDC (or another funder) is able to contribute, and specify the amount you are requesting from the funder. It is important to be very clear about what you can 'bring to the table'; can your CSDC contribute five, ten or twenty percent of the total cost in allocated funds? Can your CSDC contribute students' and faculty's time? Has the community chief offered to provide financial or in-kind support (e.g. labour by community members)? Has a local private company offered support? For large projects, you should also provide a budget summary (a shortened budget of no more than a quarter of a page).

- **Management and reporting arrangements**

Who is going to manage the grant once received? What experience do they have with previous projects? How will you report on the spending of the grant? Grant makers will need to feel comfortable with the way your CSDC plans to manage any funds received. Let the funder know if your CSDC has had any prior experience managing grants from external parties (non-ministry funding). Be clear about how you propose to report back to the funder on their grant (e.g. a report with photos, etc.). Some funders will have specific reporting requirements, others will be happy with a one-page report and some photos. But all funders will welcome receiving such a report (even if they have not asked for it), and it may encourage them to give again in the future.



#### GOOD TO KNOW:

Sometimes it is necessary to include other documents/information, for example:

- Two independent quotations for material and services
- If building activities of any kind are concerned, proof of ownership of the land is usually required
- Copies of registration documents
- Copies of audited accounts

### 6.3.3.

#### Attachments to your main proposal

Including the following documents/information can often improve your chances of obtaining funding:

- **An application cover letter**, dated and signed by two people responsible for the project. The cover letter may also refer to the project title, objective and summary description.
- **Letters of support**, for example from the community/village chief, the chairperson of the CSDC board, the District Commissioner, or the Department of Vocational Education and Training (Ministry of Labour, Sports and Manpower Development). Depending on who the letter is from, it can either state that a person/organization recommends the CSDC's proposal, or it could be more specific and say that they will be able to support with a certain amount in cash or in-kind contributions.

### 6.3.4.

#### Possible sources of funds

##### In Malawi:

- Local foundations, trusts, charities or wealthy individuals
- Local private companies and firms;
- Multinational companies with offices/factories based in Malawi

- Local government
- Local member of parliament
- Foreign embassies based in Malawi; some may run small grant schemes that you can apply to

##### Internationally:

- International foundations, trusts and charities (see Box 5 for a few examples)

