



**GOVERNMENT OF MALAWI**

**CONCEPT PAPER ON ESTABLISHMENT OF COMMUNITY COLLEGES**

Ministry of Labour  
Private Bag 344,  
Capital City,  
Lilongwe 3

**JULY, 2014**

## Contents

Acronyms.....	0
1. Introduction .....	0
1.1 Benefits of community colleges.....	0
1.2 Expected outcome of the community colleges .....	0
2. Support business establishment.....	0
3. Problem Statement .....	1
4. Characteristics of community colleges.....	1
5. Strategies for establishing Community Colleges .....	2
5.1 Establishing management communities.....	2
5.1.1 Inter-ministerial Committee.....	2
The Inter-ministerial Committee will be responsible for coordination of implementation of TEVET activities and programmes .....	2
5.1.2 National Steering Committee (NSC).....	2
5.1.3 Technical Working Group (TWG).....	2
5.1.4 District Management Committees (DMC).....	2
5.1.5 College Management Committees (CMC) .....	2
5.2 Identification of potential sites.....	2
5.3 Develop infrastructure .....	2
5.4 Identify and recruit trainers.....	3
5.5 Develop and Review Curricula.....	3
5.6 Provide training tools and equipment .....	3
5.7 Recruit trainees .....	3
5.8 Roll out training.....	3
5.9 Administer community colleges .....	3
5.10 Develop capacity.....	4
5.11 Lobby for funds.....	4
5.12 Support business establishment for prospective entrepreneurs .....	4
6.0 RISKS AND MITIGATIONS .....	4
Appendices.....	0
Appendix 1: MEMBERSHIP OF NATIONAL STEERING COMMITTEE .....	0
Appendix II: MEMBERSHIP OF TECHNICAL WORKING GROUP .....	0
Appendix III: MEMBERSHIP OF DISTRICT MANAGEMENT COMMITTEES ...	1
Appendix IV: MEMBERSHIP OF COMMUNITY COLLEGE MANAGEMENT COMMITTEES.....	1
Appendix V: PROPOSED SITES FOR THE ESTABLISHMENT OF COMMUNITY COLLEGES .....	2
Appendix VI: 3 - YEAR COST OF ACTIVITIES .....	5

## Acronyms

CCMC	Community College Management Committee
DEM	District Education Manager
DMC	District Management Committee
DTEVET	Department of Technical, Entrepreneurial and Vocational Education and Training
ECAM	Employers Consultative Association of Malawi
FINCA	Foundation for International Community Assistance in Malawi
MLF	Microloan Foundation
MRFC	Malawi Rural Finance Company Limited
MARDEF	Malawi Rural Development Fund
MCTU	Malawi Congress of Trade Unions
MUSCCO	Malawi Union of Savings and Credit Co-operatives
NCIC	National Construction Industry Council
NSC	National Steering Committee
OBM	Opportunity Bank of Malawi
SMEDI	Small and Medium Entrepreneurs Development Institute
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TWG	Technical Working Group

## **1. Introduction**

Malawi Government has identified establishment of community colleges as a way of increasing access to Technical, Entrepreneurial and Vocational Education and Training (TEVET) by out-of-school youth and adults who fail to make it to formal TEVET due to limited capacity and restrictive entry requirements. Community colleges would also support students still learning in secondary schools.

A community college is a training institution whose educational facilities are available to youth and other members of the community. It can also be an institution established in a community, owned by a community and run by a community to cater for youth and adults who would like to further their career and those who did not complete their schooling or never attended school.

### **1.1 Benefits of community colleges**

Community college training will be conducted in the beneficiary communities thereby reducing the cost of training on the part of the student. The training will benefit the community by increasing skills base in the community which can be utilized in community development projects and establishment of enterprises. To ensure sustainability of the enterprises, business development and entrepreneurship skills will be taught to trainees. Generally, community colleges will facilitate graduates to become self-employed. However, acquisition of skills for wage employment and procession towards attainment of higher qualifications will be encouraged.

### **1.2 Expected outcome of the community colleges**

The community college is expected to reduce the prevalence of unemployment among unskilled and unproductive youth. It will also strengthen community participation in development projects as well as increase income (for the rural masses) and chances of education progression.

