



TRACER STUDY REPORT-
FOR 2014/15 GRADUATES OF SELECTED COMMUNITY
SKILLS DEVELOPMENT CENTRES (CDSCs)

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Acronyms

TEVET	Technical , Entrepreneurial and Vocational Education and Training
TEVETA	Technical , Entrepreneurial and Vocational Education and Training Authority
GOM	Government of Malawi
TIP	TEVET Improvement Plan
SDP	Skills Development Programme
CSDCs	Community Skills Development Centres
SPSS	Statistical package for Social Scientists
MGDS II	Malawi Growth and Development Strategy II
NES	National Export Strategy

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1.0. Introduction

1.1. Institutional Background

The Technical, Entrepreneurial and Vocational Education and Training (TEVET) Authority is a regulatory body established in July 1999 by an Act of Parliament to operate as an independent and autonomous body responsible for Technical, Entrepreneurial and Vocational Education and Training in Malawi (TEVET Authority, 2013). The establishment was a result of the realization that, despite its importance, the technical and vocational training received low priority compared to other sectors. The sector was characterized by lack of a national coherent demand-driven policy; minimal involvement of the private sector; inappropriate legislation, guidelines and by laws; non-responsive, non-flexible institutional structures; limited national technical qualifications system based on outdated curricula and unrecognized standards; and an insufficient, unsustainable financial base and ineffective financing mechanism.

The objectives of establishing the TEVET system were :

- promote an integrated, demand driven competency based modular technical education and training system, monitor gaps between supply and demand for the skills;
- promote managerial and business skills, and spirit of entrepreneurial culture with regard to both wage and self-employment;
- facilitate sound and sustainable financing and funding mechanisms for technical education and training;

- to facilitate and bring together the expertise and moderate the different interests of stakeholders of technical education and training (GOM, 1999).

TEVET Authority is currently implementing its 2013-2018 Strategic Plan which highlights access and equity as one of its pillars. The Strategic Plan responds to the country's mid-term plan - the Malawi Growth and Development Strategy II (MGDS II). Furthermore, the Strategic Plan also responds to the National Export Strategy (NES) by ensuring improved productivity of the Malawian workforce.

It is against this background that TEVET Authority is now implementing a TEVET Improvement Plan (TIP) which is a sub-component of the Skills Development Project (SDP). The project aims at improving access, market relevance and results orientation of supported skills development institutions in agreed priority areas.

1.2. Project Background

The Government of Malawi with support from the World Bank is implementing Skills Development Project (SDP). As highlighted above this project aims at increasing access, market relevance and results orientation of supported skills development institutions in agreed priority areas. The project is being implemented by five institutions namely: The Polytechnic, Chancellor College, Mzuzu University, Lilongwe University of Agriculture and Natural Resources (LUANAR), and TEVET Authority, with National Council for Higher Education (NCHE) playing a coordinating role.

The SDP plans to achieve the Project Development Objective through two components: Under Component 1, SDP will support participating institutions in implementing Sub-Project Grant Agreements (SPGA), focusing on results

related to increasing access to and market relevance of programs, while Component 2, will focus on systems strengthening and policy reforms.

Under Component 1 of the SDP, which is strengthening institution performance, the TEVET Authority will carry out a program of specific activities aimed at improving capacity for quality assurance in the TEVET system and increase access to and broaden the range of market oriented skills programs including, inter alia: (a) training of master craftsmen; (b) supplying of equipment and training of staff in selected institutions offering informal sector training in rural areas; (c) developing curriculum for short skills upgrading programs in selected training institutions offering skills training in rural areas; and (d) providing equipment and upgrading staff capacity in selected institutions offering technician level programs, all through the provision of results based grants. This project will be implemented over a period of five years, July 2014 to June 2019 and has an Investment Project Financing (IPF) of US\$5 million.

1.2.1 Justification for Tracer Study

The IPF approach is based exclusively upon results, where disbursements are linked to achieving agreed targets. One of the Disbursement Linked Indicators (DLIs) for the project is that, each participating institution carries out and publishes tracer studies for its graduates. It is a requirement that TEVET Authority as a participating institution, conducts tracer studies annually.

Results of Tracer this Tracer Study will help the TEVET Authority improve the programmes that are being offered to make them more market-relevant and address several needs .

The TEVET Authority is implementing the project through 12 CSDCs and Lilongwe National Technical College (LLTC), as well as through Master Craftsmen (MCs) among other approaches.

The 12 participating CSDCs under TIP are Kasama in Chitipa, Mburunji in Rumphu, Sonda in Mzuzu and Manyamula in Mzimba, (in northern Malawi), Nkhotakota in Dwanga, Kawamba in Kasungu, Nthiransembe in Ntchisi, Ngodzi in Salima and Lilongwe Technical College, (in central Malawi), Malindi in Mangochi, Sakata in Zomba, Misanjo in Mulanje and Mphungu in Chikwawa (in Southern Malawi).

1.3. Study Objectives

The overall objective of the study was to establish the employment situation of the trainees who graduated from TEVET Community Skills Development Centers (CSDCs), from 2014 to 2015, that are participating in TIP.