#### BOX 5: Examples of private trusts that make small grants for education in Malawi

##### The Beit Trust

<http://www.beittrust.org.uk/>

##### The David and Elaine Potter Foundation

<https://www.potterfoundation.com/>

##### The Friends of Malawi Association

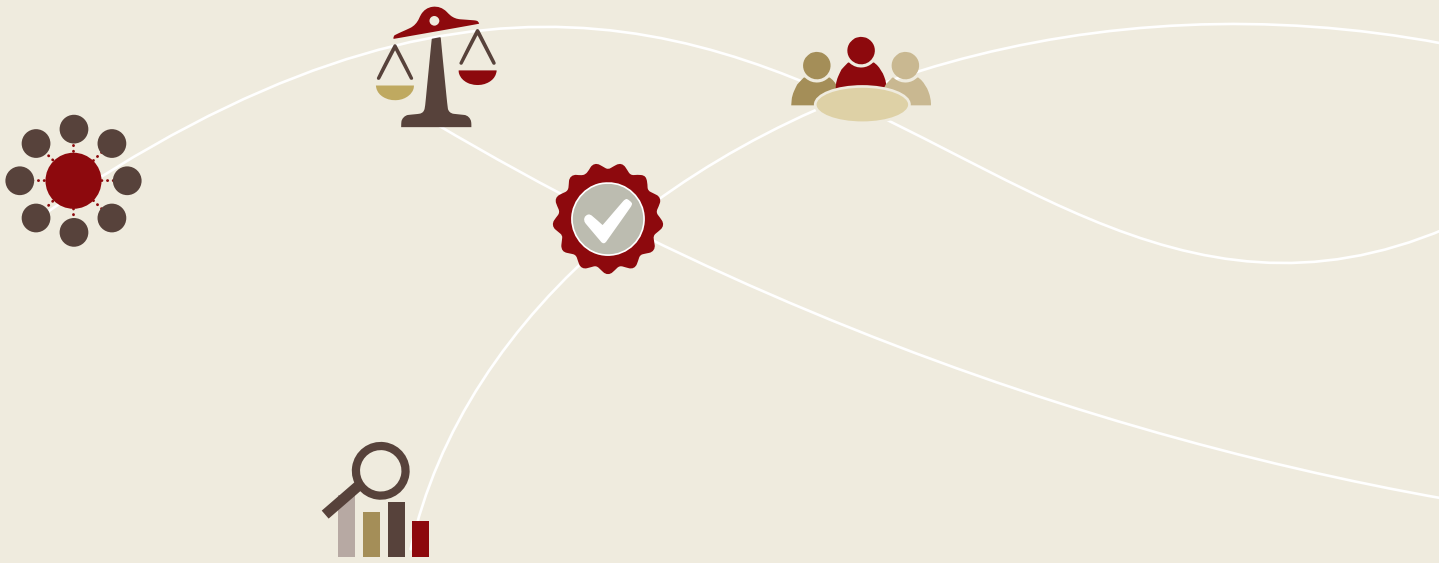
**(Grant size: up to UK£1,000)**

<https://www.foma.org.uk/>

##### The Jephcott Charitable Trust

<https://www.jephcottcharitabletrust.org.uk/>





# 7

## Results, monitoring and evaluation

### SECTION CONTENTS

- What are results in TEVET?
- The importance of measuring and monitoring results
- Monitoring and evaluation
- What should be monitored and evaluated?

### INSTITUTION LEADER SUMMARY

In Section 5, the value that a strategic institutional plan brings to a CSDC was highlighted. One of the strategic questions featured was: what exactly are you aiming to accomplish as a CSDC? – in other words, what are your CSDC's goals and targets? Once you have established these, CSDC management needs a clear way of knowing if the institution is getting there (i.e. the extent of its progress towards achieving the CSDC goals and targets).

Taking a results-focused approach helps CSDC managers to elaborate clearly defined (desired) outcomes or impacts, then work backwards to determine what outputs are required to result in the desired outcomes, what activities need to take place to bring about the desired outputs, and what inputs are necessary to realize the desired activities. In addition, such an approach will encourage CSDC managers to develop a clearly defined way of measuring and monitoring all this so that they can assess the extent of their progress towards meeting the CSDC goals and targets.

### 7.1. WHAT ARE RESULTS IN TEVET?

Results are changes to a certain condition due to the occurrence of an intervention (or the lack of it) (Meyer and Thomas, 2012).

Every student enrolls in a CSDC for a reason. In many cases this is because they believe that undertaking training in a particular course will give them the necessary skills to find work (employed or self-employed) or to access further education and training.

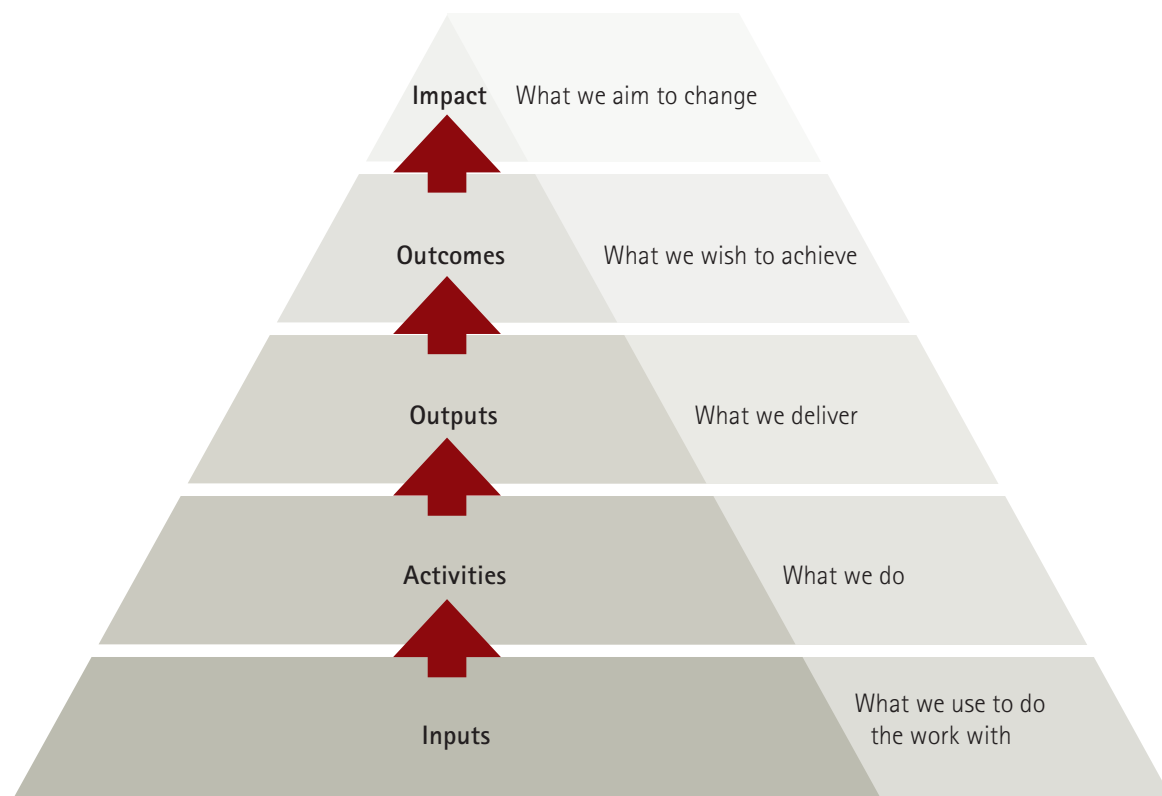
Students have a set of assumptions. For example, students enroll in a CSDC on the assumption that there are available resources in the institution in terms of qualified staff, equipment and learning materials (the inputs), that the training will be relevant and of good quality (the activity or intervention) and that they will complete the course (the output), achieving a recognized learning qualification (the outcome), which they will then be able to use to find employment or enter into self-employment and earn an income, or else to access further education and training (the impact). The sequence of results described above is referred to as a results chain (depicted in Figure 6), and it is