## **2. Support business establishment**

Business incubator centres will be established in the communities based on the area of focus as one way of enabling prospective entrepreneurs from community colleges establish businesses. The incubator programme will help prospective entrepreneurs who complete their training in order to turn innovation into business. The training will involve the industry. Technical assistance will be procured nationally to facilitate further trainings where necessary. The Ministry of Labour in collaboration with Small and Medium Enterprises Development Institute (SMEDI) will draw up a plan for supporting graduates to establish businesses. Prospective entrepreneurs from community colleges will be linked to financial lending institutions such as Opportunity Bank of Malawi (OBM),

Foundation for International Community Assistance (FINCA) in Malawi, Malawi Rural Development Fund (MARDEF), Malawi Rural Finance Company (MRFC) Limited, Microloan Foundation (MLF) and Malawi Union of Savings and Credit Co-operatives (MUSCCO) to provide seed money to enable them start small and medium enterprises.

In addition to linkages to financial lending institutions, graduates will be provided with start - up tools and equipment.

### **3. Problem Statement**

In Malawi, unemployment is prevalent and the rural sector that is predominantly dependent on agriculture harbors most of the unemployed because of the nature of work which does not require specific knowledge and skills. In rural sector, farming is seen to be the main activity because of lack of exposure to other productive activities.

A large percentage of the rural population is migrating into towns and cities in search of jobs which unfortunately are very limited. The majority of the migrants have no employable skills that can enable them get the limited jobs on the labour market. As a result, most of them engage in socio-economic problems such as crime, drug abuse and vandalism.

Government will, therefore, introduce community colleges in each district to offer productive knowledge and skills relevant to unemployed youth. The community colleges will assist their graduates to become self-employed, and/or allow them to proceed towards attainment of higher qualifications. Specialized job-placement agencies will be established to ensure skill-job matching.

### **4. Characteristics of community colleges**

Community colleges shall: -

- be owned by the District Management Committee
- be managed by College Management Committee
- service one District
- be on the major economic area of the district
- provide demand driven courses (according to the needs of the community)
- provide training for:
  - Pre-TEVET
  - Self and paid employment
  - Career development
- have relevant infrastructure

## **5. Strategies for establishing Community Colleges**

### **5.1 Establish management communities**

#### **5.1.1 Inter-ministerial Committee**

The Inter-ministerial Committee will be responsible for coordination of implementation of TEVET activities and programmes

#### **5.1.2 National Steering Committee (NSC)**

The National steering committee will be responsible for policy direction in the functioning of community colleges. DTEVET shall be the Secretariat of the NSC.

#### **5.1.3 Technical Working Group (TWG)**

The Technical Working Group will be responsible for overseeing the functioning of community colleges, developing infrastructure, developing curricula, building capacity of teachers, developing training materials, providing teaching and learning materials as well as conducting monitoring and evaluation.

#### **5.1.4 District Management Committees (DMC)**

The District Management Committees will be responsible for identifying sites, identifying trainers, liaising with the communities, prioritizing training needs and sourcing additional operational funds.

#### **5.1.5 College Management Committees (CMC)**

The College Management Committees will be responsible for operational issues such as identifying training needs, identifying trainees, maintaining infrastructure, as well as monitoring college performance, discipline and quality of training.

### **5.2 Identify potential sites**

Identification of potential sites where community colleges could be established will be done in collaboration with respective District Assemblies through DMCs and CMCs.

### **5.3 Develop/rehabilitate infrastructure**

Government will construct/rehabilitate structures which will be used as workshops for providing technical and vocational skills in identified structures and other preferred sites.

#### **Related activities:**

5.3.1 Develop drawings

5.3.2 Rehabilitate infrastructure

5.3.3 Construct infrastructure

## **5.4 Identify and recruit trainers**

### **Related activities:**

- 5.4.1 Conduct functional review and establish posts
- 5.4.2 Recruit trainers and staff

## **5.5 Develop and Review Curricula**

### **Related activities:**

- 5.5.1 Conduct training needs assessment
- 5.5.2 Develop curricula
- 5.5.3 Develop assessment materials
- 5.5.4 Validate curricula
- 5.5.5 Orient trainers
- 5.5.6 Train trainers and staff

## **5.6 Provide training tools and equipment**

### **Related activities:**

- 5.6.1 Procure training tools and equipment
- 5.6.2 Deliver training tools and equipment
- 5.6.3 Install training equipment

