



MALAWI TEVET RESEARCH AGENDA 2021- 2025

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1.0. Introduction

Malawi's economy has a youthful population that has the latent potential to drive economic growth. The working age group represents 52% of the entire population. However, about 28% of the working age group is not actively participating in productive economic activities. Lack of employable skills is one of the contributing factors to inactiveness of the majority of the working age group. This is exacerbated by rapid population growth, teenage pregnancies, early marriages and unfavorable culture norms. The opportunity in these challenges is that there is enormous pressure to provide basic services. One such service is to provide employable skills. Hence, evidence based programming in the TVET sector is key to addressing the skills gaps and make the sector contribute significantly to the development of the economy. Hence, the need for a comprehensive Research Agenda to aid evidence based skills development programming.

2.0. Importance of Research

Research is key to the realization of the vision outlined in the revised TVET policy and Strategic Plan for TVETA. It can provide insights into the TVET system and the constituencies it serves, in particular, the success or otherwise of policies and their implementation; and provide information and analyses about the experiences of other countries with similar challenges. It also enables practitioners to test and compare diverse theories and approaches to the provision of TVET as well as the development of leading-edge information, services and applications for the system. Most importantly, research can make available the evidence on which the Sector is able to make decisions, review policy and improve upon the system, both in policy and in practice.

3.0. Objectives of The TEVET Research Agenda (NTRA)

The Research Agenda sets out the research needs of the TEVET Sector for the period 2021 to 2025. It has been developed to support research planning in the sector, and to signal to stakeholders the areas of research that the sector has identified as being important. More specifically, the Research Agenda has been developed to: (a) inform planning and implementation processes within the Sector; (b) inform stakeholders of the sector's research priorities; (c) signal to funders and development partners what research areas require investment, and (d) assist the sector to guide resource allocation for research. It is hoped that the research agenda will be used by various stakeholders including researchers, research organizations and post-graduate students to inform their research planning.

4.0 Concept of Research

For the purposes of the Research Agenda, the term “research” is taken to mean rigorous and systematic enquiry and analysis. Such research may be empirical or theoretical, quantitative or qualitative applied or basic. It may involve the critique of policy; in-depth analysis of regularly compiled data sets and explanations of trends; observations; case studies and other research investigations. Detailed evaluation studies of educational and training programmes or interventions, including cost-benefit analyses and impact studies, fall under the research umbrella, as do high level analyses of statistical data.

5.0 Research – Policy Nexus

It is generally acknowledged, the nexus between policy, research and practice is not linear - it is undeniably, highly complex. It is an important subject of research in its own right. An inquiry into how relevant new knowledge is generated, disseminated and taken up by

decision-makers and practitioners needs to be prioritized. The Authority is of the view that research cannot be expected to serve only current policy purposes or applications. Often the influence of research on policy and practice is indirect, long-term or difficult to discern. Nevertheless, such research may make a valuable contribution to our knowledge and understanding of TEVET in Malawi. The scope of the TEVET Research Agenda is therefore broad, even as the Sector selects certain areas and topics for priority attention. It is therefore expected that TEVET stakeholders will converse on such questions such as how evidence from research may be best communicated to policy makers, how good practice can be shared and how research can contribute to strengthened communities of practice.

6.0 Focus Areas of Research

The Research Agenda comprises seven focal areas pertaining to TEVET that have been derived inter alia from consultations with stakeholders. The themes/topics under each focal area are complementary and not exhaustive. They vary in scale and complexity according to their subject-matter, and some require more than one study. The theme/topic descriptors are meant to be indicative. In order to become operational, each theme/topic will require a fully-worked research proposal. Whether or not a project becomes operational will depend on a variety of factors, not least the availability of resources and research partners. It is understood that both financial and human resources are limited and choices have to be made in terms of prioritization. It is therefore particularly important to build synergies and research partnerships in order to conserve resources, focus on agreed priorities and maximize research impact. Consultation, networking and information-sharing will help decision makers to focus on what is both important and do-able. The sector has, however, identified specific themes and topics that are of particular priority for its needs, for the next three years. The following broad focus areas are particularly important to the sector: Quality and Relevance; Access and Equity; Regulation and Compliance; Research and Development; Governance and Management; Funding and Financing; and Cross Cutting Issues.

The focal areas are with their probable Research Topic, Research Programme and Probable Research Area and Objectives are presented below.

Table 1: Research Themes and Objectives

Thematic Area 1: Quality and relevance			
	Research Topic	Research Problem	Research Objectives
1	Assessment and certification	<ul style="list-style-type: none"> • Lack of empirical evidence on effectiveness of TEVET assessment and certification system. • Assessment and certification system not working to the satisfaction of the stakeholders. 	<ul style="list-style-type: none"> • To evaluate TEVET certificates (skills, knowledge and values) - industry needs vs skills supply • To assess the effectiveness of recognition of prior learning in TEVET system • To evaluate assessment approaches among different TEVET qualifications • To evaluate TEVET assessment standards in certification
2	Staffing and capacity development	<ul style="list-style-type: none"> • Inadequate staffing in the TEVET sector 	<ul style="list-style-type: none"> • To establish impact of staff inadequacy on quality of TEVET. • To assess the effectiveness of technical college instructor staff recruitment policy requirements. • To evaluate effectiveness of different sources of instructors in TEVET provider institution (Poly trained, Technical College trained, Industry

			<p>trained and other sources).</p> <ul style="list-style-type: none"> • To assess effectiveness of staff working terms and conditions (staff turnover). • To evaluate sufficiency of instructor recruitment policies. • To evaluate effectiveness of instructor recruitment policies.
		<ul style="list-style-type: none"> • Insufficient capacity development in TEVET Sector 	<ul style="list-style-type: none"> • To evaluate relevance of capacity development programmes in TEVET. • To profile instructor capacity gaps in TEVET sector. • To assess the efficacy of instructor training needs assessments in TEVET sector. • To assess the effectiveness of instructor capacity development approaches • To assess effectiveness of performance management systems in TEVET sector. • To evaluate relevance of technical teacher training college on the quality of graduates in the TEVET sector/ quality of trainers in the sector (including comparative analysis with other countries)