underpinned by a set of assumptions that link each part of the chain together.

Results chains map the following elements:

- **Inputs:** Resources at the disposal of the CSDC, including staff, equipment, learning materials and budget.
- **Activities:** Actions that are undertaken, or work performed, to convert inputs into outputs – in the case of a CSDC, the key activity is the teaching and learning of the students.
- **Outputs:** Results from (an output of) the activity (training) – in the case of a CSDC the outputs of a training activity are trained students.
- **Outcomes:** The results likely to be achieved by the beneficiaries following the outputs – in the case of a CSDC, where the outputs are trained students, the outcomes are students who have demonstrated their understanding and acquired certification.
- **Impacts:** The ultimate goals – in the case of a CSDC this can be employment/self-employment or access to further education or training.

FIGURE 6: Results chain



Source: National Treasury (South Africa) (2011)

## 7.2. THE IMPORTANCE OF MEASURING AND MONITORING RESULTS

It is important to measure and monitor the different steps in your CSDC's results chain so that management knows whether the centre is meeting its aims and objectives and which courses and projects are working (i.e. which courses are achieving high completion rates and which have the highest proportion of students who go on to find work). Measuring and monitoring results is key to effective performance management including

planning, budgeting, implementation, monitoring and reporting.

Measuring and monitoring results facilitates effective accountability, enabling education officials, the public and other interested parties to track progress, identify any scope for improvement, and better understand the issues at your CSDC.

To ensure that TEVET delivery is effective and efficient, your CSDC should formulate

an institutional development plan (see Section 5), allocate resources to implement the plan and monitor and report the results. Monitoring results is essential to focus the attention of your management committee on whether your CSDC is delivering value for money – by comparing your CSDC's performance against its budget and annual or institutional development plan – and drawing attention of senior management (including the management committee) to areas where corrective action is required.

*Definition: An indicator is a quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement and to reflect the changes connected to an intervention. For example, an indicator of the proportion of young people in college is the enrolment rate.*

Source: OECD (2014)

## 7.3. MONITORING AND EVALUATION

While the terms 'monitoring' and 'evaluation' are often used interchangeably, they are two distinct but complementary processes.

**Monitoring** is the routine, continuous, systematic collection and analysis of information as a project or activity progresses within a prescribed time frame and budget. Monitoring:

- Describes where things are at a point in time in relation to indicators for inputs, activities (processes), outputs, outcomes or impact. Tracking these indicators over time provides management with early warning signs of any problems.
- Involves the setting up of systems to collect information relating to these indicators.
- Requires that the information collected is then used to inform day-to-day management.

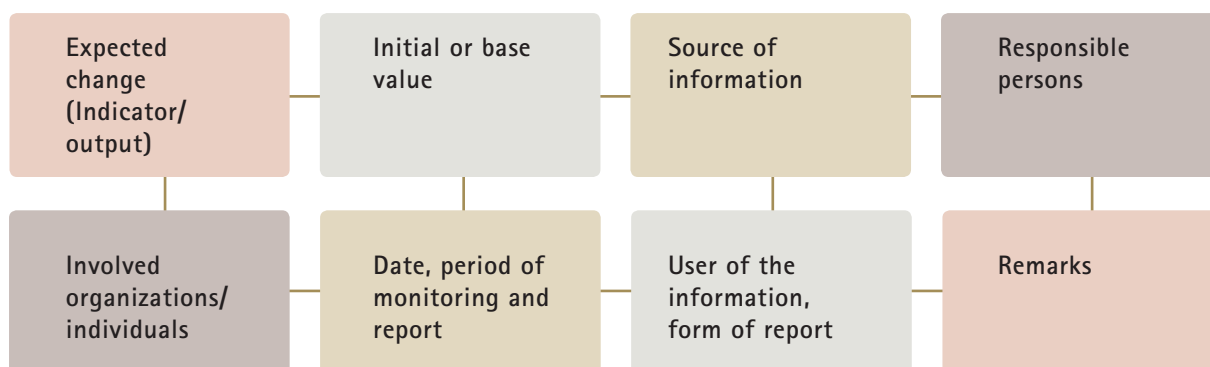
### REMEMBER:

It is important that collected data is reliable and accurate.