## **5.7 Recruit trainees**

### **Related activities:**

- 5.7.1 Advertise for places
- 5.7.2 Shortlist applicants
- 5.7.3 Conduct interviews
- 5.7.4 Select successful candidates

## **5.8 Roll out training**

### **Related activity:**

- 5.8.1 Monitor and evaluate training

## **5.9 Administer community colleges**

### **Related activities:**

- 5.9.1 Pay for utilities
- 5.9.2 Pay salaries to staff
- 5.9.3 Procure teaching and learning materials
- 5.9.4 Fund and Finance community colleges
- 5.9.5 Support DTEVET operations
- 5.9.6 Procure utility vehicles

### **5.10 Develop capacity**

To enhance staff and organizational capacity in the establishment of community colleges, there will be short courses, seminars, workshops, study tours at national and or regional levels for managers, trainers and other implementers.

#### **Related activities:**

- 5.10.1 Conduct study tours
- 5.10.2 Attend short courses

### **5.11 Lobby for funds**

#### **Related activities:**

- 5.11.1 Meet with Ministry of Finance
- 5.11.2 Meet with Development Partners and key stakeholders

### **5.12 Support business establishment for prospective entrepreneurs**

#### **Related activities:**

- 5.12.1 Establish business incubators
- 5.12.2 Link prospective entrepreneurs to financial lending institutions
- 5.12.3 Provide start up tools and equipment

## **6.0 RISKS AND MITIGATIONS**

	<b>Risk</b>	<b>Mitigation</b>
1.	Lack of coordination in the provision of vocational skills	Involvement of all stakeholders throughout the programme
2.	Sustainability of the programme	a. Development of an implementation plan and the budget. b. Empower Assemblies to attract investors in the local communities
3.	Inadequate financial resources	Involvement of Ministry of Finance and Economic Development, Development Partners and Private Sector
4.	Political influence	Align implementation of the programme to government policy documents
5.	Lack of capacity in the communities	Provide capacity development
6	Acquisition of existing sites for establishing community colleges	Involvement of responsible Ministries, District Assemblies and Local leaders.
7.	Acquisition of land for the construction works	Involvement of Ministry of Lands and local leaders
8.	Long procurement procedures	Sensitization of officers on procurement guidelines
9.	Rising costs of materials	Development of procurement plan

## **Appendices**

### **Appendix 1: PROPOSED MEMBERSHIP OF NATIONAL STEERING COMMITTEE**

- i. Ministry of Labour
- ii. Ministry of Education, Science and Technology
- iii. Ministry of Trade and Industry
- iv. Ministry of Finance and Economic Development
- v. Ministry of Gender, Children, Disability and Social Welfare
- vi. Ministry of Youth, Sports and Culture
- vii. Ministry of Transport and Public Works
- viii. Ministry of Local Government
- ix. TEVET Authority
- x. Employers Consultative Association of Malawi (ECAM)
- xi. Malawi Congress of Trade Unions (MCTU)
- xii. Small and Medium Enterprises Development Institute (SMEDI)

### **Appendix II: PROPOSED MEMBERSHIP OF TECHNICAL WORKING GROUP**

- i. DTEVET
- ii. TEVET Authority
- iii. Public TEVET institution
- iv. Private TEVET institution
- v. Ministry of Youth, Sports and Culture
- vi. Ministry of Local Government
- vii. Ministry of Labour – Planning
- viii. National Trade Testing Services
- ix. Ministry of Transport and Public Works
- x. National Construction Industry Council (NCIC)
- xi. Small and Medium Enterprise Association (SMEA)
- xii. Malawi Rural Development Fund (MARDEF)

Appendix III: PROPOSED MEMBERSHIP OF DISTRICT MANAGEMENT COMMITTEES

- i. District Labour Officer (DLO) – Secretary
- ii. District Education Manager (DEM)
- iii. District M & E officer
- iv. Director of Planning and Development
- v. Director of Public Works
- vi. Director of Finance
- vii. DTEVET
- viii. Community College Principals
- ix. Civil Society Organisation members (x2)

Appendix IV: PROPOSED MEMBERSHIP OF COMMUNITY COLLEGE MANAGEMENT COMMITTEES

- i. Village Head (Community) – Chair
- ii. Principal of beneficiary Community College
- iii. PTA Member (x2)
- iv. Community members (x2)
- v. Mother Group Member
- vi. Local Government Institution Representatives
- vii. Civil Society Organisations members/NGOs (x2)