3	Education and world of work	<ul style="list-style-type: none"> • Skills mismatch • Skills gaps • Skills shortage • Lack of evidence on skill needs/anticipation • Lack of labor market information system 	<ul style="list-style-type: none"> • To profile anticipated skills towards achievement of national vision 2063 • Investigate the alignment of TEVET sector programmes to national policies (MGDS III, Vision 2063, Gender Policy, Environmental Policy, National Export Strategy, National Education Sector Investment Plan) • To assess responsiveness to future career needs for industry & individuals by TEVET institutions • To assess the impact of having no labor market information system; • To ascertain the demand for various skills;
		<ul style="list-style-type: none"> • Low remuneration 	<ul style="list-style-type: none"> • To evaluate the wage structure for TEVET graduates; • To assess the challenge of combining trades men, craftsmen and technician in the employment minimum wage order. • To assess awareness of TEVET qualifications among employers • To measure lucrativeness of TEVET related businesses • To assess the impact of entrepreneurship training on remuneration • To evaluate the business environment conduciveness for TEVET related enterprises (customer feedback,

			cultural perspective, legal perspective, financial perspective).
		<ul style="list-style-type: none"> • Mismatch of infrastructure and technological environment between industry and training institutions (including issues of inadequate reference books, inadequate equipment in workshops, e.t.c.) 	<ul style="list-style-type: none"> • To evaluate minimum technology requirements in TEVET institutions • To investigate prevailing technology gaps in TEVET sector • To evaluate the relevance of technology in attachment
		<ul style="list-style-type: none"> • Lack of trainee preparation for the world of work (ethics, code of conduct, values, integrity). 	<ul style="list-style-type: none"> • To assess attitudes of trainees towards work • To evaluate adherence to occupational health safety practices • To assess the implementation of hidden curriculum (attitudes and values)
4	Curriculum, programmes and qualifications (new sector coverage);	<ul style="list-style-type: none"> • Misalignment of TEVET curriculum with other curricula in the higher education • Lack of integration of TEVET programmes to mainstream education • Lack of progression to level 4 (Technician Diploma) • Inadequate expansion to new areas • Time lag between inception and rolling out of new TEVET programmes 	<ul style="list-style-type: none"> • To assess alignment of TEVET curriculum with other curricula in the higher education • To map areas of integration of TEVET programmes to mainstream education • To assess TEVET sector's responsiveness in expanding to new areas
5	Industrial training and attachments	<ul style="list-style-type: none"> • Inadequate attachment places • Lack of attachment regulation 	<ul style="list-style-type: none"> • To evaluate implication of mandatory attachment regulation

			<ul style="list-style-type: none"> •To gauge industry's willingness to provide attachment places •To explore incentives for motivating employers who offer attachment places
		<ul style="list-style-type: none"> • Irrelevant attachment places 	<ul style="list-style-type: none"> •To evaluate relevance of attachment places to curriculum requirements •To assess adequacy of industrial module coverage
		<ul style="list-style-type: none"> • Non-adherence to attachment contract by both employers and apprentices 	<ul style="list-style-type: none"> •To evaluate awareness of contractual obligations •To evaluate the adequacy of apprenticeship contract in protecting rights of employers and apprentices
		<ul style="list-style-type: none"> • Poor coordination of attachment system between college, TEVET Authority, Self-sponsored students 	<ul style="list-style-type: none"> •To assess integration of self-sponsored apprentices in the attachment system •To evaluate effectiveness of trainee orientation programme •To evaluate the current approaches in soliciting attachment places • Undertake a comparative analysis of attachment funding models in the SADC region.
6	Quality of products made by TEVET graduates	<ul style="list-style-type: none"> • Poor finishing of products made by TEVET graduates 	<ul style="list-style-type: none"> •To assess market orientation of businesses run by TEVET graduates •To investigate factors affecting quality of products made by TEVET graduates •To undertake a comparison of quality of products produced by

			<p>TEVET graduates and other non-certified artisans</p> <ul style="list-style-type: none"> • To gauge customer satisfaction with quality of products made by TEVET graduates
Thematic Area 2: Access and Equity			
	Research Area	Research Problem	Research Objective
1	ODL training	<ul style="list-style-type: none"> • Practicability of ODL in TEVET • Marketability of TEVET ODL graduates 	<ul style="list-style-type: none"> • To undertake a comparative analysis on how other countries have implemented ODL in TEVET • To evaluate capacity of the TEVET sector to implement ODL
2	Infrastructure	<ul style="list-style-type: none"> • Lack of TEVET sector investment plan 	<ul style="list-style-type: none"> • To evaluate minimum standards for buildings for technical colleges
		<ul style="list-style-type: none"> • Lack of infrastructure management unit 	<ul style="list-style-type: none"> • To undertake a needs assessment to ascertain the need for TEVET Infrastructure Management unit in Ministry of Labour.
		<ul style="list-style-type: none"> • Inadequate infrastructure 	<ul style="list-style-type: none"> • To project TEVET sector infrastructure requirements by 2030. • To assess the impact of community skills development centres • To assess the impact of having three tier system of TEVET (CSDCs, CTCs & NTCs) • To undertake a demand and supply analysis of skills supplied by training institutions.

3	Dual apprenticeship	<ul style="list-style-type: none"> • Low number of companies to enroll adequate numbers • Lack of policy direction by government on dual apprenticeship • Limited dialogue for the private sector to take its rightful position 	<ul style="list-style-type: none"> • To establish justification for need of dual system to inform policy • To evaluate the relevance of the proposed dual training system to the current training system
4	Perception of TEVET programmes;	<ul style="list-style-type: none"> • Limited career guidance of TEVET career opportunities • Unclear pathway to higher education qualifications • Cultural preference for qualifications that lead to office work • Cultural perception that TEVET careers are alternative choice to higher education 	<ul style="list-style-type: none"> • To assess the effectiveness, the current career guidance initiatives • To explore ways of rebranding TEVET programmes to attract potential clients (level of certification, naming of courses). • To evaluate the impact of trainee orientation on perception of TEVET programmes. • To undertake a comparative analysis between TEVET programmes and other career choices (Police training, teacher training)
		<ul style="list-style-type: none"> • Lack of evidence of industry demand driven pre-apprentice recruitment 	<ul style="list-style-type: none"> • To assess the demand driven-ness of TEVET programmes
5	Informal sector skills development programmes.	<ul style="list-style-type: none"> • Weak regulatory system • qualifications not properly aligned to TQF • poor effectiveness of implementation structures • lack of progression of ISSDP graduates to formal apprenticeship (Current progression rates) 	<ul style="list-style-type: none"> • To evaluate the impact of the regulatory system on the quality of informal sector training programmes (RIA) • To assess effect of misaligned informal sector training programme qualifications • To evaluate effectiveness of the implementation structures in ISSDP