Specifically, the study aimed at:

- a) Evaluating training conditions and provisions at the institution;
- b) Establishing competences attained and satisfaction with training;
- c) Find out what happened to trainees during the transition period from training to work;;
- d) Establishing the employment status of CSDCs graduates;
- e) Establishing relevance of training received to employment; and
- f) Establishing employment satisfaction of the employed (wage/self) CSDC graduates;
- g) Establishing employment satisfaction of the employed (wage/self) graduates ;

It is envisaged that critical analysis of the feedback received from the study on each of the aforementioned specific areas of interest will assist the Authority to identify areas of programme improvement in the TEVET enabling

policy makers to make informed decisions to improve the TEVET system in Malawi.

2.0. Methodology

This section outlines the study methodology, sampling procedure as well as assumptions underlining the research process.

2.1. Data Collection Approach

To address the objectives of the study, a combination of qualitative and quantitative approaches were used to collect data. This was guided by a structured questionnaire..

2.1.1. Sampling

The sampling frame consisted of all TEVET graduates, who completed training in the TIP participating CSDCs in the years 2014/2015. Taking cognizant of the fact that only 5 (Sonda, Nkhotakota, Kawamba, Malindi and Sakata) were offering training before the project out of the targeted 12 TIP training centers, the 2016 tracer study therefore targeted graduates of these 5 institutions only.

The sample size included **all** the graduates who completed their training in 2014/15. According to emerging tracer study sampling best practices, the census approach was preferred to other sampling techniques, as the former ensures high response rates. Table 1 below provides composition of the sample based on the CSDC.

Table 1: Number of Graduates Sampled by CSDC

	Institution	Graduates Sampled
1	Sakata	60
2	Malindi	60

3	Kawamba	12
4	Nkhotakota	46
5	Sonda	21
	Overall	196

2.1.2. Data Collection Methods

A questionnaire was administered through face to face and telephone interviews. This approach allowed the study to gather as much information as possible through probing the interviewees, where necessary.

2.1.3. Data Entry and Analysis

Data collected through structured questionnaires was entered and analysed using Excel and SPSS and descriptive statistics of particular interest were generated accordingly.

3.0. Findings and Discussion of Results

Response rate

A total of 196 ,(77 female and 138 male), graduates from Sakata, Malindi, Kawamba, Nkhotakota and Sonda were targeted, however the research team managed to get responses from 96 (59 male and 37 female) of them representing 49% response rate.

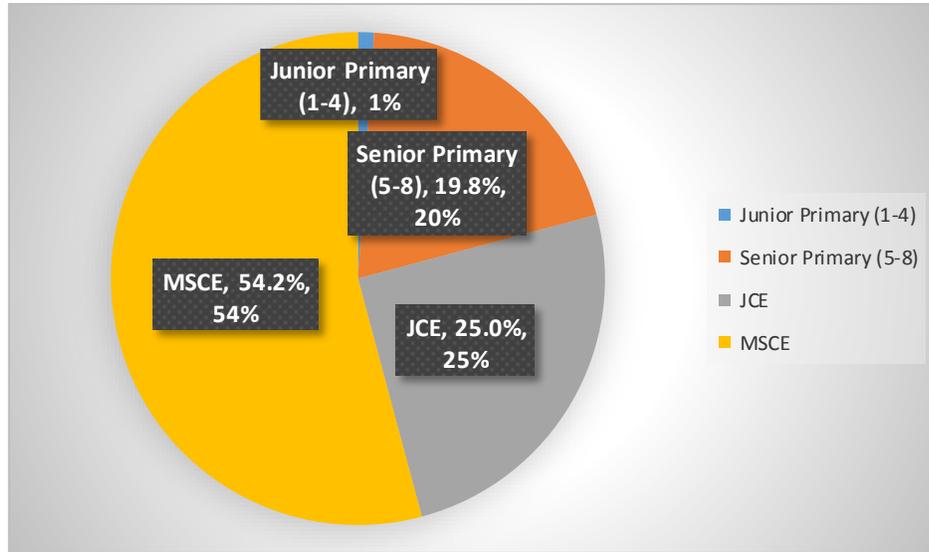
Table 2: Response rates

	Institution	Sampled	Respondents	Response rate
1	Sakata	60	26	43.33%
2	Malindi	60	21	35.00%
3	Kawamba	12	9	75.00%
4	Nkhotakota	43	29	67.44%
5	Sonda	21	11	52.38%
	Overall	196	96	48.98%

3.1. Literacy Levels

Figure 1 below shows that majority of the respondents (54.2 %) of this study had attended school up to Form Four (Malawi School Certificate of Education (MSCE)) 25 % had attended secondary school education up to Junior Certificate Level and 20% did not attended school up to senior primary level (standards 5-8), while 1% dropped out at junior primary school level (standards 1-4).

Figure 1: Education attainment of respondents.



3.1. Vocational Education and Training and Employment Situation before Training.

The results of this study show that 94.8% of the respondents, had never attended any technical training before enrolling in the CSDCs, while 5.2% of the respondents had attended technical training before. These respondents had undergone training in one of the following courses; accounting, electrical installation, dish installation, tailoring and tinsmithing.

The fact that 94.8% of the respondents were new entrants in the TEVET system signifies the role being played by the informal sector training programs in increasing access to skills development in Malawi in line with Pillar One of the TEVET Authority's 2013/18 Strategic Plan.

When asked whether the respondents were employed before their training at the skills development center, 83.3% had not been employed, while 16.7% indicated that they were employed before their training, with 12.5% being

self-employed and 4.2% being in wage-employment. The employment period ranged from 1 year to 9 years .