**Evaluation** is a comparison of actual project outcomes against the agreed strategic plans (and the targets in these plans) at one point in time, and an assessment of why results were achieved or not. Unlike monitoring, which is an ongoing process, an evaluation is typically a one-off exercise to determine whether a plan has achieved its outcomes or not, whether there were any unintended outcomes, and what lessons can be learned to improve such projects going forwards.

Figure 7 summarizes a monitoring and evaluation matrix.

**FIGURE 7: Monitoring and evaluation matrix**



Source: Adapted from Kafakoma, Robert (2018)

#### 7.4. WHAT SHOULD BE MONITORED AND EVALUATED?

You need indicators (both quantitative and qualitative) to measure progress in the delivery of your training. Indicators for observing and measuring performance are key instruments for guiding and improving the quality of training at a CSDC. Tracking indicators over time will give CSDC managers an understanding of the extent to which the objectives of each activity have been achieved.

The data and information generated can give CSDC managers an indication of where intervention or corrective action is necessary.

Organizations like CSDCs generally start out by developing input indicators, as they are easiest to measure, but as their systems become more complex, there is an increasing need to include output and outcome indicators.

CSDCs tend to be driven primarily by input factors (budgets, enrolments and resources) and little emphasis has been given to outputs and outcomes. The shift towards considering outcomes provides an opportunity to reorient CSDCs towards improved performance.

Results (see Figure 6 for the results chain) can be measured by using the appropriate indicators (see examples in Table 3).

- **Input indicators** – provide information on ‘what goes in’ so that the activity (the training) is possible, including students and the resources mobilized to support the delivery of the activity.
- **Activity/process indicators** – measure the performance of key processes or activities in the CSDC, the main one being the teaching and learning of vocational trades.
- **Output indicators** – describe the direct result of the activities conducted (e.g. students trained).
- **Outcome indicators** – show results from the outputs. For example, the proportion of students achieving a certain grade in their summative assessment at the end of their course.
- **Impact indicators** – describe changes in the conditions of the target beneficiary. For example, the employment rate (by course).

**TABLE 3: Some examples of key indicators a CSDC might use and how to calculate them**

| INDICATOR                                | DESCRIPTION AND HOW TO CALCULATE IT   |
|--|---|
| <b>INPUT INDICATORS</b>                  |   |
| Number of staff, by course/department    | Total number of staff available to support a particular course or department.   |
| Number of students, by course/department | Total number of students enrolled in a particular course or in a department.  |
| Male/female enrolment rate               | Share of male/female students accessing a course as a percentage of all college students starting that course. For example, a college has 1000 students in total and 400 are female. Therefore 40% of students are female (400 divided by 1000, multiplied by 100 to obtain a percentage).          |
| Budget, by course/department             | Total annual budget for a particular course or department.  |
| Fee payment rate                         | Share of students in an institution who have fully paid their fees on time as a percentage of all students. For example, 40 students out of 80 students have paid their fees on time, therefore the fee payment rate is 50% (40 divided by 80, multiplied by 100 to obtain a percentage).           |
| Textbook/student ratio                   | Number of textbooks available, on average, for each student. For example, a department has 50 textbooks and 100 students, so the textbook/student ratio is 1:2 (1 textbook per 2 students). This is calculated by dividing the number of students (100) by the number of textbooks (50).            |
| <b>PROCESS/ACTIVITY INDICATORS</b>       |   |
| Student/teacher ratio                    | Number of students enrolled in a course divided by the number of staff for that course. For example, with 100 students and 4 staff, the student/teacher ratio is 25:1.  |
| Attendance rate                          | Share of time that college students attend their course as a percentage of the time that they are required to attend the course. For example, a student attends class for 40 days of a 60-day course, so their attendance rate is 67% (40 divided by 60, multiplied by 100 to obtain a percentage). |
| <b>OUTPUT INDICATORS</b>                 |   |
| Number of students completing a course   | The total number students completing a particular course.   |
| Course completion rate                   | Share of college students completing a course as a percentage of all college students starting that course. For example, 80 students started a course and 70 completed, so the completion rate is 88% (70 divided by 80, multiplied by 100 to obtain a percentage).                                 |
| Course drop-out rate                     | Share of college students leaving a course early (dropping out) as a percentage of all college students starting that course. For example, 50 students started a course and 10 dropped out, so the drop-out rate is 20% (10 divided by 50, multiplied by 100 to obtain a percentage).               |