			<ul style="list-style-type: none"> • To appraise the challenges influencing lack of progression from ISSDP to formal apprenticeship • To investigate the contribution of ISSDP to job creation/ skills development
Thematic Area 3: Regulation and Compliance			
	Research Area	Research Problem	Research Objective
1	National qualification framework;	<ul style="list-style-type: none"> • Lack of National Qualification Framework • 	<ul style="list-style-type: none"> • To assess the impact of non-existence of National Qualification Framework on TVET sector • To evaluate TVET sector preparedness in alignment to implementation of National Qualification Framework.
2	TVET Qualification Framework;	<ul style="list-style-type: none"> • Lack of reviews and expansion of the TVET Qualification Framework 	<ul style="list-style-type: none"> • To evaluate the current TVET Qualification Framework in line with National Qualification Framework • To undertake a comparative analysis of TVET qualification framework vertical growth with frameworks in the SADC region. • To explore mechanisms/strategies of growing the Tevet Qualification Framework. • To assess the impact of TVET Qualification Framework on quality of training • To assess the responsiveness of TQF to the growing needs of the TVET sector

		<ul style="list-style-type: none"> • No clear pathway to higher qualifications 	<ul style="list-style-type: none"> • To explore strategies of integrating TEVET into main stream education • To assess the gaps that exist between TEVET qualifications and other Mainstream Education qualifications • To assess the impact of lack of clear pathway to higher qualifications on TEVET sector
		<ul style="list-style-type: none"> • Low utilization of TEVET qualification framework 	<ul style="list-style-type: none"> • To evaluate the impact of TQF in governing the TEVET system • To assess the level of use and application of TQF • To assess factors that have affected alignment of other qualifications to the TQF
3	Policy and legal framework;	<ul style="list-style-type: none"> • Misalignment of TEVET regulatory policies. (outdated policies) e.g. Act talking about TACs while TQF talks of SACs in terms of approving of standards; Education Act and TEVET Act regarding national examinations in TEVET 	<ul style="list-style-type: none"> • To assess the extent of alignment and synergies of the Policies guiding the TEVET sector • To conduct a comparative analysis of the alignment and synergies of the Policies and legal frameworks in SADC region • To evaluate the efficacy of the TEVET legal framework
		<ul style="list-style-type: none"> • Inadequate instruments to enforce provisions in the TEVET ACT e.g. defaulters of TEVET levy; assessment, registration of informal sector providers, accreditation e.t.c 	<ul style="list-style-type: none"> • To assess the effectiveness of the regulatory instruments and provisions aimed at enforcing the TEVET Act • To assess the level awareness of the legal frameworks in the TEVET sector

			<ul style="list-style-type: none"> • To assess the degree of compliance to the TEVET legal frameworks by the players in the sector • To establish gaps in the TEVET regulatory instruments • To assess the responsiveness of the regulatory framework to emerging issues • To assess the sufficiency of instruments to facilitate implementation of the TEVET Act.
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Thematic Area 4: Governance and Management

	Research Area	Research Problem	Research Topic
	Sector skills councils	<ul style="list-style-type: none"> • Lack of information on the effectiveness of sector skills councils in improving quality in TEVET. • Lack of independent employer led skills development 	<ul style="list-style-type: none"> • To conduct feasibility study on establishment of skills council • To conduct a comparative analysis on the institutionalization of skills councils
		<ul style="list-style-type: none"> • Unclear funding modalities • Conflict of interest with other establishments such as TACs and committees available in the TEVET sector 	<ul style="list-style-type: none"> • To explore effective funding mechanisms for the skills councils • To investigate the compatibility of emerging issues to existing establishments, i.e., TACs and
2	Institutional strengthening;	<ul style="list-style-type: none"> • Lack of autonomy in public TEVET providers 	<ul style="list-style-type: none"> • To explore the extent of decentralization of TEVET providers • To evaluate the effectiveness of current management system of public TEVET providers • To conduct a comparative analysis of

			<p>decentralization in TEVET sector and education sector</p> <ul style="list-style-type: none"> • To evaluate TEVET sector preparedness in implementing decentralization in the sector
		<ul style="list-style-type: none"> • lack of approved established warrant of positions in community technical colleges 	<ul style="list-style-type: none"> • To conduct functional review for public TEVET providers including community technical colleges, community skills development centres
		<ul style="list-style-type: none"> • Inadequate competences in managing public TEVET providers 	<ul style="list-style-type: none"> • To assess gaps in the management system and competency of managers in the public TEVET providers
		<ul style="list-style-type: none"> • Lack of legal basis for establishment of board of governors in TEVET providers 	<ul style="list-style-type: none"> • To explore ways of legalizing the board of governors in TEVET providers (lobby to include this in the proposed ACT)
		<ul style="list-style-type: none"> • Insufficient capacity within TEVET sector to regulate TEVET 	<ul style="list-style-type: none"> • To evaluate adequacy of existing regulatory structures in regulating the TEVET sector • To evaluate the adequacy of quality assurance instruments and systems in the TEVET sector
		<ul style="list-style-type: none"> • Poor coordination of players in the TEVET sector 	<ul style="list-style-type: none"> • To evaluate the effectiveness of existing coordination structures in the TEVET sector
4	Data management systems and utilization;	<ul style="list-style-type: none"> • Weak data management systems • Inadequate capacity in data management in TEVET providers • Unavailability of TEVET ICT policy 	<ul style="list-style-type: none"> • To conduct comparative analysis with other sectors • To conduct a situation analysis on data management systems in TEVET

