



Government of Malawi

Education Sector Implementation Plan

**Towards Quality Education:
Implementing the
National Education Sector Plan
2009 - 2013**

Ministry of Education,
Science and Technology

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ACRONYMS

| | |
|-------|--|
| AL | Adult Literacy |
| APS | Automatic Promotion System |
| APPM | Association of Primary and Playgroups in Malawi |
| AU | African Union |
| CBCC | Community Based Child Centres |
| CBE | Complementary Basic Education |
| CBO | Community-Based Organisation |
| CDSS | Community Day Secondary School |
| CIDA | Canadian International Development Agency |
| CPD | Continuing Professional Development |
| CSO | Civil Society Organisations |
| DEC | Distance Education Centre |
| DEM | District Education Management |
| DEMIS | District Education Management Information System |
| DEPIP | District Education Plan Institutionalisation Programme |
| DfID | Department for International Development |
| DP | Development Partner |
| DP&C | Development Planning and Cooperation |
| DSS | Direct Support to Schools |
| DTVT | Directorate of Technical and Vocational Training |
| ECD | Early Childhood Development |
| EFA | Education for All |
| EMAS | Education Messages and Advisory Services |
| EMIS | Education Management Information System |
| ESSUP | Education Sector Support Programme (WB) |
| FBO | Faith-Based Organisation |
| FPE | Free Primary Education |
| FTI | Fast Track Initiative |
| GAC | Gender Appropriate Curriculum |

| | |
|----------|--|
| GBS | General Budget Support |
| GoM | Government of Malawi |
| GTZ | German Technical Cooperation |
| HEIs | Higher Education Institutions |
| HIV/AIDS | Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome |
| ICT | Information and Communication Technology |
| IFMIS | Integrated Financial Management Information System |
| IHS | Integrated Household Survey |
| IMS | Information Management System |
| INSET | In-Service Education and Training |
| IPTE | Initial Primary Teacher Education |
| IRI | Interactive Radio Instructions |
| JCE | Junior Certificate of Education |
| JFA | Joint Financing Agreement |
| JICA | Japanese International Cooperation Agency |
| JSR | Joint Sector Review |
| LSE | Life Skills Education |
| M & E | Monitoring & Evaluation |
| MANEB | Malawi National Examination Board |
| MASTEP | Malawi Special Teacher Education Programme |
| MCDE | Malawi College of Distance Education |
| MDAS | Malawi Development Assistance Strategy |
| MDG(s) | Millennium Development Goal(s) |
| MGDS | Malawi Growth and Development Strategy |
| MIE | Malawi Institute of Education |
| MIITEP | Malawi Integrated In-Service Teacher Education Programme |
| MoE | Ministry of Education |
| MoEST | Ministry of Education, Science and Technology |
| MoF | Ministry of Finance |

| | |
|---------|--|
| MoW&CD | Ministry of Women and Child Development |
| MoYDS | Ministry of Youth Development and Sports |
| MPRSP | Malawi Poverty Reduction Strategic Paper |
| MSCE | Malawi School Certificate of Education |
| MTEF | Medium Term Expenditure Framework |
| NALP | National Adult Literacy Programme |
| NCHE | National Council for Higher Education |
| NCPSMPS | National Community Participation Strategy in the Management of Primary Schools |
| NER | Net Enrolment Ratio |
| NESP | National Education Sector Plan |
| NFE | Non-Formal Education |
| NGO | Non-Governmental Organisations |
| NLS | National Library Services |
| ODL | Open and Distance Learning |
| OOOSCY | Out of School Children and Youth |
| PAF | Performance Assessment Framework |
| PCAR | Primary Curriculum and Assessment Reform |
| PEA | Primary Education Advisor |
| PIF | Policy and Investment Framework |
| PoW | Programme of Works |
| PRESET | Pre-Service Education and Training |
| PRISAM | Private Schools' Association of Malawi |
| PSLCE | Primary School Leaving Certificate Examination |
| PSR | Public Sector Reform |
| PTA | Parent Teacher Association |
| PTR | Pupil Teacher Ratio |
| R M & E | Research, Monitoring and Evaluation |
| SADC | Southern African Development Community |
| SCAR | Secondary Curriculum and Assessment Reform |
| SDI | Skills Development Initiative |

| | |
|---------|--|
| SFP | School Feeding Project |
| SHN | School Health and Nutrition |
| SNE | Special Needs Education |
| SMC | School Management Committee |
| SSA | Sub-Saharan Africa |
| SWAp | Sector-Wide Approach |
| SWG | Sector Working Group |
| TALULAR | Teaching and Learning Using Locally Available Resources |
| TTC | Teacher Training College |
| TEMIS | Teacher Education Management Information System |
| T'LIPO | Teachers Living Positively (with HIV and AIDS) |
| TEVET | Technical, Entrepreneurial and Vocational Education Training |
| TEVETA | Technical, Entrepreneurial and Vocational Education Training Authority |
| TRF | Textbook Revolving Fund |
| TVT | Technical and Vocational Training |
| TWG | Technical Working Group |
| UNESCO | United Nations Education Scientific and Cultural Organisation |
| UNICEF | United Nations Children's Fund |
| UNFPA | United Nations Fund for Population |
| USAID | United States Agency for International Development |
| WFP | World Food Programme |
| WHO | World Health Organisation |

FOREWORD

The National Education Sector Plan (2007-17) sets out the Government's approach for achieving the national education goals and objectives between 2008 and 2017. The goals and objectives stipulate expanded equitable access to education, improved quality and relevant education and improved governance and management of the sector as three key themes for positively realising the Malawi Growth and Development Strategy (MGDS). Indeed, the MGDS is the pillar for socio-economic and industrial growth for Malawi and the main thrust of the national plan for poverty reduction. As a sign of commitment, the Government has increased its allocation of funds to the Education Sector in the current (2009/10) national budget to improve the quality and efficiency of the system. Through this increased funding, the Government shows its support for the policy reform agenda, including a focus on decentralisation, community support to education programmes and information-sharing.

