



INSTITUTION GUIDELINES

**GUIDELINES FOR INCLUSIVE AND GENDER
RESPONSIVE TRAINING DELIVERY IN TECHNICAL
AND VOCATIONAL TRAINING COLLEGES**

Guidelines to Promote Inclusion and Gender Responsiveness

Ensuring an inclusive and gender-responsive learning environment is a goal of technical and vocational institutions in Malawi. Outlined below are guidelines intended for administrators and instructors in technical, entrepreneurial and vocational education and training (TEVET) centres. The guidelines are to assist each training institution in their planning and decision-making processes, including in their use of finances and human resources. Implementation of the guidelines will result in the promotion of inclusion and gender equality in Malawi's technical training centres. It is acknowledged that the implementation of a number of the guidelines will involve coordination and cooperation with both the Ministry of Labour, Youth, Sports, and Manpower Development (MoLYSMD) and the Technical, Entrepreneurial and Vocational Education Training Authority (TEVETA).

The guidelines are divided into the following sections: Governance and Management; Career Guidance; Student and Staff Induction Programmes; Teaching and Learning; Hostel Accommodation; Provision of Bursaries and Scholarships; Infrastructure Improvements; Security, Safety and Health; Gender-Based Violence and Students' Well-being; and Transition to Work or Self-Employment. A number of the identified actions are found in several sections, indicating both their importance and their effect on numerous areas of college life.

The guidelines are developed based on the findings from a study supported by the Skills and Technical Education Programme (STEP) on gender and inclusion in the TEVET system, conducted in October and November 2017. STEP encourages the Principals' Forum to provide overall support and guidance in the implementation of these guidelines.

1. Governance and Management

Institutional governance and management have an important role in the promotion of gender-responsive and inclusive training delivery, and it is therefore vital that institutional operations, culture and management practices support these issues in day-to-day college activities. The following actions are suggested.

Training institutions should:

- In cooperation with the MoLYSMD and TEVETA, promote the more affirming 'choice, not chance' theme for TEVET career options in all institutional promotional campaigns.
- Develop or revise the current code of conduct for college faculty and staff and ensure its effective implementation (see also sections 3 and 9).
- Develop an institutional gender and inclusion policy which supports the overall TEVET policy, and which articulates the college's values and operational procedures to promote a gender-responsive and inclusive college environment.
- Strengthen staff and student reporting structures for gender-based violence (GBV) and harassment issues, ensure all students and staff are aware of reporting structures, and ensure that retribution for reporting is eliminated.
- Designate a gender focal person who is part of the college administration, and develop clear terms of reference which ensure that issues related to the support of females and students with disabilities (SWD) are given a high priority.
- Ensure that gender equality and inclusion concepts are enforced following the provision in the occupational profile for both administrators and instructors.
- Design institutional strategic plans or revise existing plans which support the TEVET policy, mainstream gender and inclusion in all strategies, and clearly identify specific institutional strategies to increase access and successful programme completion of female students and SWD. Ensure strategies and targets are realistic and measurable, with timelines, performance indicators and areas of responsibility clearly outlined.
- Develop continuing professional development plans for all instructional staff but in particular for females teaching in male-dominated trades and for males teaching females in similar trades.

- In cooperation with MoLYSMD and TEVETA, implement an effective and consistent student TEVET management information system (TMIS) that tracks female students, SWD and the entire student population to enable effective reporting.
- Develop a standardized student 'exit interview' for both dropouts and graduates so that an accurate analysis of dropouts is available for the development of mitigation strategies. For graduating students, update personal information, identify employment or self-employment plans, if any, and encourage participation in future tracer studies.

2. Career Guidance

Institutions can play a role in providing TEVET training awareness activities to prospective female and other students both in local schools and with parents in nearby communities. Activities could include 'open days' in the colleges where students and family members can come on tour. Training institutions can reach out to organizations for the disabled to assist in identifying SWD in the local community who can be encouraged to enrol.

Institutions are expected to:

- Develop annual plans for sensitizing potential students about training options, especially female students, parents, community leaders and community-based organizations, including those working with people with disabilities.
- Conduct career talks and motivational speeches using role models in local primary and secondary schools using the 'choice, not chance' theme and highlighting the importance of technical careers for female students.
- Assist local potential students with programme information and understanding of admission requirements and processes.
- Ensure that any promotional materials developed promotes the visibility of female students and SWD.

3. Student and Staff Induction Programmes

An improved student and staff induction programme is required at all levels in institutions. College administrators, instructors, support staff and students need to be briefed on codes of conduct for the institution. The addition of an 'orientation to trades training course' for female students would also address some of the identified barriers to success. The following suggestions are provided for members of staff and students.