			<ul style="list-style-type: none"> • To evaluate the impact of technology uptake on data management systems and utilization in the TEVET sector
		<ul style="list-style-type: none"> • Inadequate utilization of data for decision making 	<ul style="list-style-type: none"> • To assess the extent of utilization of data in TEVET for decision making • To explore ways/ instruments/ universally agreed indicators of interpretation of TEVET data for decision making
		<ul style="list-style-type: none"> • Lack of up to date data to guide decision making and operational activities • Difficulties to access data for the TEVET Sector 	<ul style="list-style-type: none"> • To explore strategies for strengthening management information systems for evidence based decision making in TEVET sector • To assess the effectiveness of TMIS in decision making
5	Public private partnerships (MoUs)	<ul style="list-style-type: none"> • Weak collaboration between industry and training providers • Undocumented collaborations between the industry and training providers 	<ul style="list-style-type: none"> • To explore collaboration mechanisms between the industry and TEVET providers • To assess effectiveness/ impact of the existing collaboration between the industry and TEVET providers • To validate the willingness of the industry to collaborate with TEVET providers
Thematic Area 5: Funding and Financing			
	Research Area	Research Problem	Research Objective

1.	TEVET subsidy,.	<ul style="list-style-type: none"> • In sufficient TEVET subsidy • Untimely disbursement 	<ul style="list-style-type: none"> • To assess the effectiveness of subsidy
		<ul style="list-style-type: none"> • Uniform rate of subsidy per head regardless of difference in costs of occupations • Sustainability of current subsidy mechanism with respect to the burgeoning of number of trainees 	<ul style="list-style-type: none"> • To explore training financing mechanisms in TEVET (include comparative analysis with other countries in SADC region)
		<ul style="list-style-type: none"> • Unclear policies for use of subsidy (it limits use to training materials only ??) 	<ul style="list-style-type: none"> • To explore policies governing use of subsidies in TEVET providers
2	TEVET levy	<ul style="list-style-type: none"> • High default rate by the stakeholders • Lack of awareness by the industry on TEVET levy 	<ul style="list-style-type: none"> • To assess the effectiveness of the current enforcement mechanisms on TEVET levy collection • To assess the awareness of TEVET levy requirements among the employers
		<ul style="list-style-type: none"> • Other stakeholders claim to be excluded from benefiting from the TEVET levy • Challenges in TEVET Levy management 	<ul style="list-style-type: none"> • To explore best practices in TEVET levy management with particular focus on the SADC region
3	Income generating activities,	<ul style="list-style-type: none"> • Inadequate income generating activities • Lack of procedures guiding colleges on use of funds from income generating activities 	<ul style="list-style-type: none"> • To conduct a situation analysis of income generating activities in TEVET providers (comparative analysis within and without the country including utilization of revenue)
4	Projects;	<ul style="list-style-type: none"> • Lack of capacity to develop bankable proposals • Limited awareness of project opportunities 	<ul style="list-style-type: none"> • To assess capacity gaps in project proposal development and implementation in TEVET sector

		offered by development partners	<ul style="list-style-type: none"> • To assess level of awareness on development partners in TEVET and their available opportunities
5	Funding and Financing of TEVET institutions	<ul style="list-style-type: none"> • Low funding for other recurrent transactions (ORT) for public TEVET providers 	<ul style="list-style-type: none"> • To explore the possibility of funding technical colleges through unit cost (cost of training a student in a year) • To assess the effects of TEVET sector belonging to different ministerial portfolios (labor and education) on financing and funding.

Thematic Area 6: Research and Development

	Research Area	Research Topic	Research Objective
1	Technological Innovations	<ul style="list-style-type: none"> • Lack Designing and Realizations in curriculum • Lack of creativity and innovations 	<ul style="list-style-type: none"> • To assess the effectiveness of incorporating designing and realizations in the TEVET sector (comparative analysis) • To explore mechanisms of empowering TEVET providers to conduct research and patent innovations • To explore approaches to hosting designing and innovations fairs in TEVET sector • To evaluate innovation capabilities of the TEVET sector • To explore means for enhancing linkages between TEVET providers and higher education institutions
2	Investing in new technologies (green	<ul style="list-style-type: none"> • Inadequate funding towards new technologies 	<ul style="list-style-type: none"> • To explore strategies of funding for investing in new technologies

	economy, biogas, solar)	<ul style="list-style-type: none"> • Low Capacity of TEVET sector in developing and acquiring new technologies 	<ul style="list-style-type: none"> • To assess capacity gaps in developing and acquiring new technologies in the TEVET sector
	Adoption of appropriate technology (indigenous)	<ul style="list-style-type: none"> • Lack of documentation of Indigenous Technologies • Lack of framework for technology transfer 	<ul style="list-style-type: none"> • To assess the extent of the level of indigenous technologies developed • To explore mechanisms of adopting and patenting appropriate technologies
3	Applied research	<ul style="list-style-type: none"> • Inadequate applied research in TEVET sector • Lack of applied research agendas in TEVET providers • Lack of funding to carry out applied research 	<ul style="list-style-type: none"> • To assess capacity to conduct applied research in TEVET sector • To assess research orientation of the TEVET sector • To explore the mechanisms of establishing research agendas in the TEVET institutions • To explore strategies of funding to conduct applied research in TEVET sector
4	Tracer studies	<ul style="list-style-type: none"> • Low utilization of tracer study results in decision making in TEVET sector • Uninstitutionalised tracer studies 	<ul style="list-style-type: none"> • To assess capacity in analysis tracer study results for decision making • To explore mechanism of institutionalizing tracer studies in TEVET providers • To explore strategies of funding to conduct tracer studies in TEVET sector
Key Result Area 6: Cross-cutting Issues			
	Research Area	Research Topic	Research Objective

1	Inclusive education	<ul style="list-style-type: none"> • Inadequate and incomprehensiveness of friendly infrastructure • Unavailability of special needs policies in TEVET providers 	<ul style="list-style-type: none"> • To assess TEVET infrastructure inclusiveness in line with the disability policy • To assess the adequacy of the existing infrastructure
		<ul style="list-style-type: none"> • Unfriendly teaching and learning approaches 	<ul style="list-style-type: none"> • To assess the capacity gaps of TEVET providers in provision of training to special needs trainees
		<ul style="list-style-type: none"> • Inability for the system to attract potential trainees with special needs 	<ul style="list-style-type: none"> • To explore mechanisms of attracting potential trainees with special needs in TEVET (entry qualifications, channels for advertising.)
2	Gender,	<ul style="list-style-type: none"> • Inability of the system to attract females in male dominated occupations (Gender Analysis of TEVET) 	<ul style="list-style-type: none"> • To explore mechanisms of attracting potential female trainees in male dominated occupations • To evaluate the effectiveness of existing strategies on attracting and retaining the girl child in TEVET • To explore classroom practices that will retain and attract girls in TEVET • To explore measures of rebranding the TEVET sector to attract more female participants
3	Climate Change & Environment;	<ul style="list-style-type: none"> • Depleting natural resources 	<ul style="list-style-type: none"> • To explore strategies of greening TEVET (sustainable use of resources without depleting them)
		<ul style="list-style-type: none"> • Lack of adaptation and implementation of waste management policies 	<ul style="list-style-type: none"> • To assess the effectiveness of existing policies of waste management
4	Safety Management Systems;	<ul style="list-style-type: none"> • Lack of safety management policies in TEVET sector 	<ul style="list-style-type: none"> • To determine attitudes and values towards safety management systems