3.2. Types of Trades received by respondents

Table 3: Respondent's training programmes

Respondents' Training Programs		
	Frequency	Percentage
Tailoring and Designing	42	43.8%
Fabrication and Welding	25	26%
Carpentry and Joinery	16	16.7%
Electrical Installation	13	13.5%
Total	96	100%

Table 3 shows four different trades which were offered by the five CSDCs. The above statistics reveal that most of the respondents had done Tailoring and Designing (43.8%), this was followed by Fabrication and Welding (26%), Carpentry and Joinery (16.7%) and then Electrical Installation (13.5%).

The study found that 92.6% of the respondents spent an average of 30 to 40 hours attending training per week, whilst 7.4% of the respondents spent 20 to 29 hours for training per week.

The tracer study further established that the informal sector trainings are practical based as 44.7 percent of the respondents spent 11 to 19 hours on practical training sessions per week from the total 30 to 40 hours allocated for training. Furthermore, 27.7% of the respondents spent 20 to 29 hours on practical training sessions per week from the total 30 to 40 hours allocated for training. The results also showed that 10.6% of the respondents spent 30 to 40

hours per week on training and up to 10 hours on practical. Lastly 9.6 % of the respondents spent 30 to 40 hours per week on training and 30 to 40 hours on practical training sessions. For more details refer to Table 4 below.

Table 4: Time spent on training (Practical vs Theory).

		Hours spent on practical training				
Hours spent attending training		Up to 10 hours	11 to 19 hours	20 to 29 hours	30 to 40 hours	Total
	20 to 29 hours	4.3%	1.1%	2.1%	0.0%	7.4%
	30 to 40 hours	10.6%	44.7%	27.7%	9.6%	92.6%
	Total	14.9%	45.7%	29.8%	9.6%	100.0%

3.3. Attachment and Work Experiences during Course of Training.

Informal sector training programmes are carried out using on-job training approach and therefore do not require industrial attachment for trainees. The on-job training approach is supposed to be highly practical as opposed to formal apprenticeship whose emphasis at the institution is largely theoretical. As such none of the respondents did any attachment during the training period. When asked whether the respondents were employed during their training period only 8.5% indicated that they were employed whilst the other 91.5% indicated that they were not employed.

3.4. Evaluation of Training Conditions and Training Provisions at the Institution

As a way of obtaining feedback on the quality and conditions of training the respondents were asked to rate the training conditions and provisions they experienced at the various CSDCs. The results presented in Table 5 below show that the following training conditions and provisions had received a positive rating with over 50% of the respondents pointing out that such

provisions and conditions were good; quality of classroom learning (77.7%), opportunity for consultation with teaching staff (95.7%), training quality of instructors (81.9%), grading system (52.7%), quality of workshops (51.3%), quality of training equipment (54.3%), supply of teaching materials (57.5%) and quality of buildings (69.9%). On the other hand the respondents were not happy with lack of attachment program (94.1%) and the stocking of the library (69.6%). In as far as chances for trainees to be heard and have an influence on TEVET institution are concerned, there was mixed opinion as 44% felt that this provision was bad whereas the other 49% felt that it was good.

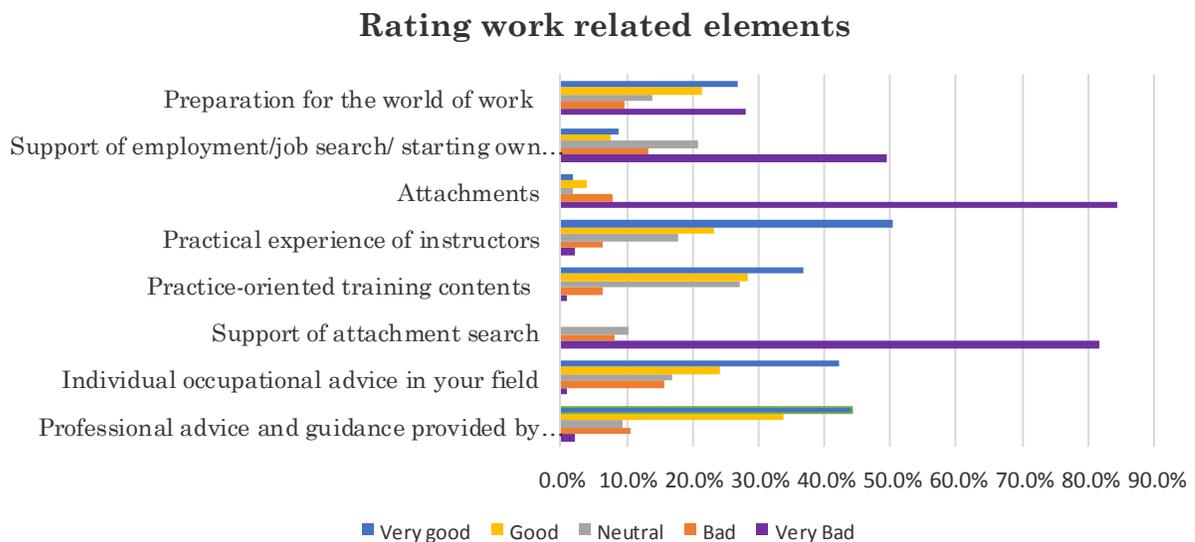
Table 5: Rating of training conditions and provisions.