The means for realising the MGDS through education are many and varied, sometimes involving very specific actions by the Government through ministries such as Education, Science and Technology, Women and Child Development and Youth Development and Sports and, at other times, involving direction or support from private individuals or institutions and civil societies.

The Education Sector Implementation Plan (ESIP) 2009-2013 serves as a guide for the articulation of the broad development objectives of the NESP strategy 2008-2018. It extracts strategies and activities to be undertaken in the five-year period which would later be refined and redefined in annual work plans and budgets. The ESIP is an operational tool for all managers and implementers at every level of the education system.

The ESIP serves as an important instrument for monitoring implementation performance (targeting mainly outcomes and impact). In this respect, it should provide the framework for tracking resource applications.

The document consists of six sections.

- **Section A** outlines the general context by providing a situation analysis of the Malawi Education Sector. It covers the macroeconomic framework, education sector context and vision and mission of the education sector.
- **Section B** identifies and articulates strategic priorities for the sector during the ESIP implementation period.
- **Section C** presents the institutional framework and capacity development. It looks at organisational and institutional restructuring, capacity enhancement, financing, procurement and physical infrastructure.

- **Section D** sets out the broad programmes by sub-sector. It covers objectives, expected outcomes and the main activities to be implemented over the 2009-2013 period.
- **Section E** discusses the funding modalities, presenting various options for financing the National Education Sector Plan. It also covers issues of planning, budgeting, reporting and monitoring as well as financial management.
- **Section F** outlines how monitoring and evaluation function will be carried out for the implementation period. It presents key indicators that will be tracked and outlines the roles and responsibilities of the different partners.

The ESIP presents detailed financing requirements according to the NESP as well as currently known available resources for the period 2009-2013. These serve to demonstrate that the Ministry of Education, and the education sector as a whole, is severely constrained from achieving its mandate and vision because of the limited resource envelope currently available.

I sincerely wish to thank all education stakeholders who, through several consultations, participated in developing the ESIP. These stakeholders are development partners, civil societies, private sector and Government personnel. It is anticipated that the very same stakeholders will be active in the actual implementation of this Plan. Furthermore, their support in whatever form will be invaluable.

It is the hope of the Ministry that this document will serve not only as a plan of implementation but as a catalogue of priorities and activities which the Government, development partners, civil society organisations and all other stakeholders in the sector can endorse and contribute to in a tangible manner. Such a movement towards harmonisation and coordination of efforts in the education sector will go a long way towards the realisation of our common goal: the provision of quality education to all Malawians.

Dr. George T. Chaponda, MP
Minister of Education, Science and Technology

PREFACE

The National Education Sector Plan (2008-2017) entails education related actions requiring the involvement of various stakeholders such as Government through the ministries of Education, Science and Technology; Women and Child Development and Youth Development and Sports; private individuals or institutions and civil society organisations. In order to execute this 10-year plan, we have developed an Education Sector Implementation Plan for the first five years (2009-2013).

The development of this implementation plan was facilitated by a task force comprising all education stakeholders; that is, Government Technical Working Groups, Development Partners, Civil Society and Private Sector. The Directorate of Education Planning in the Ministry of Education served as the secretariat of the task force. The plan attempts to lay the path for the implementation of all education programmes and activities in the next five years. All strategies contained in the plan have been prioritised according to the gaps identified by sub-sectors and resources currently available in the budget.

Executing the strategies in this plan will place considerable responsibility on the Government, mainly the Ministry of Education, Science and Technology, its directorates and related institutions. The Government and all its stakeholders, however, may not have all the resources in place to realise this plan. As such, there is need for deliberate effort to ensure that prioritisation is understood and respected and any action being adjusted should reflect reality. As the development of this plan was participatory and consultative, its implementation should follow the same collective participation and ownership by all stakeholders. It is the hope of the Ministry that all stakeholders will follow this plan and ensure that adequate funding, personnel and working modalities are in place to ensure effective implementation.

B.H. Sande

Secretary for Education, Science and Technology

EXECUTIVE SUMMARY

The National Education Sector Plan (NESP) 2008-17 sets out the Government of Malawi's (GoM) strategy for achieving national education goals and objectives for the coming decade (2008-2017). The Education Sector Implementation Plan (ESIP) 2009-2013 serves as a guide for the articulation of the broad development objectives of the NESP strategy 2008-2018. The ESIP is an operational tool for all managers and implementers at every level of the education system. The ESIP responds to critical issues identified in most recent sector analyses, especially the Country Status Report, 2009 (CSR): it indicates major policy reforms, sets clear priorities for each sub-sector by NESP and Education for All (EFA) goal and presents realistic and sustainable budget options.

The objective of this ESIP is to provide details of the activities that each education sub-sector will undertake in the four-year period 2009-2013 in order to fulfil the strategies to achieve the NESP goals. The ESIP sets the following priorities: basic education (early childhood development, primary education, out of school children and youth and adult literacy), secondary education, teacher education, technical, entrepreneurial and vocational education and higher education, respectively. Within basic education, primary education is accorded the highest priority, followed by early childhood development (ECD), out of school children and youth and adult literacy. The ESIP organises these priorities into three thematic areas, as (i) access and equity, (ii) quality and relevance, and (iii) governance and management.