		<p>(Work/School Environment Survey)</p> <ul style="list-style-type: none"> • Lack of enforcement to safety management policies 	<ul style="list-style-type: none"> • To evaluate adherence to safety management policies
5	Entrepreneurship	<ul style="list-style-type: none"> • Failure to deliver entrepreneurship effectively 	<ul style="list-style-type: none"> • To assess challenges in delivering entrepreneurship effectively (comparative analysis with SADC countries) • To explore strategies for establishing incubator centres in colleges that advance entrepreneurship (SMEDI way) • To evaluate performance of entrepreneurship development programme in TEVET (including loan facility)
		<ul style="list-style-type: none"> • Cultural orientation towards wage employment 	<ul style="list-style-type: none"> • To explore mechanisms to influence mindset change to embrace entrepreneurship • To assess the trainee's perception to venture into entrepreneurship • To assess the environment's conduciveness for start-ups

6.0 National TEVET Research Agenda Priorities

All research and studies to be conducted in the sector henceforth shall be within the parameters of NTRA. To ensure that results of researches are advocated and acted upon, an annual research priority shall be prepared and its implementation shall be monitored. The TEVET Authority shall serve as the oversight office or clearing house for all researches and studies in aid of policy and decision making. **Refer to Annex 1 for Prioritized Research Areas.**

7.0 Funding the Implementation of the NTRA

There is wide scope for partnerships in research projects in the sector between various stakeholders — whether local, regional or international—that have a direct interest in advancing Access, Equity, Quality and Relevance, Research and Development, Funding and Finance and Governance and Management in TEVET. Such partnerships need to be appreciated and proposals from prospective partners welcomed.

The Authority is not in a position to fund all of the research that is in the Research Agenda. Therefore, welcomes investment by universities, development partners and other bodies in any of the areas listed in this Research Agenda. A strong case can be made for the TEVET Authority to allocate at least 2 % its Annual Budget towards funding the implementation of the National TEVET Research Agenda.

8.0 Monitoring and Evaluation

The monitoring of the NTRA will be on annual basis to determine the extent of achieving the targeted research priorities. The monitoring results will serve as inputs in the evaluation of NTRA which will be undertaken in two phases:

1. Mid-Term Evaluation (end of 2023)
2. Final Evaluation (end of 2025)

The evaluation of the NTRA will consider the following:

1. The extent to which the priority areas of research were addressed;
2. The extent to which timely and useful information was disseminated to stakeholders;
3. The extent to which results of researches were utilized/adopted in the formulation of relevant policies the TEVET sector

Annex 1: PRIORITIZED RESEARCH AREAS

Thematic Area 1: Quality and relevance						
Theme	Research Problem	Research Objectives	Yr 1	Yr 2	Yr 3	Yr 4
Assessment and certification	<ul style="list-style-type: none"> Lack of empirical evidence on effectiveness of TEVET assessment and certification system. Assessment and certification system not working to the satisfaction of the stakeholders. 	<ul style="list-style-type: none"> To evaluate TEVET certificates (skills, knowledge and values) - industry needs vs skills supply (- Perception vs reality) To assess the effectiveness of recognition of prior learning in TEVET system To evaluate assessment approaches among different TEVET qualifications To evaluate TEVET assessment standards in certification 	<div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div>		
Staffing and capacity development	<ul style="list-style-type: none"> Inadequate staffing in the TEVET sector 	<ul style="list-style-type: none"> To establish impact of staff inadequacy on quality of TEVET To assess the effectiveness of technical college staff recruitment policy requirements To evaluate effectiveness of different sources of instructors in TEVET provider institution (Poly trained, Technical College trained, Industry trained and other sources) To assess effectiveness of staff working terms and conditions (staff turnover) 	<div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div>		
	<ul style="list-style-type: none"> Insufficient capacity development in TEVET Sector 	<ul style="list-style-type: none"> To evaluate relevance of capacity development programmes in TEVET To profile instructor capacity gaps in TEVET sector 	<div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div>		

		<ul style="list-style-type: none"> · To assess the efficacy of instructor training needs assessments in TEVET sector. · To assess the effectiveness of instructor capacity development approaches · To assess effectiveness of performance management systems in TEVET sector. · To evaluate relevance of technical teacher training college on the quality of graduates in the TEVET sector/ quality of trainers in the sector (including comparative analysis with other countries) 				
Education and world of work	<ul style="list-style-type: none"> · Skills mismatch · Skills gaps · Skills shortage · Lack of evidence on skill needs/anticipation · Lack of labor market information system 	<ul style="list-style-type: none"> · To profile anticipated skills towards achievement of national vision 2063 · Investigate the alignment of TEVET sector programmes to national policies (MGDS III, Vision 2063, Gender Policy, Environmental Policy, National Export Strategy, National Education Sector Investment Plan) · To assess responsiveness to future career needs for industry & individuals by TEVET institutions. · To assess the impact of having no labor market information system · To ascertain the demand for various skills 				
	<ul style="list-style-type: none"> · Low remuneration 	<ul style="list-style-type: none"> · To evaluate the wage structure for TEVET graduates · To assess the challenge of combining trades men, craftsmen and technician in the employment minimum wage order. · To assess awareness of TEVET qualifications among employers · To measure lucrativeness of TEVET related businesses · To assess the impact of entrepreneurship training on remuneration 				