How would you rate the training conditions and provisions you experienced at the TEVET institution?					
	Very Bad	Bad	Neutral	Good	Very good
Quality of classroom learning	2.1%	11.7%	8.5%	38.3%	39.4%
Supply of learning materials	18.9%	18.9%	17.9%	31.6%	12.6%
Opportunity for consultation with teaching staff	1.1%	1.1%	2.2%	44.1%	51.6%
Training quality of instructors	1.1%	6.4%	10.6%	28.7%	53.2%
Grading system	1.4%	8.1%	37.8%	33.8%	18.9%
Attachment program	86.3%	7.8%	0.0%	0.0%	5.9%
Quality of workshops	1.3%	15.8%	31.6%	27.6%	23.7%
Chances for students to have an influence on TEVET institution	42.0%	2.9%	7.2%	29.0%	18.8%
Availability of training equipment	3.3%	16.7%	33.3%	27.8%	18.9%
Quality of training equipment	3.2%	10.6%	31.9%	34.0%	20.2%
Supply of teaching materials	3.2%	9.6%	28.7%	39.4%	19.1%
Quality of buildings	0.0%	1.4%	28.8%	42.5%	27.4%
Stocking of the library	55.2%	16.4%	22.4%	3.0%	3.0%
	16.9%	9.8%	20.1%	29.2%	24.1%

3.4.1. Employment/work related elements in occupation

The respondents further rated employment/work related elements in their occupations/trades. The following elements received a positive rating as follows: Professional advice and guidance provided by the instructors (77.9%), individual occupational advice in your field (66.3%), and practice-oriented training contents (65.3%) practical experience of instructors (73.7%), preparation for the world of work (48.4%). On the other hand, the following elements received a negative rating; support of attachment search (89.8%), attachment placements (92.1%), and support of employment/job search/ starting own business (62.7%).

Figure 2: Rating work related elements



3.5. Competences and satisfaction with the training.

Realizing that attending class and attaining competences are two different things all together, the study also inquired from the respondents whether they attained occupational competences and were satisfied with their training. The results presented in Table 6 below clearly indicate that most of the

respondents were satisfied with the competencies which they attained in the following areas: mastery of occupation specific knowledge (55.3%); ability to develop new ideas (53.2%); ability to adapt to changing conditions (43.6%); analytical thinking (51.3%); willingness to question my and others ideas (50.7%); ability to work efficiently towards a goal (62.8%); ability to organize my work processes efficiently(59.2%); and ability to perform under pressure (54%).

Table 6: Acquisition of skills/competencies

To what extent did you acquire the following skills/competences upon completion?					
	To no extent at all	To no extent	Neutral	To a high extent	To a very high extent
Mastery of my occupation/trade specific knowledge	7.4%	20.2%	17.0%	36.2%	19.1%
Ability to develop new ideas and solutions	9.6%	17.0%	20.2%	28.7%	24.5%
Ability to adapt to changing conditions	10.6%	16.0%	29.8%	24.5%	19.1%
Analytical thinking	9.0%	5.1%	34.6%	32.1%	19.2%
Willingness to question my and others ideas	7.8%	6.5%	35.1%	22.1%	28.6%
Ability to work efficiently towards a goal	6.4%	3.8%	26.9%	26.9%	35.9%
Ability to organize my work processes efficiently	5.3%	11.8%	23.7%	25.0%	34.2%
Ability to perform well under pressure	5.3%	11.8%	28.9%	21.1%	32.9%
	7.7%	11.5%	27.0%	27.1%	26.7%

The study also established that 89.5% of the respondents would opt for the same trade if they were given a second chance to choose a trade. These respondents argued that they would need to deepen their skills as they did not learn much, with some training for six weeks only while others did three

months. In addition to this, others indicated that they would undergo the same training because they liked it.

On the other hand, 7.4% of the respondents indicated that if a second chance was given to them to choose the program of study, they would opt for a different trade all together, citing that they would be in a better position to understand the course since the one they did was difficult to master. The results of the study show that about 3.2% of the respondents were indifferent.

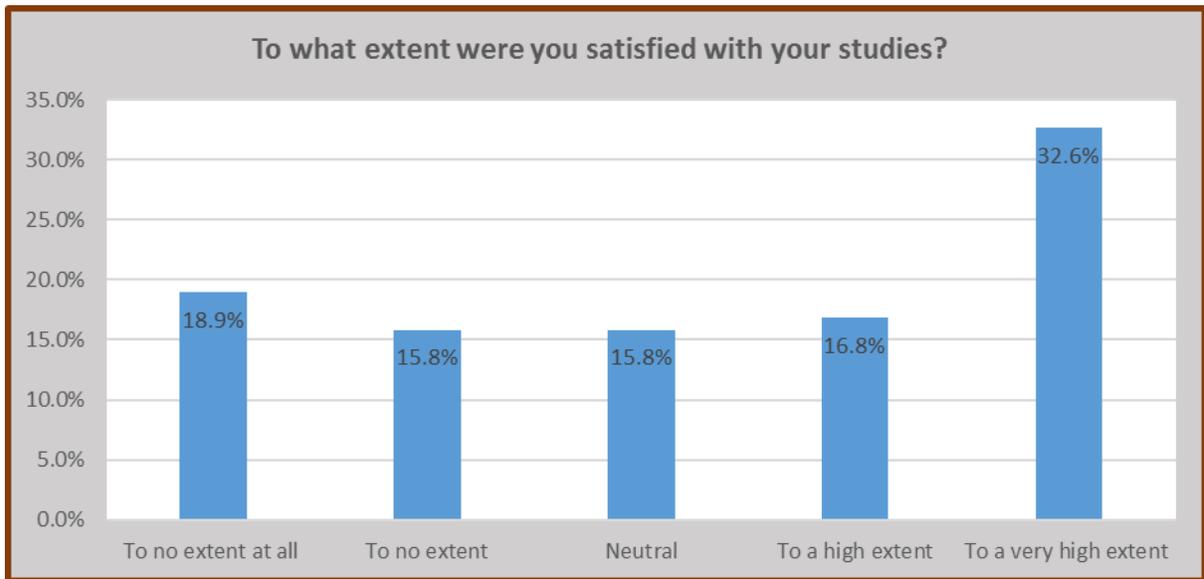
The respondents were also asked to indicate the extent to which they would choose the same CSDC given a chance. The findings show that 49.5% of the respondents would be comfortable to enroll at their previous institution again, citing that the instructors were hardworking, institution was close to home and availability of training material at the institution as some of the reasons.