The main components of the ESIP include:

(1) Policy Reform Agenda and Strategic Priorities: This mainly addresses the overall policy reform agenda of the education sector and the strategic priorities that guide sub-sectoral planning. It highlights the main policy documents where the policy agenda is largely derived, the most important being the *National Education Sector Plan and the Operational Supplements* and the *Draft National Education Sector Policy Statement*. The education sector strategic priorities according to the NESP and ESIP are *Quality and Relevance, Access and Equity, Governance and Management*.

(2) Sector and Sub-sector Activities: This section outlines all the sub-sector current and planned activities and projected costs until the financial year 2012/13. The sub-sectors are: Basic Education (ECD, Out of School Youth, Adult Literacy), Secondary Education, Tertiary Education, Teacher Education, Technical and Vocational Training. Each sub-sector has highlighted their priorities in line with the NESP themes.

(3) Institutional Framework and Capacity Development: This section outlines what needs to be done to develop capacity at various levels in the ministry. Areas tackled under this section include developing a robust system for collecting human resource performance information and record management systems at all levels; strengthening the utilisation of transparent and efficient management support systems in financial management, procurement, information and reporting systems and infrastructure management; strengthening human resource planning systems in line with ESIP aspirations.

(4) Financing: This section presents the overall sector financial status. It summarises the financial needs as presented in Section 3 of the Implementation Plan and further outlines the funding modalities, presenting various options for financing the National Education Sector Plan. It also covers issues of planning, budgeting, reporting and monitoring, and financial management. Section F is the monitoring and evaluation framework.

(5) Monitoring and Evaluation Framework: This is the last section in the Plan and it summarises the various techniques that will be used to ensure that quality issues are addressed in the implementation of the Plan. It outlines and discusses a comprehensive list of indicators that will be used to check activity progress in the different sub-sectors presented in this Plan. The indicators used are the key indicators in the NESP. Furthermore, this section links the education sector research agenda to policy reform presented in Section 2 of the Plan.

SECTION A

1. Situation Analysis

1.1 Macroeconomic Framework

The Malawi economy has shown considerable improvement over the last three years, with real GDP growth rates for 2006/07 and 2007/08 averaging over 8% and expected to be similarly high for 2008/09. The steady increase in economic growth has resulted in Malawi reaching a GDP per capita of approximately US\$300 in 2008 (Annual Economic Report 2009). This positive performance of the Malawian economy can be attributed mainly to the recent sound economic policies and favourable weather conditions for agriculture.

Nevertheless, in comparison with the entire SADC region, Malawi still records the third lowest GDP per capita and ranks in the bottom five in Africa. The forecast for the economy remains encouraging, however, given Government's increased emphasis on value addition on domestic products coupled with the discovery and mining of uranium.

Compared with other Sub-Saharan African countries, the rate of Malawi's domestic revenue mobilisation as a proportion of GDP is higher than the average. The average rate for low-income, non-oil producing African countries is 17% of GDP per annum, while that of Malawi is 19%. This is especially encouraging considering that the Malawi Government has reduced the budget deficit to approximately 1% of GDP. In turn, Government has increased its volume of expenditure to more than 33% of GDP. This constitutes a good opportunity for the country to increase spending in the education sector.

In terms of donor support, Malawi still receives the bulk of its assistance in the form of project aid, which accounted for 65.2% of official development assistance in 2007/08 (Malawi Aid Atlas). In 2007/08, Malawi received support from its development partners amounting to MK76.3 billion, an increase of MK13.7 billion from MK62.6 billion reported in the 2006/07 financial year. Out of total project aid disbursed, Malawi received 10.6%, the third highest allocation across Government.

The Government of Malawi developed the Malawi Growth and Development Strategy (MGDS) as its overarching policy framework for 2006-2011. The overall objective of the MGDS is to reduce poverty through sustained economic growth and infrastructure development. The MGDS tries to balance wealth creation and social development for Malawi. However, the stated priority of the strategy is towards economic growth, with less emphasis on investments in social development such as education and health. However, economic growth will have a big impact on the development of these social sectors. Contrary to the MGDS statement, the current policy statements do give more emphasis to education. This underscores the need for the NESP to be endorsed so that there can be increased funding and attention to the education sector, thereby mitigating the priority of the Government development strategy towards direct economic growth. Government strategies for the education sector, in particular those relating to the fulfilment of the Millennium Development Goals (MDGs) and Education for All (EFA) requirements, are captured under the

theme of social development. Implementation of the MGDS takes place through the Government budget, in line with the Medium Term Expenditure Framework. Budgeting in Malawi has moved from the traditional line-item format towards activity-based budgeting. This has led to some improvements in monitoring and achievement of results although challenges remain. The challenges include weaknesses in the execution of medium-term budgeting and capacity constraints in these institutions.

The Government of Malawi, through its strategies and reforms, aims to improve the social and economic conditions of the country. The mandate of the Ministry of Education is to contribute towards social development as articulated in the MGDS. The National Education Sector Plan (NESP) is the Ministry's tool for fulfilling this mandate. The NESP is a 10-year plan addressing the three thematic areas of access and equity; quality and relevance and governance and management. The objective of the Education Sector Implementation Plan (ESIP) is to operationalise the NESP.

1.2 Education Sector Context

1.2.1 Overall Sector Conditions

The Malawian demographic context is one in which the country's population, estimated at 13 million inhabitants in 2008, is increasing at the rate of 2.4% per year. The school-age population (the 6-17 age group) represents 37% of the total population. This proportion is the highest in the SADC region and represents a heavy burden on the education sector (Malawi Country Status Report 2008). It is estimated that 85% of the population lives in the rural areas. This poses a challenge in terms of relocation of teachers because of the remoteness of some areas.