		<ul style="list-style-type: none"> To evaluate the business environment conduciveness for TEVET related enterprises (customer feedback, cultural perspective, legal perspective, financial perspective). 			
	<ul style="list-style-type: none"> Mismatch of infrastructure and technological environment between industry and training institutions (including issues of inadequate reference books, inadequate equipment in workshops, e.t.c.) 	<ul style="list-style-type: none"> To evaluate minimum technology requirements in TEVET institutions To investigate prevailing technology gaps in TEVET sector To evaluate the relevance of technology in attachment places (exposure) 			
	<ul style="list-style-type: none"> Lack of trainee preparation for the world of work (ethics, code of conduct, values, integrity). 	<ul style="list-style-type: none"> To assess attitudes of trainees towards work To evaluate adherence to occupational health safety practices To assess the implementation of hidden curriculum (attitudes and values) 			
Curriculum, programmes and qualifications (new sector coverage);	<ul style="list-style-type: none"> Misalignment of TEVET curriculum with other curricula in the higher education Lack of integration of TEVET programmes to mainstream education Lack of progression to level 4 (Technician Diploma) Inadequate expansion to new areas 	<ul style="list-style-type: none"> To assess alignment of TEVET curriculum with other curricula in the higher education To map areas of integration of TEVET programmes to mainstream education To assess TEVET sector's responsiveness in expanding to new areas 			

	<ul style="list-style-type: none"> Time lag between inception and rolling out of new TEVET programmes 					
Industrial training and attachments	<ul style="list-style-type: none"> Inadequate attachment places Lack of attachment regulation 	<ul style="list-style-type: none"> To evaluate implication of mandatory attachment regulation To gauge industry's willingness to provide attachment places To explore incentives for motivating employers who offer attachment places 				
	<ul style="list-style-type: none"> Irrelevant attachment places 	<ul style="list-style-type: none"> To evaluate relevance of attachment places to curriculum requirements To assess adequacy of industrial module coverage 				
	<ul style="list-style-type: none"> Non-adherence to attachment contract by both employers and apprentices 	<ul style="list-style-type: none"> To evaluate awareness of contractual obligations by both employers and apprentices To evaluate the adequacy of apprenticeship contract in protecting rights of employers and apprentices 				
	<ul style="list-style-type: none"> Poor coordination of attachment system between college, TEVET Authority, Self-sponsored students 	<ul style="list-style-type: none"> To assess integration of self-sponsored apprentices in the attachment system To evaluate effectiveness of trainee orientation programme To evaluate the current approaches in soliciting attachment places Undertake a comparative analysis of attachment funding models in the SADC region. 				
	<ul style="list-style-type: none"> Lack of evidence of industry demand driven pre-apprentice recruitment (To be under access and equity). 					
Quality of products made by TEVET graduates	<ul style="list-style-type: none"> Poor finishing of products made by TEVET graduates 	<ul style="list-style-type: none"> To assess market orientation of businesses run by TEVET graduates 				

		<ul style="list-style-type: none"> · To investigate factors affecting quality of products made by TEVET graduates · To undertake a comparison of quality of products produced by TEVET graduates and other non-certified artisans · To gauge customer satisfaction with quality of products made by TEVET graduates 				
	.	.				
Infrastruct ure; Dual apprentice ship	.	.				
Thematic Area 2 : Access and equity						
ODL training	<ul style="list-style-type: none"> · Practicability of ODL in TEVET · Marketability of TEVET ODL graduates 	<ul style="list-style-type: none"> · To undertake a comparative analysis on how other countries have implemented ODL in TEVET · To evaluate capacity of the TEVET sector to implement ODL 				
Infrastruct ure	<ul style="list-style-type: none"> · Lack of TEVET sector investment plan 	<ul style="list-style-type: none"> · To evaluate minimum standards for buildings for technical colleges 				
	<ul style="list-style-type: none"> · Lack of infrastructure management unit 	<ul style="list-style-type: none"> · To undertake a needs assessment to ascertain the need for TEVET Infrastructure Management unit in Ministry of Labour. 				
	<ul style="list-style-type: none"> · Inadequate infrastructure 	<ul style="list-style-type: none"> · To project TEVET sector infrastructure requirements by 2030. · To assess the impact of community skills development centres · To assess the impact of having three tier system of TEVET (CSDCs, CTCs & NTCs) · To undertake a demand and supply analysis of skills supplied by training institutions. · 				
Dual apprentice ship	<ul style="list-style-type: none"> · Low number of companies to enroll adequate numbers · Lack of policy direction by government on dual apprenticeship 	<ul style="list-style-type: none"> · To establish justification for need of dual system to inform policy · To evaluate the relevance of the proposed dual training system to the current training system 				

	<ul style="list-style-type: none"> · Limited dialogue for the private sector to take its rightful position 					
Perception of TEVET programmes;	<ul style="list-style-type: none"> · Limited career guidance of TEVET career opportunities · Unclear pathway to higher education qualifications · Cultural preference for qualifications that lead to office work · Cultural perception that TEVET careers are alternative choice to higher education 	<ul style="list-style-type: none"> · To assess the effectiveness of the current career guidance initiatives · To explore ways of rebranding TEVET programmes to attract potential trainees (level of certification, naming of courses). · To evaluate the impact of trainee orientation on perception of TEVET programmes. · To undertake a comparative analysis between TEVET programmes and other career choices (Police training, teacher training) 				
Informal sector skills development programmes.	<ul style="list-style-type: none"> · Weak regulatory system · qualifications not properly aligned to TQF · poor effectiveness of implementation structures · lack of progression of ISSDP graduates to formal apprenticeship · un 	<ul style="list-style-type: none"> · To evaluate the impact of the regulatory system on the quality of informal sector training programmes · To assess effect of misaligned informal sector training programme qualifications · To evaluate effectiveness of the implementation structures in ISSDP · To appraise the challenges influencing lack of progression from ISSDP to formal apprenticeship · To investigate the contribution of ISSDP to job creation/ skills development 				
Thematic Area 3: Regulation and compliance						
National qualification framework ;	<ul style="list-style-type: none"> · Lack of National Qualification Framework 	<ul style="list-style-type: none"> · To assess the impact of non-existence of National Qualification Framework on TEVET sector · To evaluate TEVET sector preparedness in alignment to implementation of National Qualification Framework. 				