Despite the above findings, 34.7% of the respondents still felt that they would not have opted for the same CSDC if they were given a second chance. These respondents lamented that their training institutions were far away from their homes, and courses which were being offered did not provide adequate range of choices. In addition to this, 15.8% of the respondents were of the view that if the conditions at their former CSDCs were improved, such as extending training period and providing adequate teaching and learning materials, they would enroll at their former CSDCs.

As a way of getting feedback, on how satisfied they were with the training the respondents received in their respective CSDCs, the respondents were asked to rate their level of satisfaction as depicted in Figure 3 below. Forty-nine percent of them indicated that they were satisfied with their training whereas 34.7% were not satisfied with the training and 15.8% were indifferent. . At the same time, the satisfied the satisfied respondents hinted that they

had gained knowledge and skills in their respective fields of study, which enables them to get jobs.

Figure 3: Satisfaction with studies

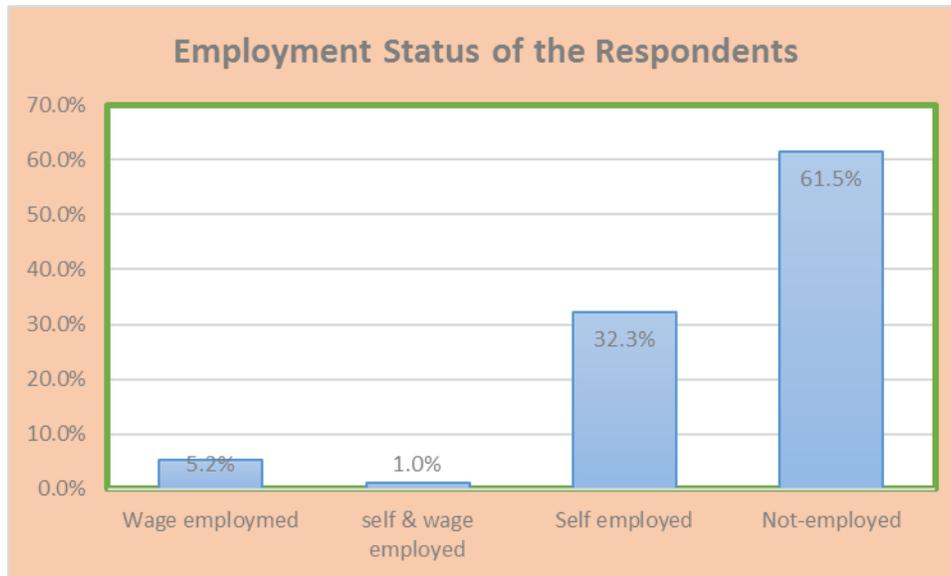


For their part, the respondents who were not satisfied argued that the training period (6 weeks/ 3months) was not adequate for one to gain skills in such trades.

3.6. Employment situation after Training Completion.

Bearing in mind that the ultimate goal of training provision is to impart skills and knowledge which would later enable trainees get employed, either in wage paid or self-employment, the study sought to obtain feedback from the respondents on their current employment situation. The study findings reveal that the majority of the respondents were not employed (61.5%) as depicted in figure 4 below. Self-employed comprised 32.3%, while the wage-employed were 5.25%. The study further established that 1% of the respondents were both self and wage paid employment.

Figure 4: Employment status of respondents



3.6.1. Wage-paid Employed Respondents

The study unveiled that 83.3% of the respondents who were employed (wage-paid) were working on full-time whilst 16.7% were on part-time wage employment. The majority of these respondents (83.3%) were working in private companies whilst 16.7% of them were working in public entities. It was further established that 50% of the employed respondents took less than one month to find employment, while 16.7% took one to three months, three to less than six months for another 16.7%, six to less than nine months (16.7%), and more than twelve months (16.7%).

The study further found that 50% of the wage employed respondents were employed in the construction sector, whilst 16.7% were in service sector, 16.7% were working in production industry and the other 16.7% were working in manufacturing industry. These respondents worked as carpenters, assistant welders, and others were patient attendants. In relation to monthly earnings, the highest category of the wage employed respondents ranged from MK 60,001 to MK 70,000, with 16.7% of the

respondents falling in this category. On the other hand, the lowest category of respondents earned from MK 20,001 to MK 30,000 with 33.3% of the respondents falling within this category. A further inquiry on employee fringe benefits unearthed that only 33.3% of the wage employed were given additional benefits such as housing and transportation allowances, whilst the remaining 66.7% did not receive any fringe benefits.