## OUTCOME INDICATORS

### **Certification rate (of a specified minimum standard)**

Share of college students who have achieved a specific standard (as measured by their success in gaining a recognized certificate) as a percentage of all college students graduating. For example, 40 students completed a course and 30 achieved a specified minimum level, so the certification rate (of specified standards) is 75% (30 divided by 40, multiplied by 100 to obtain a percentage).

## IMPACT INDICATORS

### **Employment rate (by course)**

Share of college graduates from that year (in a particular course) who are in employment or self-employment 6 months after graduating, as a percentage of all college graduates that year (on that course). For example, 40 students graduated from a course in 2018 and 6 months later all 40 graduates are asked what they are doing now; 25 said they are working (employed or self-employed), so the post-training employment rate (after 6 months) is 63% (25 divided by 40, multiplied by 100 to obtain a percentage).

### **Access to further education/training rate**

Share of college graduates from that year (on a particular course) who are in further education/training 6 months after graduating as a percentage of all college graduates that year (on that course). For example, 40 students graduated from a course in 2018 and 6 months later all 40 graduates are telephoned to ask them what they are doing now; 5 said they are in further education and training, so the access to further education/training rate (after 6 months) is 13% (5 divided by 40, multiplied by 100 to obtain a percentage).

*Source: the Author*

Selecting suitable performance indicators for your CSDC can be a complex task. Six key steps can be followed to help develop these indicators (Figure 8).

**FIGURE 8: Key steps towards selecting suitable performance indicators for your CSDC**



Source: These steps are developed from DBSA – Development Bank of Southern Africa (2011)

**Step 1:**

**Decide on what you are aiming to achieve as a CSDC** – If one of your main goals is to increase the proportion of females achieving a certain grade in a course, then obviously you will want to have one or several indicators related to tracking female students.

**Step 2:**

**Specify the inputs, activities and outputs** – In order to achieve the CSDC's goal(s), you need to specify the inputs, activities and (expected) outputs in order to achieve your desired outcome (see Section 5). Indicators are needed for each stage so that you know if the CSDC is 'on track' or not.

**Step 3:**

**Select the most important indicators** – You don't want to collect a lot of data and then not use it. Think about what data would be most useful to the CSDC and how you will use it. If you don't expect to use it, don't collect it!

**Step 4:**

**Set SMART performance targets** – Indicators by themselves are just ways of measuring. In your institutional development plans (see Section 5), the need to set SMART targets was discussed – these targets are specific, measurable, achievable, realistic and time-bound. SMART targets are an expression of your goal; e.g. to get 95% of female CSDC students completing their course by 2019.

**Step 5:**

**Determine the process and format for reporting performance** – It is important to know who is going to review the data you collect and how the information is going to be presented to that body (e.g. your management committee).

**Step 6:**

**Establish processes and mechanisms to facilitate corrective action** – Equally, there is a need to consider what the process is for, acting on the results of the data. For example, if the indicators you are tracking show that the CSDC is falling behind in the progress required to achieve a particular goal by 2019, then who decides what action will be taken?



# 8

## Conclusion and recommendations

### SECTION CONTENTS

- Recommendations for the CDSC management
- Recommendations for the Government

### SUMMARY

Throughout this handbook, there has been a number of suggestions and recommendations made on how CSDC management can strive to get better in the management areas covered herein. Further, some recommendations were made, or implied, that are more related to how government could empower CSDCs. These are summarized as follows.



## 8.1. RECOMMENDATIONS FOR CSDC MANAGEMENT

### General institutional, administrative and asset management

- Make an account of all assets owned by the CSDC. Keep separate inventories for fixed and consumable assets
- If absent, introduce a repairs and maintenance plan in relation to fixed assets (principally buildings), tools and equipment
- Develop a public relations plan to ensure that relations with various stakeholders are nurtured and sustained
- Follow good practice approaches in the organization and running of meetings. Ensure that right amount of time is allocated to each activity

### Human resource management

- Follow a rigorous staff recruitment process
- Ensure a structured approach to staff's continuous professional development

### Student management

- Continue to be directly responsible for all student admission and students' discipline
- Seek ways to ensure more equitable access to courses (e.g. through scholarships and bursaries)

### Course management

- If your CSDC offers student-industry attachments, continue to directly organize and manage them, while following guidelines prepared by TEVETA/ MoLYSMD
- Provide basic careers advice to all students

### Financial management

- Draft your own annual institutional budgets with guidance support from the finance committee of the reformed CSDC Board, which approves the budget
- Manage and track all income and expenditure from the budget. Differences between expected and actual income and expenditure should be identified, and the reasons behind them understood
- Ensure that your CSDC has a suitable procurement process in place, and that it is adhered to it

### Strategic institutional planning for TEVET

- Develop three-year strategic plan for your CSDC that addresses the following questions: What exactly are you aiming to accomplish as a CSDC? Where is the CSDC now? How is the CSDC planning to achieve its ambition? How does your CSDC know if it is getting there?