The HIV pandemic has also dramatically affected the development and performance of the education sector. The adult HIV prevalence rate stands at 12% as of 2007 and this has resulted in an increase in the rates of attrition and absenteeism among teachers. Also due to HIV, the number of orphans, estimated to be 7% of children below the age of 17, has increased. These children are less likely to go to school than their peers.

There are a number of contributing factors to the declining state of primary and secondary education in Malawi. Since the introduction of the largely unplanned free primary education initiative in 1994, the education system has been unable to cope with the enrolment explosion it caused. The increased number of students placed a strain on existing infrastructure, teaching and learning materials and qualified teachers in the system. The free primary education initiative resulted in the education system becoming funnel-like in nature: great numbers enter at the primary level, but few progress to the secondary level and beyond. Further, those who can be accommodated in the limited secondary sector do not receive education of a high quality because of inadequate infrastructure, teaching and learning materials and qualified teachers. Distance education centres were converted into Community Day Secondary Schools without proper infrastructure and qualified teachers.

The provision of technical and vocational education in Malawi is highly diverse, fragmented and uncoordinated, with multiple private and public provider systems.

The quality of education offered is negatively affected by multiple factors including inadequate equipment and facilities, shortage of training materials and high trainee/teacher ratios.

Higher education in Malawi is characterised by low enrolment rates, limited infrastructure, high unit costs and internal inefficiencies as well as inequities regarding access to these institutions. Enrolment figures are among the lowest in the region, with only 52 students per 100,000 inhabitants, and the unit cost of higher education is 22 times the GDP per capita of Malawi, compared with the average SADC cost of three times GDP per capita.

The total education public recurrent expenditures amounted to MK22.3 billion in the 2007/08 fiscal year¹. This represents 19.4% of total Government recurrent expenditures and it is an increase compared with 2001/02 (16%). Preliminary data for 2008/09 indicates a decreasing trend that would prevent Malawi from catching up with both the SADC average (20.8%) and the EFA-FTI reference benchmark (20%). Primary education receives the largest share of the recurrent education expenditures with 44% of the total. The share for higher education (27%) is higher than that for secondary education (22%). The share allocated to pre-school, literacy, TEVET and teacher training does not exceed 7% in total.

In particular, the expansion of the primary and secondary education sectors required proportionate increases in funding to the education system. However, this has not been the case in Malawi. Table 1 below illustrates that, in real terms, the increases in Government funding to the education sector have been negligible. On average, in the eight-year period under review, the average growth rate in primary and secondary school enrolment exceeded the growth rate in ORT funding. The growth rate in ORT funding surpassed the growth rate in enrolment in only two years during the period.

Table 1: Enrolment vs. ORT Funding Trends in Primary and Secondary Schools (2000-2008)

| | 2000/01 | 2001/02 | 2002/03 | 2003/04 | 2004/05 | 2005/06 | 2006/07 | 2007/08 |
|---------------------------------|-------------|------------|------------|------------|------------|------------|------------|------------|
| Primary Education | | | | | | | | |
| Enrolment | 3 067 843 | 3 187 835 | 3 164 191 | 3 067 843 | 3 166 786 | 3 200 646 | 3 280 714 | 3 306 926 |
| Growth rate | 0 | 4% | -1% | -3% | 3% | 1% | 2% | 1% |
| Real ORT (1994 constant prices) | 304 211 550 | 91 045 165 | 41 571 182 | 36 372 732 | 31 035 964 | 35 725 255 | 34 617 566 | 39 021 674 |
| Growth rate | 0% | -121% | -78% | -13% | -16% | 14% | -3% | 12% |
| Secondary Education | | | | | | | | |
| Enrolment | 164 459 | 176 252 | 116 493 | 131 100 | 180 157 | 183 854 | 218 310 | 210 325 |
| Enrolment growth rate | 0% | 7% | -41% | 12% | 32% | 2% | 17% | -4% |
| Real ORT (1994 constant prices) | 62 770 738 | 47 185 316 | 22 533 709 | 36 307 715 | 36 464 570 | 31 435 750 | 34 142 911 | 37 723 785 |
| Real ORT growth rate | 0 | -29% | -74% | 48% | 0% | -15% | 8% | 10% |

Source: EMIS 2000-2008; Approved Budget Documents (No. 5), 2000/01 – 2007/08

There are a number of development agencies supporting education in Malawi. They provided US\$53.8 million in support of the education sector in 2007/08. On average, between 2004 and 2006, education in Malawi benefited from aid equivalent to 1.9% of GDP (compared with 1.1% of GDP on average in Sub-Saharan Africa). 1.2% of

¹ This figure includes all education expenditures from the Ministry of Education (MoE) and all other ministries outside the MoE.

GDP was direct support to education and 0.7% of GDP was the estimated education share from global budget support.

1.2.2 Access and Equity

One of the three themes on which Malawi's NESP is founded relates to *access and equity* to education to ensure that the distribution and utilisation of resources and opportunities in education are fairly targeted to reach all members of society. As mentioned earlier, Malawi has a high population growth rate. The total population is estimated to increase by 20% between 2008 and 2018. This has huge implications for access to education in its own right and is compounded by the very high rate of repetition in the system.

Table 1 shows that, since 2000, enrolment has increased at all levels of education, with annual growth rates of 60% in pre-school and a doubling of enrolment in public universities. The same table shows that enrolment ratios have, however, decreased in primary education, although access rates in the first four standards show a high multi-age phenomenon. This is due to the high proportion of over-age new entrants, dropouts and repetition. At the secondary level, access probability to Form 1 is approximately 17%, a very low proportion of the age cohort. At universities, Malawi records one of the lowest enrolment ratios in Sub-Saharan Africa at only 52 per 100,000 inhabitants. Limited infrastructure is a significant factor contributing to the constrained access at the tertiary level.