Appendix V: PROPOSED SITES FOR THE ESTABLISHMENT OF COMMUNITY COLLEGES

No.	Institution	Region	District	2014/15	2015/16	2016/17
<b>SOUTHERN REGION</b>						
1	Sakata Vocational Skills Centre	South	Zomba			
2	Ngapani Ex-MYP Base	South	Mangochi			
3	Chambe Vocational Skills	South	Mulanje			
4	Chisamaliro CBCC ECD Centre	South	Mwanza			
5	Chididi Community Skills Development Centre	South	Nsanje			
6	Migowi Community Skills Development Centre	South	Phalombe			
7	Belewu Community Skills Development Centre	South	Chikwawa			
8	Thyolo East Development Centre	South	Thyolo			
9	Thumbwe Community Skills Development Centre	South	Chiradzulu			
10	Neno Skills Development Centre	South	Neno			
11	Tikondane Vocational Skills Centre	South	Blantyre			

12	Mbatamira ECD Centre	South	Machinga			
13	Mawira Vocational Skills Training	South	Balaka			
<b>CENTRAL REGION</b>						
1	Nkhotakota Skills Development Centre	Central	Nkhotakota			
2	Kaimbi 1 Community	Central	Lilongwe			
3	Mtakataka Community Skills Development Centre	Central	Dedza			
4	Ngodzi Skills Development Centre	Central	Salima			
5	Mtonda Community Skills Development Centre	Central	Ntcheu			
6	Kawamba Community Skills Development Centre	Central	Kasungu			
7	Chipumi Community Skills Development Centre	Central	Mchinji			
8	Nthondo Community Skills Development Centre	Central	Ntchisi			
9	Dzoole Youth Centre	Centre	Dowa			

NORTHERN REGION						
1	Lufita Skills Development Centre	North	Chitipa			
2	Lusubilo Skills Development Centre	North	Karonga			
3	Jenga Skills Development Centre	North	Rumphi			
4	Mkazimasika Skills Development Centre	North	Mzimba			
5	Tukombo Community Skills	North	Nkhatabay			
6	Mbamba Skills Development Centre	North	Likoma			

Appendix VI: 3 - YEAR COST OF ACTIVITIES

STRATEGY	ACTIVITIES	TARGET			UNIT COST (MWK)	BUDGET (MWK)				RESPONSIBLE PARTY	SOURCE OF FUNDING
		YEAR 1	YEAR 2	YEAR 3		YEAR 1	YEAR 2	YEAR 3	TOTAL		
Establish management committees	Set up Inter-ministerial Steering Committee (NSC)	1	1	1	2,500,000	2,500,000	2,500,000	2,500,000	7,500,000	Ministry of Labour	GoM
	Set up National Steering Committee (NSC)	1	1	1	2,500,000	2,500,000	2,500,000	2,500,000	7,500,000	Ministry of Labour	GoM
	Set up Technical Working Group (TWG)	1	1	1	4,000,000	4,000,000	4,000,000	4,000,000	12,000,000	DTEVET	GoM
	Set up District Management Committee (DMC)	10	10	8	4,000,000	40,000,000	40,000,000	32,000,000	112,000,000	DTEVET	GoM
	Set up College Management Committees (CMC)	10	10	8	4,000,000	40,000,000	40,000,000	32,000,000	112,000,000	DTEVET	GoM
Identify potential sites	Visit districts	10	10	8	600,000	6,000,000	6,000,000	4,800,000	16,800,000	MoL	GoM
	Consult DLOs, SMEDI and TEVET Authority	4	4	4	150,000	600,000	600,000	600,000	1,800,000	MoL	GoM
Develop infrastructure	Develop drawings	10	10	8	1,000,000	10,000,000	10,000,000	8,000,000	28,000,000	MoL	GoM
	Rehabilitate infrastructure	10	10	8	10,000,000	100,000,000	100,000,000	80,000,000	280,000,000	MoL	GoM
	Construct infrastructure	10	10	8	100,000,000	1,000,000,000	1,000,000,000	800,000,000	2,800,000,000	MoL	GoM