### Funding TEVET

- Explore entering into basic partnerships with enterprise/industry related to, for example, student and staff industry placements and visits and the use of CSDC staff and students to support the delivery of a contract the enterprise has won. Until CSDC capacity is improved, it is not recommended that CSDCs enter into enterprise training partnerships, where they would provide training to industry employees
- Retain all fees collected from students as well as all profits from income-generating activities, including production units
- Aim to write at least several project proposals for funding each year

### Results, monitoring and evaluation

- Take responsibility for all monitoring and evaluation data collection, and ensure that a range of input, activity, output and outcome data are collected

## 8.2 RECOMMENDATIONS FOR THE GOVERNMENT

### Course management

- TEVETA/MoLYSMD should prepare guidelines for student–industry placements, organized and managed directly by the CSDC
- Allow CSDCs to choose all the course offerings that they want to offer, while following the curricula that was approved by TEVETA
- Grant authority to CSDCs to supplement a proportion of the curriculum to meet local needs. For example, teaching fashion students on how to make certain designs that are locally popular
- Provide labour market information and evidence-informed guidelines to CSDCs to support careers advice

### Financial management

- Empower CSDC staff management to draft their own annual institutional budgets, with guidance support from the finance committee of the reformed CSDC board, which approves institutional budget

### Funding TEVET

- Create a national CSDC agency (either under MoLYSMD or as part of TEVETA). This agency manages a small pot of public funding (or funds drawn from the reformed national training fund) to make available competitive grants to community-run CSDCs. This new national CSDC entity could provide back-stopping support to a network of autonomously run, community-based, CSDCs related to:
  - a) policies, training/professional development, production unit support, and political voice (nationally)
  - b) guidance and toolkits/templates concerning institutional finances, budgeting, procurement, monitoring and evaluation, engagement with industry, proposal writing, income-generating activities, human resource and student issues, and advising on other ongoing challenges faced (regionally)
  - c) funding, either in the form of proposal development for non-governmental funding, or in the form of managing and awarding small competitive grants using public funding (including funding from a revised national training fund)

- Give authority to CSDC to set tuition fees for all students up to a reasonable level (to be determined by each CSDC board based on local markets and ability to pay)
- Give CSDCs complete freedom to identify any income-generating activities their board consider viable, and to implement them in any way they see fit
- Give authority to CSDCs' boards to independently submit funding/project proposals to (or in the case of local non-governmental organizations and companies directly approach through face to face visits) respective donors up to an agreed fund ceiling (including to embassy small grant schemes, non-governmental organizations, national and international trusts and private companies)

### Results, monitoring and evaluation

- Develop monitoring and evaluation tools for CSDCs and provide analytical support

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## List of acronyms

|         |  |
|---------|--|
| CSDC    | Community Skills Development Centre  |
| MoLYSMD | Ministry of Labour, Youth, Sports and Manpower Development                 |
| STEP    | Skills and Technical Education Programme                                   |
| SMART   | Specific, measurable, achievable, realistic, time-bound                    |
| SWOT    | Strengths, weaknesses, opportunities, threats                              |
| TEVET   | Technical, entrepreneurial and vocational education and training           |
| TEVETA  | Technical, Entrepreneurial and Vocational Education and Training Authority |
| TVET    | Technical and vocational education and training                            |
| UNESCO  | United Nations Educational, Scientific and Cultural Organization           |

# Annex

## **Project proposal presented to Humana Holland "DAPP Mikolongwe Vocational School Infrastructure Development"**

From Development Aid from People to People (DAPP), Malawi

Date: 25.07.2012

### **a. Applicant's name and address**

Development Aid from People to People in Malawi, P.O. Box 2732, Blantyre, Malawi.