Enrolment data at the primary level indicates that, although access to Standard 1 in primary education is close to universal, survival remains unsatisfactory, with a 35% completion rate. Malawi is not succeeding in its goal of universal primary education. Survival rates have improved within primary education, from 23% in 2004 to 32% in 2007, but this is still too low and completion rates are not expected to improve under current school conditions without considerable additional resources.

There are both demand and supply constraints to access to primary education in Malawi. On the demand side, poverty is the underlying factor that explains low rates of access in this sub-sector. Surveys investigating non-attendance reveal that economic difficulties, illnesses and disabilities are some of the reasons relating to low enrolment and poor attendance. On the supply side, inadequate infrastructure, distance to schools and high repetition rates also negatively affect access to education. Further, the large majority of the population (82%) still lives in rural areas where school supply and demand are weaker. It is estimated that there are still about 600,000 primary school age children not enrolled in primary schools.

On the matter of equity, schooling patterns show disparities according to gender, income and location. The gender parity indices decrease from 1.04 in the first four standards of primary to 0.50 in higher education and 0.38 in TEVET programmes. Girls are also 5.5 times more likely to be enrolled in non-formal education than boys. Location and income disparities are more pronounced in access trends. At the primary level, access to Standard 8 differs by 14% between boys and girls, and by 34% between urban and rural. Income levels also have a direct impact on access probability. There is a difference of 44% between the richest quintile and poorest quintile of the population. The disparities in access to education related to income

are most striking at the tertiary level, where only 0.7% of the poor quintile gains admission to universities, as opposed to 91% from the richest quintile (CSR 2009).

1.2.3 Quality and Relevance

The second theme identified in the NESP/ESIP relates to quality and relevance, as targeted outcomes of the education sector. The focus here is on the quality of learning and its relevance, as well as the effectiveness and efficiency in the way education is delivered.

The internal efficiency coefficient at the primary level remains particularly low (35% in 2007). This implies that 65% of public resources are used for repeated years or for school years of students who are dropping out before completing the cycle. Indeed, the system requires 23 student-years to produce one graduate instead of 8 years with a perfect efficiency. The situation has slightly worsened since 1999, when the IEC was 39%. An increase in repetition is mainly responsible for this degradation and the related rise in wasted resources. Evidence, at national and international level, shows that high repetition rates do not favour better mastery of learning and also have adverse effects on student-teacher ratios, progression rates and costs. In 1999, repetition induced a 20% waste of resources (partial IEC of 80%); in 2007, the waste of resources was 29% (partial index of efficiency of 71%). Dropout also remains a major issue, inducing a 50% waste of resources. Indeed, in a system with no repetitions, the partial efficiency index (dropout-related only) would be 49%. High dropout rates have the greatest adverse affect on the efficiency of the system. Internal efficiency at secondary level is slightly better. Inefficiencies resulting from repetition in the secondary sub-sector remained low at 5-6% between 2004 and 2007. The major problems in the sub-sector stem from dropouts, which alone led to 29% wastage of public resources in 2007. Much gain in internal efficiency could be realised from a reduction in dropout and repetition.

The Southern & Eastern Africa Consortium for Monitoring Education Quality (SACMEQ), measures pupil performance on a comparative basis. SACMEQ test scores and national examination pass rates over the past decade confirm that education quality in Malawi is poor and deteriorating. The percentage of children reaching a minimum level of mastery in reading in English halved over the 1998-2004 period, to reach barely 9% in 2004. After 6 years of primary schooling, there are still 15% of children who are not literate. Pass rates at national examinations range from 74% for PSLE to 52% for JCE and to 44% for MSCE. The low achievement at MSCE is striking and raises serious issues on the level of knowledge acquired throughout the schooling system. The ministry is currently implementing a curriculum and assessment reform programme in primary education. Major issues include the way in which learning is assessed and how learners progress through the system.

1.2.4 Governance and Management

The third theme highlighted in the NESP/ESIP is that of governance and management of the education system, to enable more effective and efficient delivery of services. The 2008/09 Malawi Education Country Status Report revealed that in 2007 as many as 42% of teachers in the primary education sub-sector were

allocated randomly rather than according to the number of students enrolled in schools. This was well above the SADC average of 31% and suggests that there is need for improvement in the management of human resources at primary level. The allocation of teachers in Malawi is highly skewed towards urban areas. Pupil-qualified teacher ratios in primary schools in urban areas were at 46:1 compared with 86:1 in rural areas. Even greater disparities are seen when considering deployment of qualified teachers. Indeed, their allocation tends to have benefited urban settings (47:1), leaving rural areas seriously deprived of qualified teachers (95:1). This disparity largely emanates from the lack of incentives to deploy and retain qualified teachers in rural settings.

The situation at the secondary level is relatively better, where the degree of randomness in teacher allocation was observed to be 28%. Thus, at secondary level, 72% of teachers are allocated to public schools based on the number of students enrolled in the schools, as opposed to unexplained factors. Community Day Secondary Schools (CDSSs) are less well-resourced than other schools, although they enrol nearly half of the secondary student population. They are under-funded, have under-qualified teachers, poorer learning environments and lack appropriate teaching and learning materials and equipment.