TEVET Qualification Framework;	<ul style="list-style-type: none"> • Lack of reviews and expansion of the TEVET Qualification Framework 	<ul style="list-style-type: none"> • To evaluate the current TEVET Qualification Framework in line with National Qualification Framework • To undertake a comparative analysis of TEVET qualification framework vertical growth with frameworks in the SADC region. • To explore mechanisms/strategies of growing the Tevet Qualification Framework. • To assess the impact of TEVET Qualification Framework on quality of training • To assess the responsiveness of TQF to the growing needs of the TEVET sector 				
	<ul style="list-style-type: none"> • No clear pathway to higher qualifications 	<ul style="list-style-type: none"> • To explore strategies of integrating TEVET into main stream education • To assess the gaps that exist between TEVET qualifications and other Mainstream Education qualifications • To assess the impact of lack of clear pathway to higher qualifications on TEVET sector 				
	<ul style="list-style-type: none"> • Low utilization of TEVET qualification framework 	<ul style="list-style-type: none"> • To evaluate the impact of TQF in governing the TEVET system • To assess the level of use and application of TQF • To assess factors that have affected alignment of other qualifications to the TQF • 				
Policy and legal framework ;	<ul style="list-style-type: none"> • Misalignment of TEVET regulatory policies. (outdated policies) e.g. Act talking about TACs while TQF talks of SACs in terms of approving of standards; Education Act and TEVET Act regarding national examinations in TEVET 	<ul style="list-style-type: none"> • To assess the extent of alignment and synergies of the Policies guiding the TEVET sector • To conduct a comparative analysis of the alignment and synergies of the Policies and legal frameworks in SADC region • To evaluate the efficacy of the TEVET legal framework 				

	<ul style="list-style-type: none"> · Inadequate instruments to enforce provisions in the TEVET ACT e.g. defaulters of TEVET levy; assessment, registration of informal sector providers, accreditation e.t.c 	<ul style="list-style-type: none"> · To assess the effectiveness of the regulatory instruments and provisions aimed at enforcing the TEVET Act · To assess the level awareness of the legal frameworks in the TEVET sector · To assess the degree of compliance to the TEVET legal frameworks by the players in the sector · To establish gaps in the TEVET regulatory instruments · To assess the responsiveness of the regulatory framework to emerging issues · To assess the sufficiency of instruments to facilitate implementation of the TEVET Act. 				
Thematic Area : Governance and Management						
Sector skills councils	<ul style="list-style-type: none"> · Lack of information on the effectiveness of sector skills councils in improving quality in TEVET. · Lack of independent employer led skills development 	<ul style="list-style-type: none"> · To conduct feasibility study on establishment of skills council · To conduct a comparative analysis on the institutionalization of skills councils 				
	<ul style="list-style-type: none"> · Unclear funding modalities 	<ul style="list-style-type: none"> · To explore effective funding mechanisms for the skills councils 				
	<ul style="list-style-type: none"> · Conflict of interest with other establishments such as TACs and committees available in the TEVET sector 	<ul style="list-style-type: none"> · To investigate the compatibility of emerging issues (skills council) to existing establishments, i.e., TACs and 				
Institutional strengthening;	<ul style="list-style-type: none"> · Lack of autonomy in public TEVET providers 	<ul style="list-style-type: none"> · To explore the extent of decentralization of TEVET providers · To evaluate the effectiveness of current management system of public TEVET providers 				

		<ul style="list-style-type: none"> · To conduct a comparative analysis of decentralization in TEVET sector and education sector · To evaluate TEVET sector preparedness in implementing decentralization in the sector 				
	<ul style="list-style-type: none"> · lack of approved established warrant of positions in community technical colleges 	<ul style="list-style-type: none"> · To conduct functional review for public TEVET providers including community technical colleges, community skills development centres 				
	<ul style="list-style-type: none"> · Inadequate competences in managing public TEVET providers 	<ul style="list-style-type: none"> · To assess gaps in the management system and competency of managers in the public TEVET providers 				
	<ul style="list-style-type: none"> · Lack of legal basis for establishment of board of governors in TEVET providers 	<ul style="list-style-type: none"> · To explore ways of legalizing the board of governors in TEVET providers (lobby to include this in the proposed ACT) 				
	<ul style="list-style-type: none"> · Insufficient capacity within TEVET sector to regulate TEVET 	<ul style="list-style-type: none"> · To evaluate adequacy of existing regulatory structures in regulating the TEVET sector · To evaluate the adequacy of quality assurance instruments and systems in the TEVET sector 				
	<ul style="list-style-type: none"> · Poor coordination of players in the TEVET sector 	<ul style="list-style-type: none"> · To evaluate the effectiveness of existing coordination structures in the TEVET sector 				
Data management systems and utilization;	<ul style="list-style-type: none"> · Weak data management systems · Inadequate capacity in data management in TEVET providers · Unavailability of TEVET ICT policy 	<ul style="list-style-type: none"> · To conduct comparative analysis with other sectors on data management systems · To conduct a situation analysis on data management systems in TEVET · To evaluate the impact of technology uptake on data management systems and utilization in the TEVET sector 				
	<ul style="list-style-type: none"> · Inadequate utilization of data for decision making 	<ul style="list-style-type: none"> · To assess the extent of utilization of data in TEVET for decision making · To explore ways/ instruments/ universally agreed indicators for interpretation of TEVET data for decision making 				

	<ul style="list-style-type: none"> · Lack of up to date data to guide decision making and operational activities · Difficulties to access data for the TEVET SECTOR · 	<ul style="list-style-type: none"> · To explore strategies for strengthening management information systems for evidence based decision making in TEVET sector · To assess the effectiveness of TMIS in decision making 				
Public private partnerships (MoUs)	<ul style="list-style-type: none"> · Weak collaboration between industry and training providers · Undocumented collaborations between the industry and training providers 	<ul style="list-style-type: none"> · To explore collaboration mechanisms between the industry and TEVET providers · To assess effectiveness/ impact of the existing collaboration between the industry and TEVET providers · To validate the willingness of the industry to collaborate with TEVET providers 				
Thematic Area: Funding and Finance						
TEVET subsidy,.	<ul style="list-style-type: none"> · In sufficient TEVET subsidy · Untimely disbursement · 	<ul style="list-style-type: none"> · To Assess the effectiveness of subsidy · 				
	<ul style="list-style-type: none"> · Uniform rate of subsidy per head regardless of difference in costs of occupations · Sustainability of current subsidy mechanism with respect to the burgeoning of number of trainees 	<ul style="list-style-type: none"> · To explore training financing mechanisms in TEVET (include comparative analysis with other countries in SADC region) 				
	<ul style="list-style-type: none"> · Unclear policies for use of subsidy (it limits use to training materials only ??) 	<ul style="list-style-type: none"> · To explore policies governing use of subsidies in TEVET providers 				
TEVET levy	<ul style="list-style-type: none"> · High default rate by the stakeholders · Lack of awareness by the industry on TEVET levy 	<ul style="list-style-type: none"> · To assess the effectiveness of the current enforcement mechanisms on TEVET levy collection · To assess the awareness of TEVET levy requirements among the employers 				