### **b. Name and location of the project:**

Mikolongwe Vocational School Infrastructure Development in Chiradzulu District

### **c. Period for the application**

Six Months

### **d. The context and problem situation**

Malawi is one of the least developed and most densely populated countries in the world. Malawi's economy is based on agriculture which accounts for 30% of GDP and 90% of export revenues. In fact, agriculture is the source of income for more than 80% of population. Malawi's economy depends on substantial inflows of foreign aid from the IMF, the World Bank, and individual donor nations. The Government of Malawi in recent past has been calling upon stakeholders in the public, as well as the private sector including the donor community to collaborate closely with government sectors in development of vocational schools, so that it remains instrumental to the social and economic development of the country in achieving its purpose of empowering the youths to become self-reliant.

The Principal Secretary Responsible for Malawi Universities Development Programme, Dr Mac-Phail Magwira, recently pointed out that the provision of technical and vocational skills training to orphans and vulnerable youths underpins the policy of the government to making the youths self-reliant by equipping them with various skills in order for them to start small-scale businesses and contribute positively to the economy of the country.

The DAPP Vocational School project therefore resonates well with government's youth development programme under which the government established the Youths Enterprise Development Fund to promote business development amongst the youths in order

to contribute towards the eradication of poverty, prostitution, alcohol and drug abuse and other risky behaviours which render youths vulnerable to HIV/AIDS

DAPP Mikolongwe Vocational School seeks to provide the students it serves quality provision of training in livelihoods skills with a core general education component. Students receive a well-rounded education with appropriate balance between specific vocational skills in their major areas and those skills gained through general education as part of the curriculum. Those courses that are directly related to a specific major skill are an important part of building a foundation for successful career. However, these skills are not enough to ensure that students will be successful. General education courses provide students with quantitative and critical thinking skills and an understanding of society. This can only be achieved with good leadership that is committed and taking its full responsibility, making sure that every student is able to realise his/her potential. It also needs to have a good environment suitable for learning i.e. accommodation, reliable source of electricity and continuous hands-on practical learning ground.

The school leadership is composed of 1 headmaster and 16 teaching staff of which only 6 teaching staff have accommodation at school and the rest operate from outside the school campus including the headmaster. This is affecting the leadership of the school program as the headmaster and other teaching staffs depart from school premises immediately after class in order to reach their homes before dark. It gives challenges for the headmaster in his ability of fulfilling his responsibility of leading all courses, as well as seeing to it that all planned programs are taking place and is optimally manned. Also he is not able to follow every student - his or her carrying through the planned education curriculum activities as it is meant, especially the personal human development and the plans for the future. In addition, the headmaster is to lead together with the teachers and students in creating the daily life at the Vocational School starting with the food, the health, the buildings, the traditions and all parts of life of high quality the school presents.

The growing demand for vocational training has also led to an increase in the enrolment of students and the number of courses offered. In order to satisfy the demand, the school has increased its number of Classrooms and Hostels over the years but the Assembly and Dining Hall which was originally designed for 64 students has limited space for the current enrolment.

Other challenges that limit students' ability to implement all their term plans and reach the planned results in the theoretical and practical vocational training, as well as the academics and general knowledge are: frequent power black-out and lack of adequate practical learning materials and tools. It is based on the above challenges the school is submitting this proposal. First is to complete the construction of the Headmasters House which has been on standstill since 2011 due to lack of funding. Second is to provide electricity power back up of solar energy in order to fully support the student's studies in both theory and practical aspects; to be supported in connection with the Renewable Energy and Electrical Installation Course. Third is to provide better Agriculture practical irrigation learning area which will in turn provide continuous supply of fresh food to our school kitchen Finally is to apply for the construction of a Meeting and Dining Hall which will accommodate another 100 students.

#### **e. The project back ground and history**

Since the inauguration of the institution in 1997, more than 7,000 students have graduated in different trades. Statistics show that 76% of the students have been employed, 8% are still studying, 5% have engaged themselves in entrepreneurship and the remaining 11% are engaged in other activities.

The progress of Mikolongwe vocational school has been enhanced through working together with different partners who have been donating towards the establishment of the administration blocks, classrooms, boarding facilities, furniture, text books and workshop learning tools. Currently the school has a total enrolment of 148 students of which 56 are female students and 92 are male students. These students are enrolled in the following courses; Agriculture, Community Development, Certificate in Financial Accounting, Textile Designing, Beauty Salon, Welding & Fabrication, Carpentry & Joinery, Bricklaying and Renewable Energy & Electrical Installation.

In late 2010 the school entered into a partnership agreement with Humana Holland to start up a Renewable Energy and Electrical Installation Course in 2011, to construct students Hostels that will accommodate 32 students and expand the workshop

The idea with the new course is to have a course in which students will learn how to construct, maintain, repair, sell and advise on alternative sources for energy such as solar panels and biogas. These items will also be constructed at the school for teaching purposes. The program include a one year formal courses and 4 months short courses for the vulnerable youth to start their own business or offer their skills on the job market.