3.6.2. Self-Employed Respondents

The study findings show that 61.3% of the respondents under self-employment category were on full time employment while 38.7% were on part-time self-employment. The results further indicate that 51.6% of the self-employed respondents started their enterprises within “one month” after training completion. Thirteen percent (13%) of the self-employed were able to find employment within “one to less than three months” from the time they completed their training whereas 19.4% found employment in “three to less than six months”. This further shows that a significant proportion of TEVET graduates prefer paid employment. It is not clear whether being in self-employment is out of choice or lack of wage-paid employment opportunities. For more details refer to Figure 5 below.

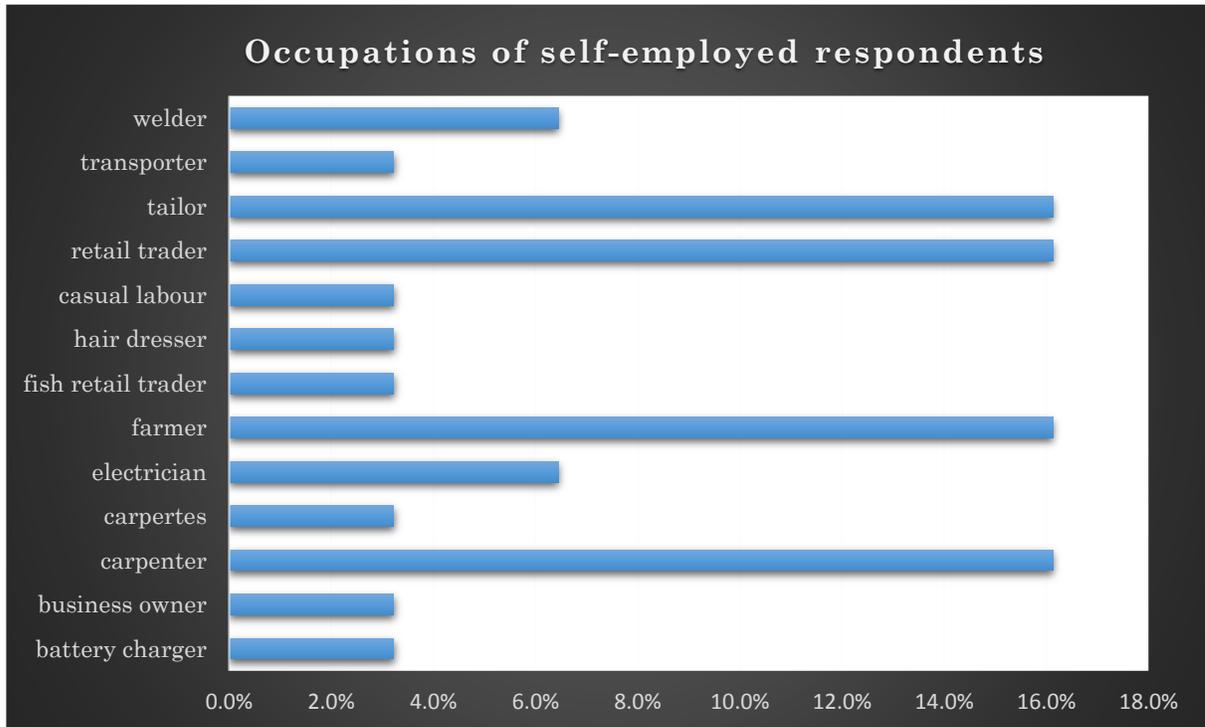
Figure 5: Time taken before self-employment



A further probe on the type of economic sector under which these respondents were operating shows that there is a diversity of sectors with a 25.8% of the respondents working in the agricultural sector (farming and fisheries), 22.6% involved in manufacturing (Carpentry, Tailoring and Designing). Other economic sectors included; beauty industry, construction, , retail trade, textile, transportation, and steel fabrication.

The main occupations of these respondents were carpentry (16.1%), tailoring (16.1%), farmers (16.1%), and retail trading (12.9%). In addition to these occupations others were working as vendors (6.5%), welders (6.5%), electricians (6.5%), transporters (3.2%), hair dressers (3.2%), carpenters (3.2%) and casual laborers (3.2%).

Figure 6: Occupations of self-employed respondents



Monthly gross earnings of the self-employed respondents ranged from less than MK 10,000.00 to MK 100,000.00. However, a thorough analysis points out that 30% of the respondents were earning less than MK 10,000.00 per month. This was followed by two categories of respondents who earned between MK 30,001.00 and MK 40,000.00 (16.1%) and those who earned MK 40,001.00 and MK 50,000.00 (16.1%).

Figure 7: Gross monthly income of self-employed graduates



3.6.3. Unemployed Respondents

The earlier results presented in figure 4 showed that 61.5% of the study respondents were unemployed. The study results further established that 68.4% of those who were unemployed had been in such status since completion of their training. These results suggest that there is need for training programs to emphasize self-employment.

Further details on length of unemployed period are presented in figure 8 below.

Figure 8: Period of unemployment



Follow up questions with the unemployed respondents showed that 65.5% of the unemployed respondents did not even bother to look for employment despite undergoing the skills training program. These respondents argued that, the training was not adequate in both content and duration, as such they still felt incompetent to carry out their designated tasks in their respective occupations. Additionally, the other group felt that they could not start any form of business because they did not have capital.

It is important for these short –courses to be providing start-up capital for the trainees to bolster chances of succeeding.