	<ul style="list-style-type: none"> Other stakeholders claim to be excluded from benefiting from the TEVET levy Challenges in TEVET Levy management 	<ul style="list-style-type: none"> To explore best practices in TEVET levy management with particular focus on the SADC region 				
Income Generating activities,	<ul style="list-style-type: none"> Inadequate income generating activities Lack of procedures guiding colleges on use of funds from income generating activities 	<ul style="list-style-type: none"> To conduct a situation analysis of income generating activities in TEVET providers (comparative analysis within and without the country including utilization of revenue) 				
Projects;	<ul style="list-style-type: none"> Lack of capacity to develop bankable proposals Limited awareness of project opportunities offered by development partners 	<ul style="list-style-type: none"> To assess capacity gaps in project proposal development and implementation in TEVET sector To assess level of awareness among TEVET providers on available opportunities 				
Funding and financing of TEVET institutions	<ul style="list-style-type: none"> Low funding for other recurrent transactions (ORT) for public TEVET providers 	<ul style="list-style-type: none"> To explore the possibility of funding technical colleges through unit cost (cost of training a student in a year) To assess the effects of TEVET sector belonging to different ministerial portfolios (labor and education) on financing and funding. 				
Thematic Area 6: Research and Development						
Technological Innovations	<ul style="list-style-type: none"> Lack Designing and realizations in curriculum Lack of creativity and innovations 	<ul style="list-style-type: none"> To assess the effectiveness of incorporating designing and realizations in the TEVET sector (comparative analysis) To explore mechanisms of empowering TEVET providers to conduct research and patent innovations To explore approaches to hosting designing and innovations fairs in TEVET sector To evaluate innovation capabilities in the TEVET sector 				

		<ul style="list-style-type: none"> · To explore means for enhancing linkages between TEVET providers and higher education institutions 				
Investing in new technologies (green economy, biogas, solar)	<ul style="list-style-type: none"> · Inadequate funding towards new technologies · Low Capacity of TEVET sector in developing and acquiring new technologies 	<ul style="list-style-type: none"> · To explore strategies of funding for investing in new technologies · To assess capacity gaps in developing and acquiring new technologies in the TEVET sector 				
Adoption of appropriate technology (indigenous)	<ul style="list-style-type: none"> · Lack of documentation of Indigenous Technologies · Lack of framework for technology transfer 	<ul style="list-style-type: none"> · To assess the extent of the level of indigenous technologies developed · To explore mechanisms of adopting and patenting appropriate technologies 				
Applied research	<ul style="list-style-type: none"> · Inadequate applied research in TEVET sector · Lack of applied research agendas in TEVET providers · Lack of funding to carry out applied research 	<ul style="list-style-type: none"> · To assess capacity to conduct applied research in TEVET sector · To assess research orientation of the TEVET sector · To explore the mechanisms of establishing research agendas in the TEVET institutions · To explore strategies of funding to conduct applied research in TEVET sector · 				
Tracer studies	<ul style="list-style-type: none"> · Low utilization of tracer study results in decision making in TEVET sector · Uninstitutionalised tracer studies 	<ul style="list-style-type: none"> · To assess capacity in analysing tracer study results for decision making · To explore mechanism of institutionalizing tracer studies in TEVET providers 				

		<ul style="list-style-type: none"> · To explore strategies of funding to conduct tracer studies in TEVET sector · 				
Thematic Area 7: Cross Cutting Issues						
Inclusive education,	<ul style="list-style-type: none"> · Inadequate and incomprehensiveness of friendly infrastructure 	<ul style="list-style-type: none"> · To assess TEVET infrastructure inclusiveness in line with the disability policy 				
	<ul style="list-style-type: none"> · Unavailability of special needs policies in TEVET providers 	<ul style="list-style-type: none"> · To assess the adequacy of the existing infrastructure 				
	<ul style="list-style-type: none"> · Unfriendly teaching and learning approaches 	<ul style="list-style-type: none"> · To assess the capacity gaps of TEVET providers in provision of training to special needs trainees 				
	<ul style="list-style-type: none"> · Inability for the system to attract potential trainees with special needs 	<ul style="list-style-type: none"> · To explore mechanisms of attracting potential trainees with special needs in TEVET (entry qualifications, channels for advertising.) 				
Gender,	<ul style="list-style-type: none"> · Inability of the system to attract females in male dominated occupations 	<ul style="list-style-type: none"> · To explore mechanisms of attracting potential female trainees in male dominated occupations · To evaluate the effectiveness of existing strategies on attracting and retaining the girl child in TEVET · To explore classroom practices that will retain and attract girls in TEVET · To explore measures of rebranding the TEVET sector to attract more female participants 				
Climate Change & Environment;	<ul style="list-style-type: none"> · Depleting natural resources 	<ul style="list-style-type: none"> · To explore strategies of greening TEVET (sustainable use of resources without depleting them) 				
	<ul style="list-style-type: none"> · Lack of adaptation and implementation of waste management policies 	<ul style="list-style-type: none"> · To assess the effectiveness of existing policies of waste management 				
Safety Management Systems;	<ul style="list-style-type: none"> · Lack of safety management policies in TEVET sector · Lack of enforcement to safety management policies 	<ul style="list-style-type: none"> · To determine attitudes and values towards safety management systems · To evaluate adherence to safety management policies 				

Entrepreneurship	<ul style="list-style-type: none"> · Failure to deliver entrepreneurship effectively 	<ul style="list-style-type: none"> · To assess challenges in delivering entrepreneurship effectively (comparative analysis with SADC countries) · To explore strategies for establishing incubator centres in colleges that advance entrepreneurship (SMEDI way) · To evaluate performance of entrepreneurship development programme in TEVET (including loan facility) 				
	<ul style="list-style-type: none"> · Cultural orientation towards wage employment 	<ul style="list-style-type: none"> · To explore mechanisms to influence mindset change to embrace entrepreneurship · To assess the trainee's perception to venture into entrepreneurship · To assess the environment's conduciveness for start-ups 				