Identify and recruit trainers	Conduct functional review	1	0	0	2,500,000	2,500,000	0	0	2,500,000	MoL	GoM
	Recruit trainers and staff	30	45	60	10,000,000	10,000,000	10,000,000	10,000,000	30,000,000	MoL	GoM
Develop and review curricula	Conduct training needs assessment	10	10	8	5,000,000	50,000,000	50,000,000	40,000,000	140,000,000	MoL	GoM
	Develop curricula	3	3	3	10,000,000	10,000,000	10,000,000	10,000,000	30,000,000	MoL	GoM
	Develop assessment materials	3	3	3	10,000,000	10,000,000	10,000,000	10,000,000	30,000,000	MoL	GoM
	Validate curricula	3	3	3	10,000,000	10,000,000	10,000,000	10,000,000	30,000,000	MoL	GoM
	Orient trainers	30	45	60	15,000,000	15,000,000	15,000,000	15,000,000	45,000,000	MoL	GoM
	Train trainers and staff	30	45	60	15,000,000	15,000,000	15,000,000	15,000,000	45,000,000	MoL	GoM
Provide training tools and equipment	Procure training tools and equipment	10	10	8	70,000,000	700,000,000	700,000,000	560,000,000	1,960,000,000	TEVETA	GoM
	Deliver training tools and equipment	10	10	8	250,000	2,500,000	2,500,000	2,000,000	7,000,000	DTEVET	GoM
	Install training equipment	10	10	8	800,000	8,000,000	8,000,000	6,400,000	22,400,000	DTEVET	GoM
Recruit trainees (60 per college)	Advertise for places	1	1	1	500,000	500,000	500,000	500,000	1,500,000	DTEVET	GoM
	Shortlist applicants	600	1200	1680	5,000,000	5,000,000	5,000,000	5,000,000	15,000,000	DMC &TWG	GoM
	Conduct interviews	1	1	1	5,000,000	5,000,000	5,000,000	5,000,000	15,000,000	DMC &TWG	GoM
	Select successful candidates	600	1200	1680	5,000,000	5,000,000	5,000,000	5,000,000	15,000,000	DMC &TWG	GoM
Roll out training	Monitor and evaluate	10	10	8	2,500,000	15,000,000	25,000,000	30,000,000	70,000,000	DTEVET	GoM
Administer community	Pay utilities	10	10	8	1,800,000	18,000,000	36,000,000	50,400,000	104,400,000	DTEVET	

colleges	Pay salaries to staff	30	80	112	110,000	39,600,000	105,600,000	147,840,000	293,040,000	DTEVET/ HRM	GoM
	Procure teaching and learning materials	10	10	8	10,000,000	100,000,000	200,000,000	280,000,000	580,000,000	DTEVET	GoM
	Fund and finance Community Colleges	10	10	8	50,000,000	300,000,000	500,000,000	600,000,000	1,400,000,000	DTEVET	GoM
	Support DTEVET operations	1	1	1	12,000,000	12,000,000	12,000,000	12,000,000	36,000,000	MoL	GoM
	Procure utility vehicles	12	10	8	40,000,000	480,000,000	400,000,000	320,000,000	1,200,000,000	MoL	
Develop capacity	Conduct study tours	25	0	0	1,500,000	37,500,000	0	0	37,500,000	MoL	GoM
	Attend short courses	20	20	20	1,500,000	30,000,000	30,000,000	30,000,000	90,000,000	MoL	GoM
Lobby for funds	Meet with Ministry of Finance	1	1	1	500,000	500,000	500,000	500,000	1,500,000	MoL	GoM
	Meet with Development Partners and key stakeholders	1	1	1	3,000,000	3,000,000	3,000,000	3,000,000	9,000,000	MoL	GoM
Support business establishment for prospective entrepreneurs	Establish business incubators	10	10	8	X	X	X	X	X	SMEDI	GoM
	Link prospective entrepreneurs to financial lending institutions	600	1200	1680	X	X	X	X	X	SMEDI	GoM
	Provide start up tools and equipment	600	1200	1680	500,000	300,000,000	600,000,000	840,000,000	1,740,000,000	MoL	GoM
<b>TOTAL</b>						3,389,700,000	3,963,700,000	3,974,040,000	11,327,440,000		
<b>GRAND TOTAL (Year 1+2+3)</b>							<b>MWK</b>		<b>11,327,440,000</b>		
							<b>US\$</b>		<b>27,527,193</b>		

1US\$ = MWK411.5 –

**X: Costing to be provided by SMEDI. Therefore grand total does not include cost of SMEDI activities**