On the other hand, 34.5% of the unemployed have at least once searched for employment, and 95% of them did this after completing their training program whilst 5.3% did search for employment prior to completion of the training.

A further follow up on how many employers the respondents had approached for employment indicated that 47.6% of those who sought employment approached on average between two and five employers. While 28.6% of them approached only one employer.

The study found that 54.5% of those who searched for employment did not get any acknowledgement on whether the employers received their applications, while 45.4% of these respondents got acknowledged by the employers.

Further follow up questions unearthed that 81.8% of those who were seeking for employment were never called for interviews, whilst 18.1% of them were called for interviews at least once.

3.7. Relationship between Training Received and Employment (wage/self)

One of the underlining assumptions of providing skills training is that the trainees are expected to venture into enterprises or get employed in fields which are related to their occupations. In order to appreciate the extent to which the informal sector training programs have contributed to this cause, the employed respondents were asked to indicate if their employment was related to the knowledge they gained from the CSDCs. The study found that 57.1% of the employed respondents were working in a related field to their occupations, whereas 42.9% of the respondents were working in fields which were not related to their occupations. The following were the most given reasons for not working in a related field; "I have not yet found an appropriate job", "I did not adequately acquire the skills", "I did not have startup capital when I completed training" and "I am raising money to start my own business".

A comparative analysis between the wage and self-employed respondents in the figure below shows that most of the wage employed respondents (83.3%) were working in related fields as compared to self-employed respondents, with only 51.7% of them working in related fields.

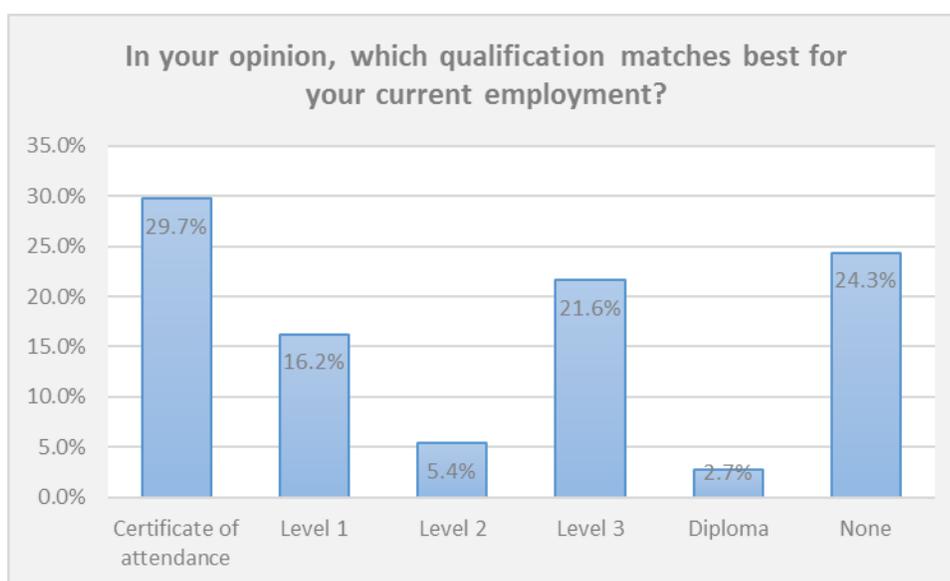
Figure 9: Relationship between training received and employment



When further asked whether their qualifications were appropriate for the job which they were doing, 55.6% of the employed respondents stated that their qualifications were most suitable for their jobs, whilst 43.2% of the respondents felt that their qualifications were not appropriate for their jobs.

Follow up questions on what the employed respondents thought was the best qualification for their jobs was posed to the employed respondents and 29.7% of them recommended certificate of attendance, 21.6% preferred level 3 certificate, 16.2% opted for level 1, 5.4% wanted Level 2, and 2.7% favored Diploma. Alternatively, 24.3% of them thought their work did not require any form of qualification, this response was common amongst those who were working in the agriculture industry as farmers.

Figure 10: Best qualification for one's employment



3.8. Further Vocational/Professional Training

The study found that 88.4% of the respondents were not doing any further vocational training where as 11.6% were pursuing further training such as Carpentry and joinery, Electrical Installation, Tailoring & Design , and Teacher training.

3.9. Employers' Level of Satisfaction

In addition to the tracer study, TEVET Authority also carried out an employer satisfaction survey which aimed at gauging employers' level of satisfaction

with TEVET graduates. A number of internationally accepted attributes were identified under which the respondents were supposed to rate how satisfied they are with the TEVET employees who they hire (refer to table 6 below).

The respondents were asked to rate their level of satisfaction on a scale of 1 to 4, (where: 1=Very dissatisfied, 2=Dissatisfied, 3= Satisfied, 4= Very satisfied).

The study found that 70 % of the employers were satisfied with the professional attributes of Malawi TEVET certificate holders which included: reliability, technical expertise, adaptation ability, and knowledge of core area. The respondents further applauded the Malawi TEVET certificate holders on their ability to identify and solve problems within their work environment.