For members of staff, institutions should:

- Provide familiarization with the specific employment and institutional code of conduct for instructors and support staff (including administrative staff, boarding matrons, guards and so on) so that all staff fully comprehend its contents, acknowledge by signature that they have read the contents and are fully informed of the penalties for proven infractions. This should be done regularly so that new staff members are oriented and existing staff are provided with a refresher course.
- Institute a review and strengthen current investigation processes for complaints of misconduct from students and staff.

For students, institutions should:

- Provide training to familiarize them with the code of conduct and expectations for all students, including processes required for submitting complaints.
- Design and implement an induction programme (lasting about 3 days) for all female students, particularly those enrolled in male-dominated trades, including workshop orientation (described below). Topics could include:
 - promotion of trades training in general terms and its importance to the economy
 - the importance of increasing female participation in these trades

- o promotion of increased self-confidence and empowerment, and development of skills to handle 'negative talk' from fellow students and others
- o dispelling myths regarding female and male occupations
- o identifying opportunities for employment and self-employment on completion of training
- o orientation to workshop practice through a one-day 'workshop orientation' programme where female students rotate through a series of planned workshop familiarization events, such as a general introduction to workshop practice, the use of hand tools from various trades, and the importance of safety equipment and procedures.

4. Teaching and Learning

Classroom and workshop practices have a significant effect in supporting and improving retention of students, especially females and SWD. Knowledge of gender and inclusion-responsive teaching strategies is required to promote efficient and effective classroom and workshop practices. It is the principal or vice principal's responsibility to monitor instructor practices, especially their support for and interaction with female students and SWD. SWD may require alternative teaching methods or programme adaptations as well as emotional support. Instructors must receive training and support from administration to make required changes to assist SWD and others to achieve success. When knowledge and skills gaps are identified, a performance update plan is required with clear indicators and timelines for improved instructing or behaviour performance. When serious infractions and misconduct are identified, principals are required to implement immediate disciplinary measures.

Therefore, institutions are expected to:

- In cooperation with MoLYSMD, develop and implement training plans for continuous professional development (CPD) including a comprehensive teacher training programme which incorporates gender-responsive and inclusive pedagogy training for instructors, leading to a more professional and effective teaching service.
- Prepare specific training plans for staff members who require more immediate updating in knowledge and skills, monitoring for behaviour and performance.
- Prepare specific needs assessments for SWD in concert with relevant specialized organizations. The needs assessment should address infrastructure needs, special equipment and learning materials, mobility devices, and support for guardians or others committed to the welfare of SWD.

5. Hostel Accommodation

The success of female students and SWD can also be affected by the hostel accommodation provided. There is a need for institutions to consider plans to expand accommodation for these groups, to properly maintain the existing accommodation and other facilities such as toilets and showers to a high standard, and to provide unbiased opportunities for private students to secure placement in boarding facilities. Institutions are expected to:

- Ensure the safety and security of hostels, with appropriate door locks and window coverings, and if possible a complete fence around the hostels.
- Develop a robust overall maintenance schedule for hostel facilities, which is implemented and monitored regularly and frequently (see also sections 7 and 8).
- Ensure high standards for provision and maintenance of shower, toilet and washing facilities.
- Provide all necessary sanitary facilities for females, including for the safe disposal of sanitary products.
- Develop guidelines on the conduct of students in the hostels, with clearly defined penalties following any misbehaviour or damage.
- Institute a 'student hostel monitor' position using responsible students whose job description is well defined and which includes ensuring maintenance issues are reported promptly and that students adhere to guidelines for hostel use. These student monitors will work in concert with the Students' Council and matrons or others responsible for hostels.
- Develop policy for accommodation allocation in private colleges; identify transparent selection criteria and processes for accommodation allocation.
- Develop partnerships with private investors to construct additional hostels.

6. Provision of Bursaries and/Scholarships

While public institutions are not responsible for disbursing government-sponsored (TEVETA) bursaries and scholarships, there are important activities colleges can undertake to achieve more effective disbursement of bursary funds. For private colleges with their own bursary programmes, these guidelines may assist in ensuring female and vulnerable students are given appropriate consideration.