1.3 Vision and Mission of the Education Sector

The Constitution of the Republic of Malawi asserts that education is a fundamental human right. The national long-term development strategy for Malawi (Vision 2020) envisaged the total elimination of poverty by the year 2020 and accorded high priority to the education sector, which is considered pivotal in bringing about social and economic transformation. The Vision 2020 analysis was incorporated into the subsequent Policy and Investment Framework (PIF, January 2000) for Malawi. The PIF set out a long-term development strategy and a systematic approach for investments into the education sector (up to 2012). The PIF pointed out that the “broad policy of the Malawi Government is to alleviate poverty” and that “Education is the centrepiece of this policy.” The PIF made clear that investment in education yields “broad economic and social benefits”, lists some specific benefits and states that: “Government further recognises that education is an important ingredient in the development and nurturing of an educated leadership and effective governance. It is a catalyst for the raising of national consciousness, group solidarity and social cohesion.”

The Malawi PIF articulated specific targets, strategies and the policy framework for the education sector. The framework incorporated the international commitments in education, to which Malawi is signatory: the Millennium Development Goals (MDGs) and Education for All (EFA) (Refer to Box 1). The EFA Fast Track Initiative (FTI) potentially offers a means by which Malawi might access extra funding in order to expedite the achievement of its goals. Mindful of the FTI indicative framework, this scheme, together with the existing key national plans and targets, informs the National Education Sector Plan (NESP) and provides the contextual background.

Box 1: Malawi and the Dakar Education for All Goals

The Education for All (EFA) initiative is founded on the principle that education is a fundamental human right. EFA is a concerted global undertaking aimed at improving basic education. A set of goals has been articulated by EFA at the World Education Conference in Jomtien, Thailand, in 1990.

The EFA goals have been endorsed by the Malawi Government, guiding and giving substance to its national education policies. However, many Sub-Saharan African countries, Malawi included, recorded marginal progress towards achievement of the EFA goals. The disappointing performance of these countries formed the background to the World Education Forum in Dakar, Senegal, in 2000. At this forum, the need for and commitment to the EFA initiatives were reaffirmed. The Dakar Framework which emerged from this meeting includes the following goals:

- [a]** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- [b]** Ensuring that, by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality..
- [c]** Ensuring that learning needs of young people and adults are met through equitable access to appropriate learning and life-skills programmes.
- [d]** Achieving a 50% improvement in levels of adult literacy in 2015, especially for women, and equitable access to basic and continuing education for all adults.
- [e]** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- [f]** Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

More recently, the Malawi Growth and Development Strategy (MGDS) endorses this vision for education, stating that *"[Education]...is a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. Education enhances group solidarity, national consciousness and tolerance of diversity. It facilitates the development of a culture of peace which is conducive and critical for socio-economic, political and industrial development. Hence, education is critical and necessary for economic and industrial growth and development."* (MGDS, 4.3.4)

The Mission of the Ministry of Education during implementation of the 2009-2017 NESP is: *To provide quality and relevant education to the Malawi nation.* Taken together, the above sentiments and goals can be described as the vision of and mission for education in Malawi.

In implementing its Vision and Mission, Malawi will make its main Strategic Priority the improvement of quality, equity, relevance, access and efficiency in Basic Education, working to meet the Millennium Development Goals. In addition, Secondary Education will double enrolment during the 10 years, while focussing on upgrading quality and on the retention of girls. Access to Technical and Vocational Education will expand and the colleges will be rehabilitated. At the Higher Education level, enrolment in existing public universities will double in 10 years, with significantly increased efficiency to minimise costs to the budget, complemented by the expansion of private tertiary education. Table 2 gives an indication of how Malawi has progressed in achieving the MDGs.

Table 2: Malawi's Progress towards Achieving the MDGs

| Goal | MDG Indicator | MDG target (2015) | Baseline (1990) | 2004 | 2005 | 2006 | 2007 |
|---|---|-------------------|-----------------|-------|-------|-------|-------|
| [1] Eradicating extreme poverty. | Poverty Head Count. | 27% | 54% | 52% | 50% | 45% | 40% |
| [2] Achieving universal primary education. | Net Enrolment Ratio. | 100% | 58% | 82% | 76% | 73% | 75% |
| [3] Promoting gender equality and empowering women. | Ratio of girls to boys in primary school. | 1 | 0.87 | 0.95 | 0.95 | 0.95 | 0.99 |
| [4] Reducing child mortality. | Under-five mortality rate. | 8% | 23% | 13% | 12% | 11% | 10% |
| [5] Improving maternal health. | Maternal mortality rate | 0.16% | 0.62% | 0.98% | 0.90% | 0.81% | 0.70% |
| [6] Combating HIV and AIDS, malaria and other diseases. | HIV prevalence among 15-24 year old pregnant women. | 0% | 17% | 15% | 15% | 12% | 11% |
| [7] Ensuring environmental sustainability. | Proportion of land area covered by forest. | 50% | 41% | 36% | 36% | 35% | 35% |
| [8] Developing global partnerships for development. | Net ODA as a proportion of Gross National Income. | Undefined | 11% | 17% | 18% | 19% | 19% |

Source: 2008 Ministry of Economic Planning and Development MDGs report

1.4 The Principles and Rationale Governing Education Financing in the MGDS

The country's overarching operational strategy, the MGDS, was designed to facilitate the achievement of the country's vision as well as the Millennium Development Goals. The operational strategy asserts that an educated and healthy population is necessary to achieve sustainable economic growth. Hence, by building an educated and healthy population as well as achieving economic growth, Malawi would be on course to achieve and sustain the Millennium Development Goals and Education for All.

Government's recognition of the important role the education sector plays as a catalyst for socio-economic development and industrial growth is manifest in the rising proportion of national budgetary allocations to the sector. In 2006/07, the education sector received 16% of the national budget; in 2007/08 the sector received 18%; and in 2008/09 the sector received 19%. Overall, the sector has been receiving the third highest budgetary allocation behind the agriculture and health sectors.