#### **f. The project goals**

The goals for this project proposal is to reduce unemployment in Malawi by offering long and short term courses to the Malawian Youth in a conducive environment.

#### **g. The objectives of the project**

The aim of the project is:

- Training of students in a well-rounded education with appropriate leadership and balance between specific skills in their major areas and those skills gained through general education that will provide with quantitative, critical thinking skills and an understanding of society.
- Construction of accommodation for the Headmaster, so he can be accommodated at the school, which will lead to enhance good leadership to the students and the general education and boarding school life for the students.
- Promotion of use of solar energy at the school, which will also be in line with the training of youth in renewable energy. As a part of their program, renewable energy students will make contributions to the development of the school, and the students thereby gain a lot of knowledge of how to transform their knowledge into action.
- Promote environmental friendly agriculture practices and increase food production at the school through establishment of irrigation system.
- Construction of a dining and meeting hall for another 100 students.

#### **h. The target Group**

This action will benefit the current and future youth at the school to acquire skills and knowledge with good leadership and also improved learning environment without power interruption. The students/youth will also learn to establish and run successful horticulture production which will supply enough and adequate vegetables to the school kitchen and also sell the excess to the community around the school.

#### **i. The activities of the project**

The project activities will take their point of departure in the Vocational school program as follow;

The Headmasters House: This activity will mainly be completing the Headmasters house that will include, Electrical wiring, Plastering, Flooring, Painting, Plumbing finalizing the Roofing, Furniture and Fitting of Doors and Window Panes.

Solar Panel Installation: The activities on this point will focus on the installation of Solar heaters for showers for students, solar lamps/lights/panels for classrooms, hostels, and battery backup power for offices.

Irrigation for Agricultural Production: The activities will include, drilling a well, procure materials for Rope Pump production and Drip Irrigation sets and establish the Agricultural Production Field.

The Construction of Meeting and Dining Hall: The construction will start with setting out, foundation, erection of walls, roofing, mounting of window and door frames, plastering and furnishing. The work will be done by students and together with skilled staff.

#### **j. The inputs of the project**

- Buying of the building materials for the completion of the headmaster's house
- Buying of materials for the Solar Panels and Solar Heaters
- One Rope Pump Installation materials
- 2 Drip Irrigation Sets
- 2 Vegetable Gardens established
- Buying of material for construction and furnishing of Meeting and Dining Hall

#### **k. The outputs of the project**

- One Headmasters House completed
- Installation of Solar back-up power for 9 classrooms and 3 offices
- Two Irrigation Scheme installed
- One Dining and Meeting Hall for 100 students constructed and furnished

#### **l. The outcome of the project**

- Headmaster staying at the school providing good leadership
- Students have enough time for studying as they can now use solar power instead of experiencing power cuts and lack of electricity in the evenings and weekends with inability to study
- Skills acquisition in Renewable Energy improved as students can now practice their learning on repairing the solar equipment established at the school.
- The school kitchen is supplied with good fresh vegetables for students and making the school to be more sustainable
- The school garden acts as demonstration centre for the community
- Conducive environment for dining and meeting/ assemblies and conferences

UNESCO and the European Union are collaborating to support the expansion and improvement of equitable and gender-balanced technical, entrepreneurial and vocational education and training (TEVET) in Malawi. In particular, the Skills and Technical Education Programme (STEP) aims to improve access to TEVET, review the qualifications system, update curricula, review the governance and management of TEVET system, and better train TEVET teachers and trainers.

The following Handbook is a practical guide for managers of Community Skills Development Centres in Malawi, comprised of semi-autonomous and autonomous centres supported by the Government, and other non-governmental organizations and financial institutions. The Handbook for Community Skills Development Centres and the Handbook for Technical Colleges in Malawi, developed as part of same package, are the main outputs of a capacity-building programme that targeted TEVET institution managers, a component of the STEP supported by UNESCO-UNEVOC and implemented in Mponela in August 2018.

Based on resources and materials used during the training, the following Handbook is an easy-to-read practical reference for dealing with the day-to-day activities involved in managing a Community Skills Development Centre. The Handbook covers six modules that are key for management teams of Community Skills Development Centres in Malawi. In addition to suggesting guidelines on managing Community Skills Development Centre administration, assets, human resources and finances, the Handbook also highlights the importance of strategic institutional planning while focusing on quality and results. The opportunities of engaging in partnerships and income-generating activities, as means of ensuring the financial sustainability of Community Skills Development Centres, are also discussed. Finally, the Handbook explores a range of actions the Government of Malawi could undertake to empower Community Skills Development Centres.