Therefore, institutions are expected to:

- Establish a committee which has full knowledge of TEVETA's various bursary categories (both the general category and the category designed especially for females with more severe financial constraints) to identify bursary applicants and ensure non-partisan selection.
- In cooperation with TEVETA, design an objective measuring system for determining student 'need'.
- Clarify the application process, and ensure that it is well publicized and that the criteria for selection and the process used are transparent.
- Publicize scholarship criteria and promote to students during induction sessions; advertise on college notice boards and through appropriate media, which includes text messaging and WhatsApp.
- Work with TEVETA to design innovative scholarship ideas such as best female entrepreneur/business strategy; female and male competitions to create products in their trade area (such as new table designs, better tools for the home, improved desks for students in wheelchairs, best shower stall design for SWD).

7. Infrastructure Improvement

While government policy dictates that all training institutions must be prepared to accept and educate all students, including those with disabilities, it is impossible in the short term to make that a reality in all government-sponsored and private TEVET training institutions. It is therefore important to set up a series of steps to improve the access and success of female students and SWD by enhancing the infrastructure, equipment and facilities in the training institutions. It is essential that institutions create a culture that supports a well-maintained and clean campus. Students require practical experience, which could be gained from executing such maintenance and repair functions for campus workshops, accommodation areas, equipment and tools, and the campus environment. Students' obligation to keep all rooms, workshops and tools in excellent condition is an important part of the learning process. Therefore, institutions are expected to:

- Conduct a facility audit of all college facilities to determine their current condition and required steps for maintenance and repair. Prepare a comprehensive maintenance plan including costs, responsibilities, and sources of required funds or budgetary support. To ensure important items are dealt with quickly, define maintenance priorities in high, medium, and low categories with timelines established for their completion.
- Ensure attention is paid to safety, security and hygiene issues, particularly for females and other vulnerable students.
- Develop a firm policy on waste collection, storage and removal to ensure the safety and health of all and to improve the overall environment and image of the institutions. Develop strategies for sourcing funds for infrastructure rehabilitation externally or from within colleges' own income streams.
- Instill a 'maintenance culture' among staff and among students; this is critical to smooth institutional operations and the future success of students as employees or as self-employed artisans.
- Enlist 'production centres' at each college to contribute funds to construct security infrastructure and implement maintenance activities as well as to provide workers to supervise or assist with maintenance and new construction.
- Utilize college students enrolled in the various trades to improve maintenance and repair of college facilities and to work on new construction projects, providing students with real work experience and reinforcing a maintenance culture.

8. Security, Safety and Health

A safe, secure and healthy environment is important to student well-being and ultimately to successful completion of programmes. Therefore, institutions are expected to:

- Implement a health and safety course at the beginning of each school year which includes issues related to safety and health for all students (see also section 9) and especially for new students. This course could be held during induction week, and could include discussions of GBV prevention, misconduct reporting mechanisms, and information on health services and other personal or academic counselling services provided or available locally.
- Collaborate with organizations or district officers (social welfare, youth or health officers) to provide a comprehensive sexuality education course to all new students in the first year, with short refresher courses annually. The course should provide information on building healthy relationships, preventing sexually transmitted diseases and pregnancy, and other areas of reproductive health.
- Implement institutional safety audits to identify the level of need and cost of facility improvements and a plan to implement those improvements (see also section 7).
- Build a complete wall or fence surrounding the campus to better control entry and exit to the campus grounds. Prepare a promotional strategy to attract businesses (construction, paint and brick companies, etc.) who could pay for a section of the fence by means of advertising on the fence structure - a 'buy a fence panel' programme.
- Provide adequate salaries, protective clothing and equipment for guards.
- Identify training needs for matrons and guards, and develop programmes to be implemented in the institution, which include improved strategies for controlling entry and exit to campuses, and responding immediately and professionally to cases of violence.
- Provide a student counselling office where trained staff members are able to assist students with a variety of counselling needs, including those of a personal, family and academic nature. Ensure that other instructors and staff (including matrons and guards) are aware of this support service and are able to refer students for counselling. Ensure there is a referral system to other professionals for issues that college counsellors are unable to address effectively.

9. Gender-Based Violence and Students' Well-Being

The ending of GBV in technical colleges requires sensitization of all groups, including male and female students, and the use of a multi-pronged approach in tackling this debilitating social issue. Aside from legislation, regulation, and training for administrators and teachers, students must also be made aware of their rights and responsibilities in the area of GBV. Addressing this issue on college campuses can support the country's overall goal of ending GBV.