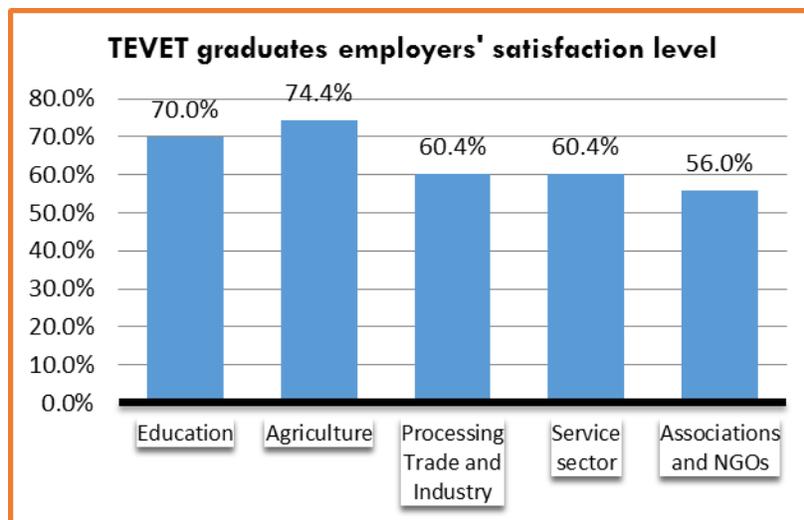
Table 7: Rating level of satisfaction with Malawi TEVET certificate holders

Professional attributes (Malawi TEVET certificate holders)	Non response	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Total
Reliability	7.3%	3.6%	2.7%	62.7%	23.6%	100%
Ability to work in a team	6.4%	2.7%	2.7%	59.1%	29.1%	100%
Understanding of job responsibilities	10.0%	2.7%	10.0%	59.1%	18.2%	100%
Ability to prioritize tasks	10.9%	1.8%	13.6%	50.0%	23.6%	100%
Ability to adapt to change	10.0%	2.7%	7.3%	56.4%	23.6%	100%
Ability to identify, formulate and solve problems	9.1%	3.6%	10.0%	58.2%	19.1%	100%
Technical expertise	9.1%	4.5%	5.5%	56.4%	24.5%	100%
Ability to deliver results	8.2%	3.6%	5.5%	60.0%	22.7%	100%
Communication/writing skills	20.0%	7.3%	8.2%	42.7%	21.8%	100%
Leadership skills	32.7%	5.5%	11.8%	37.3%	12.7%	100%
Computer skills	42.7%	6.4%	15.5%	30.0%	5.5%	100%
Time management/meeting deadlines	11.8%	5.5%	10.0%	48.2%	24.5%	100%
Innovativeness /Creativity	22.7%	3.6%	7.3%	54.5%	11.8%	100%
Independence	14.5%	4.5%	8.2%	55.5%	17.3%	100%
Numeracy	24.5%	4.5%	2.7%	49.1%	19.1%	100%
Occupation Safety and Health	18.2%	1.8%	4.5%	49.1%	26.4%	100%
Technical Drawing/ Graphics	40.0%	2.7%	5.5%	28.2%	22.7%	100%
Entrepreneurship	48.2%	0.9%	8.2%	30.0%	11.8%	100%

Knowledge of the core area	17.3%	2.7%	4.5%	52.7%	21.8%	100%
Adaptation ability	22.7%	1.8%	2.7%	59.1%	13.6%	100%
Average %	19.32%	3.62%	7.32%	49.92%	19.67%	100.00%

Beyond the above framework of rating employers' level of satisfaction, the respondents were also asked to give an arbitrary percentage on how satisfied they felt with TEVET graduates whom they employ. An overall picture indicates that on average the TEVET graduates' employers (regardless of the type of certificate employees hold) were 61.7% satisfied with the graduates work and other attributes. Further analysis unveils that the public sector entities were 3.6% more satisfied than the private sector.

Figure 11: TEVET graduates employers' satisfaction level by subsector



The employers' satisfaction level was found to be different between the subsectors with the agriculture/mining/energy/water subsector being the most satisfied subsector, as it enjoyed 74.4% satisfaction level. The results presented in the figure above also shows that the education sector's employer satisfaction level was 8.3% above the average (61.7%) employer satisfaction. Whilst processing trade and industry, and service subsectors were slightly below the average employer satisfaction level at 60.4% respectively. Associations and NGOs had the lowest level of employer satisfaction (56%) which was below the average.

The findings further unveiled that the average employer satisfaction level of employers who reported to have at least recruited an employee with Malawi TEVET certificate was 69.1% which is slightly above the overall average.

The study further found that companies/organizations who indicated that they had attached apprentices at least once were 12% more satisfied than their counterparts who had never offered attachment to apprentices. Furthermore, employers' satisfaction level did not differ much between small and large companies, with the first one registering 57% and the later 60% average satisfaction level.

4.0. Further Comments and Recommendations

The respondents were given an opportunity to raise issues to improve skills training in CSDCs as outlined below:

- Extend the training duration;
- Provide loans/ start-up capital/ equipment to graduating trainees so that they are able to start their own enterprises upon completion of training;
- Speed up certification process;
- Hire well qualified instructors;
- Provide well-resourced libraries;
- Provide adequate teaching and learning materials;
- Introduce more trades in CSDCs; and
- Provide workshops and hostels;

5.0. Conclusion

Based on the foregoing, the importance of Tracer Studies cannot be overemphasized. TEVET Authority will be able to regulate and facilitate provision of TEVET in Malawi by utilising the feedback provided by the Graduates in terms of course content, training provision, conditions obtaining at the training institution and the world of work.

By institutionalising Tracer studies in TEVET provider institutions, the much anticipated improvements in TEVET sector will be achieved by responding to the feedback unearthed through the studies.