

RESULTS SUMMARY

Tripartite cooperation for improving needed technical skills

Author: Labour Market Consortium (LMC) 2023

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PROJECT	<i>Title:</i>	Tripartite cooperation for improving needed technical skills
	<i>Partner:</i>	Labor Market Consortium (LMC) and partners.
	<i>Country:</i>	Malawi (South Africa, Kenya, Tanzania, Jordan and Nicaragua)
	<i>Period:</i>	2018-2023

CHANGE



Pilot interventions in Malawi contributed to raising the supply of shorter, modular, and practical TVET courses for workers in the informal economy and young, in particular female, students. National stakeholders now benefit from constructive tripartite social dialogue, in particular workers' proposals, on how to incorporate and institutionalise a demand-driven approach to TVET. The government TVET authority, TEVETA, certified the short course designed by the trade unions in Malawi Congress of Trade Unions (MCTU).

CONTEXT

Skills gaps in the labour market limit productivity, job prospects, labour mobility, and workers' ability to earn a decent salary. To change this, technical and vocational training needs to be more demand-driven, developed, and updated by social partners. Outdated and academic focused curricula and teachers with little relevant workplace experience dominate. Until recently, there were few institutional consultations between social partners and ministries/TVET authorities.

CONTRIBUTION

The trade union movement and employers played a key role in influencing and lobbying training institutes and ministries in Malawi to acknowledge and certify the short (two-weeks) construction course. Value was added by international best practices from Denmark and South Africa. Trade union experts also contributed with technical TVET expertise from the West African labour markets.

IMAGES	 <p>Photo by MCTU</p>	 <p>Photo by MCTU</p>
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[See next page for more details](#) →

ADDITIONAL INFORMATION

ACTIVITIES

Research and study tours were conducted before a range of test models were developed for lobbying the national TEVETA authority. Pilot training courses then included over 800 students and workers. Trade union leaders and representatives simultaneously trained on social dialogue, lobbying, and campaigning advocating for more funds to technical training institutions in TVET. A range of key stakeholders meetings were also held to raise awareness through media about the key role of social partners to identify demand-driven skills. A range of articles and media contributed to increased coverage of TVET and labour rights for construction workers resulting in the Malawian president announcing TVET as key to future job creation. MCTU used countrywide radio/TV stations with an audience of over 75 % of the 20m Malawi population. Finally, tracer studies as well as lessons learned workshops were conducted for other likeminded sector unions and key stakeholders, EU, and UNESCO.

LESSONS

Innovative pilot initiatives can be successful, but more is required to ensure social partners' involvement in the long term to reform TVET systems to be more responsive to – and in touch with - the everchanging skills needs in companies (and informal economy). The joint LMC approach to TVET adds value to most Global South TVET systems and infrastructure that historically have relied on academic and top-down government controlled education institutions. It engages social partners as catalysts for change with a pivotal role qua their direct access to employers and workers who can identify actual needs at the labour market. Learning from Malawi and South Africa have – together with learning from other LMC interventions – been interchanged with TVET projects in Kenya and Tanzania (funded through the Danida special funding for skills development) in 2022. Here, local social partners have found new ways of engaging with educational institutions.

EVIDENCE

The claim to have increased the supply of short modular and practical TVET courses is supported by regular narrative progress reports, external evaluation(s), and four tracer studies. Here, it is described how approx. 43% of the 800 students were women/girls. Field visits, qualitative interviews, and tracer studies found that the 2-week construction course made them more employable and skilled construction workers. The claim that this action can have country-wide effects is due to the fact that training was wide-spread and conducted on five technical colleges and training institutions placed in all four regions of Malawi. To indicate the TEVETA acceptance of the 2-weeks course was its certification and awarding of graduates from this programme.

DOMAINS

<i>Development strategy priorities:</i>	<i>Insert strategy priority</i>
<i>Changes in the lives of people facing poverty, marginalisation or vulnerability</i>	X
<i>Changes in laws, policies and practices that affect people's rights</i>	-
<i>Changes in the capacity of organisations and communities to support rights</i>	-
<i>Changes in partnerships and collaborations that support people's rights</i>	-
<i>Changes in participation of groups facing poverty, marginalisation or vulnerability</i>	-
<i>Changes in local leadership of development and humanitarian work</i>	X

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

Page 1: Results summary

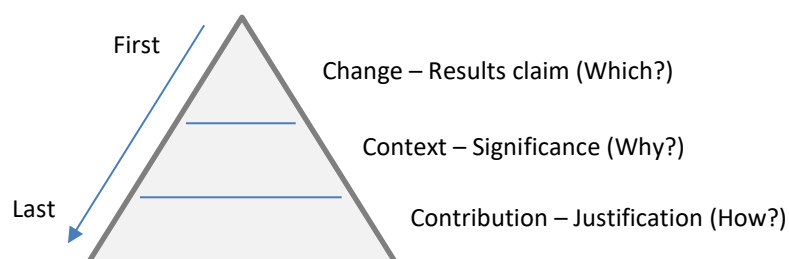
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a “reverse funnel.” First, the “change” section introduces the overall results claim, which answers the “which.” Note that this is done before any details have been provided. Second, the “context” section outlines the problem being addressed by the project and the significance of the change. For example, by explaining “why” it benefits target groups or communities.

Finally, and lastly, the “contribution” section should provide examples to justify for “how” the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. “After we did X, then Y occurred, because of Z.”

Figure 1:
Reverse funnel for communication



Page 2: Additional information

The second page should provide background and evidence for project’s contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- **Activities:** Whereas the “contribution” section on page one provides a brief summary of the project contributions to change, the “activities” section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.
- **Lessons:** Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- **Evidence:** A narrative comparison between results claims and the underlying evidence. It should answer “X led to Y, because of Z,” although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- **Domains and development strategy:** Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.