Therefore, institutions are expected to:

- Implement a 'zero-tolerance' approach to GBV and discrimination against all students, but particularly SWD and female students.
- Prepare and implement specific guidelines on GBV which support the 'zero tolerance' approach, and ensure all staff and students understand the guidelines. The guidelines could be a part of a larger gender and inclusion policy (as above). Although this is stipulated in the code of conduct, the rate and frequency of GBV issues occurring in colleges (and in society in general) require colleges to develop specific guidelines that are well understood by all.
- Strengthen college disciplinary committees through in-service training to work on issues of GBV in an effective, professional and supportive manner. Training should focus on how to receive complaints in a professional manner, how to support the complainant during the experience and effectively manage the complaint.
- Improve codes of conduct for both staff and students by including issues of identification and eradication of GBV.
- Develop robust reporting procedures to ensure that students and staff are supported when reporting GBV incidences and other violations of the code of conduct to authorities, swift action is taken to support the victims of GBV and perpetrators are disciplined appropriately.

- Through the Principals' Forum, identify deficiencies in the reporting system beyond the college level and work with the appropriate authorities to improve these systems.
- Orient all staff members and students thoroughly on issues of GBV and the consequences of misbehaviour or breaches of the code of conduct.
- Develop a system of anonymous or 'arm's length' reporting, with clear guidelines to enable students to safely report issues of GBV and misbehaviour.
- Use a variety of communication methods with students including text messaging and WhatsApp SMS to reinforce GBV policies and expected appropriate behaviour.

10. Work Attachment in Industry

Students on attachment are faced with many challenges that require interventions. This is especially worrisome for female students and SWD, as some of the challenges could lead to students discontinuing this important learning activity. Much as there is a need for centrally coordinated efforts, individual institutions can also play a crucial role in making sure that students are well supported in finding appropriate attachments and are treated respectfully during the attachment experience.

Therefore, institutions are expected to:

- In concert with TEVETA, provide an induction including clear guidelines for students on the expectations during attachment. Guidelines provided for employers should also be shared with students. Emergency mobile numbers should be shared with students for reporting serious issues.
- Ensure that the prepared written handouts of attachment induction materials for students are understood and signed by students.
- Develop clear pathways and process for reporting and taking action on issues experienced by students on attachment, and include details in the student guidelines.
- Forward student complaints about specific employers to TEVETA to ensure that employer and supervisor behaviour is kept on a professional level and that students are protected.
- With TEVETA, institutions should identify methods for including college instructors in the industry attachment process, including conducting monitoring visits to students while on attachment.

11. Transition to Work or Self-Employment

Students require information on how to search for jobs, information on various models of entrepreneurship (sole proprietor, group or co-op managed), and importantly, micro-credit opportunities. Female students and SWD may require additional support to counteract societal expectations and norms. Therefore, institutions are expected to:

- Develop and implement a job-search training programme for students, and encourage the formation of job-finding clubs where final-year students could strategize and share information on job searching under the support of instructional staff. Ensure that female students and SWD are included in these programmes.
- Enhance current entrepreneurship courses at all levels, and include issues of access to formal loans and credit, and savings and loan groups. For female students, ensure that information related to access to credit opportunities includes human and legal rights for females and SWD related to these opportunities.
- Keep accurate, comprehensive records on student enrolment, student dropouts and student graduation, broken down by gender and by disability or other vulnerability. Update student contact information often to assist with tracking students who disappear or dropout and for purposes of tracer studies.
- Develop incubation centres where students can learn how to develop sustainable business ideas and implement them with supportive mentors.
- Assist with implementation of tracer studies to determine the success of female students, and others, in completing programmes and finding employment or self-employment. Develop strategies based on results to improve programmes and support students more effectively.
- Provide valuable data on employment or self-employment options being considered by the graduates

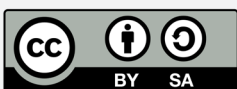
to TEVETA and MoLYSMD Department of Technical and Vocational Training. This information informs programme development, especially that related to course materials on employment and self-employment. This data should be included in a college-wide 'exit interview' on leaving the training college either through graduation or for other reasons. The Principals' Forum should also receive this information to inform their decision-making at the college level.

- Enlist local sponsors to promote female entrepreneurs from each college, augmenting the work already done by TEVETA through its entrepreneurship awards.

These guidelines are based on data reported in the Gender Equality and Inclusion of the TEVET System (2018), and a fuller description of issues related to these guidelines is available in the study report. The guidelines are intended to assist training colleges to enhance their teaching and learning strategies both to improve access for females and other vulnerable students, including SWD, and to promote the success of these students once enrolled. Training institutions are encouraged to appoint a responsible person or group to prepare an implementation plan for these guidelines, with appropriate timelines, to ensure that changes are implemented. The guidelines and resulting strategies should be included in the strategic plans of each college. In implementing these guidelines, institutions will contribute to improving the overall status of TEVET in the country while improving the experience for current and future students.

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