The education sector has identified the following three priority goals in the MGDS:

- Equipping students, especially at the basic education level, with essential knowledge and skills to enable them to function as competent and productive citizens,
- At secondary level, to provide the academic basis for gainful employment in the informal, private and public sectors,
- At tertiary level, to produce high quality professionals with relevant knowledge and skills in relevant fields.

In order to achieve the goals stated above, the sector will implement the following strategies:

- Training more teachers,
- Rehabilitating existing schools and building additional school infrastructure, including teachers' houses at all levels,
- Improving the teaching-learning environment to reduce absenteeism, repetition and dropout rates for both sexes,
- Reviewing and reforming school curricula to address national needs,
- Implementing affirmative policies relating to the selection of pupils and students to secondary and tertiary levels,
- Providing a conducive environment for girls and students with special education needs to enhance equity, and
- Equipping managers with managerial skills through targeted training and induction.

1.5 Lessons from the Implementation of Previous Education Plans

The National Education Sector Plan (NESP) has been developed as a 10-year vision for the Ministry of Education. It follows a line of four strategic plans developed by the ministry over the years. The lessons learnt from the implementation of the previous plans have greatly benefited the formulation of the NESP and have influenced the present ESIP. A brief recap of these plans, as well as their shortcomings, will better situate the current plan.

The first education plan of note was supported by the American Council of Education in 1965. At that time, the focus of the sector was fixed on higher education. As such, it was not a comprehensive plan and suffered from problems of capacity constraints. Following this, the first Education Plan of 1973-1980 was born. However, this plan did not redress the lack of comprehensiveness of the previous document. It focused on the necessary inputs at the primary school level without due consideration of management issues and overall financial implications. In particular, funding gaps were poorly estimated.

The second Education Plan in 1985 responded to the shortcomings of the previous documents by its extremely comprehensive nature but suffered from being too exhaustive in its treatment of the education sector. The document was not a realistic one and did not adopt a system of prioritisation, nor was it linked with overall national strategies. As such, it could not be effective on many levels. Finally, the Policy and Investment Framework (PIF) 2000 was formulated and implemented. However, this was an over-ambitious document which also lacked a sense of realism and prioritisation. The prerequisites of capacity and systems were also not considered.

Against this background, the Ministry of Education aimed to make its new National Education Sector Plan (NESP) 2007-2018 and, by extension, the Education Sector Implementation Plan (ESIP) 2009-2013, as practical and as prioritised as possible. Crucial to the success of the NESP is an injection of a sense of realism concerning what the Ministry, and the sector as a whole, can achieve within a specified time, given the institutional and human capacity limitations which prevail.

As such, the Ministry has prepared this implementation plan in a manner which recognises that much needs to be done by way of building capacity and institutional systems so as to ensure that its plans stand a better chance of being realised. This emphasis on meeting the challenges of capacity is reflected in Chapter 3, which outlines how the Ministry intends to strengthen its institutional framework through organisational restructuring and capacity enhancement. The focus of the Ministry during the NESP period will be on strengthening the efficacy of the Ministry's various management, administrative and support systems and structures (particularly those relating to financing and procurement) at all levels of service delivery.

The Ministry is confident that, if the bedrock of a sound institutional framework can be achieved, the activities included in the NESP can, in turn, be completed. As such, the Ministry has re-prioritised its initial activities so that only the most critical ones are carried out in the first period of implementation, during which the institutional framework will be reformed and strengthened in order to bear the burden of increased levels of activity in the second period of implementation from 2013 to 2018.

Against this background, this chapter has presented the Ministry's reduced list of strategic priorities and activities from the NESP which can be feasibly carried out in the implementation period 2009-2013. With regard to the requisite reform of the institutional framework, the Ministry has identified the following strategies as key to its success, and consequently the success of the entire implementation plan.

- Establishment of an effective mechanism for the enhancement of the decentralisation process.
- Strengthening leadership, organisational culture, management systems and practices at all levels.
- Development of a robust system for collecting human resource performance information.
- Strengthening utilisation of transparent and efficient management support systems in financial management, procurement, information and reporting systems and infrastructure management.
- Strengthening the management and coordination of the implementation of ESIP with all parties, including Development Partners.
- Strengthen institutional and policy linkages and coordination.
- Reorientation of the sector budget to the financing of core functions and better integration of Government budget resources and donor support.

The Ministry wishes to position itself to respond to existing and emerging challenges in the education sector. Tactically, this requires a strong institutional set-up and changes to the current system in the manner specified above and elaborated upon in subsequent chapters. The Ministry of Education requires the support of its Development Partners as well as all stakeholders in its placement of systemic capacity strengthening at the top of its reform agenda.

SECTION B

2. Education Sector Policy Reform and Strategic Priorities

2.1 Policy Reform Agenda

The Malawi education system belongs to everyone and reinvigorating it will take the combined efforts of the Government, private sector, development partners, civil society and parents/guardians. Against the backdrop of the constraints and challenges outlined in Chapter 1, the Government intends to address these issues through a “business as unusual approach” guided by local (decentralised) responses that follow both local and internationally agreed priorities set forth in the framework of the Millennium Development Goals and the Dakar World Education Forum for Action, promoting Education for All by 2015.

A policy agenda designed to address the critical issues of retention, promotion and quality has been designed based upon the information contained in the following documents:

- **Malawi Country Status Report (2008/2009)**, which is a detailed analytical document of the education sector that serves to highlight the weaknesses and strengths of the sector and ultimately recommends remedial policies on a sub-sectoral basis to help improve quality, access and governance in the system.
- **National Education Sector Plan and the Operational Supplements**, which outline the priorities of the sector and the strategies and activities to address these priorities.
- **The Draft National Education Sector Policy Statement (2008)**, which is a consolidation of all the policies governing the education sector in the country.

An important policy issue which arises from these documents and cuts across all the education sub-sectors is the need to improve *quality* and *efficiency* within the sub-sectors, in particular in the Basic Education sub-sector. Based on the findings of the Malawi Country Status Report, the triggers to improving the quality of learning at the most important level - the school - are primarily dependent on the following policy targets: (1) reducing wastage and inefficiency in the system, ie reducing dropout and repetition rates; (2) drastic measures to reduce pupil-qualified teacher ratios, eg the introduction of parallel and distance modes of training, recruitment of assistant teachers; (3) better managing the allocation of teaching staff and other resources in schools; (4) scaling up classroom construction; (5) bigger role for the private sector and private financing, and (6) much more focus on In-Service Training (INSET) and Continuous Professional Development (CPD), among others. In Higher Education, one of the important policy reforms is the cost sharing through student loans which will reduce the burden on the Government and increase access to higher education. Clearly, there is an urgent need for radical interventions to take place. The most critical (potential) policy options to address these key areas during the 2009-2013 implementation cycle are outlined in the table below.

Table 3: Policy Reform Agenda

| Overall Goals | Policy Targets | Priority Actions |
|----------------------------------|--|--|
| Equity and Access | <ul style="list-style-type: none"> • Construction and rehabilitation of school infrastructure • Reduced primary GERs and increased NERs (towards 100%) • Gender parity in primary and secondary school enrolment | <ul style="list-style-type: none"> ▪ Accelerate construction of classrooms, teachers' houses, girls' hostels, and new TTCs ▪ Rehabilitate and upgrade infrastructure in older education institutions ▪ Improve retention of girls in Standards 6 - 8 and transition of girls into secondary education ▪ Roll out 'mother groups' in all schools ▪ Increase recruitment and training of female teachers ▪ Increase provision of teaching and learning materials ▪ Encourage growth of ECD and CBE centres |
| Quality and Relevance | <ul style="list-style-type: none"> • Reduced Pupil:Teacher Ratios in primary schools (especially in Standards 1-3) • Measurement and monitoring of learning outcomes • Systematic and regular inspection of all institutions | <ul style="list-style-type: none"> ▪ Recruit additional teachers and/or teaching assistants each year ▪ Increase the output of trained teachers (through new TTCs and the ODL programme) ▪ Provide Continuing Professional Development (CPD) for teachers at all levels ▪ Introduce double-shifting (and overlapping shifts) in schools with high PTRs and pupil:classroom ratios ▪ Recruit and train more inspectors to increase frequency of inspection visits to schools ▪ Introduce standardized testing to measure and monitor quality of learning and teaching |
| Governance and Management | <ul style="list-style-type: none"> • Decentralization of management and financing of primary education • Improved efficiency through reduced repetition and dropout rates • Increased role for the private sector and for private financing | <ul style="list-style-type: none"> ▪ Institutionalize Direct Support to School (DSS) (grants paid into schools' own bank accounts) ▪ Increase the participation of local communities and SMCs in primary school management ▪ Strengthen 'Whole School Development' (planning, management, regulations, discipline, etc.) ▪ Develop and implement teacher incentives strategy to improve deployment and reduce attrition ▪ Implement strategy to control repetition in primary schools and increase promotion and completion rates ▪ Improve the coverage of the student loan scheme and recovery of loans after graduation ▪ Encourage public-private partnerships in education and establishment of private institutions |

.2 Strategic Priorities

2.2.1 Strategic Priority 1: Quality and Relevance of Education

The EFA Goals urge that all aspects of the quality of education should be improved in order to achieve excellence in learning outcomes. This is a sentiment echoed in the NESP and is the **overarching priority** of the Ministry of Education, Science and Technology in Malawi. In the NESP, this important strategic theme is identified as **Quality and Relevance** and is aimed at reducing dropout and repetition as well as the promotion of effective learning. The focuses of the Ministry of Education in the implementation period are:

- **Teacher Professional Development:** This initiative focuses on addressing the critical concern of getting more and better qualified teachers into the education system to reduce pupil-teacher ratios and promote quality teaching and learning. This will be achieved by an intensive drive to train and upgrade the qualifications of more teachers. The Ministry will increase the number of qualified teachers in the education system by constructing and expanding teacher training colleges and implementing a distance learning programme for teacher trainees. Recruitment of assistant teachers is also a new initiative designed as a short-term measure to fill gaps. It is envisaged that these recruits will be fast-tracked to join one of the approved teacher training programmes offered, after two years of service. To address the existing problem of the quality of learning, the Ministry plans to maximise the use of Teacher Development Centres as resource centres for continuous teacher development.

The Ministry, however, recognises that the mere production of teachers is not sufficient to redress the problem of shortages owing to high rates of absenteeism and attrition. Therefore, the Ministry will simultaneously introduce a package of teacher incentives to motivate and retain the majority of teachers trained at Government's expense in our school as well as measures to enhance attendance, retention and promote quality of learning in the classroom. Similar initiatives have to be implemented in the non-formal education sectors of adult literacy and out of school youth. There is need to improve on the quality of instructors by providing them with adequate training as well as through the provision of various incentives to improve their retention.

- **Curricula Reform and Implementation:** The focus of curricula reform is to ensure that the curriculum being offered in schools in Malawi is one which is relevant and will provide graduates with the necessary knowledge and skills to be successful in all future endeavours. To this end, the Ministry is rolling out PCAR in primary education and plans to revise the curricula offered at all other levels of education, enhancing their practicality, modes of delivery and forms of assessment. Furthermore, the Ministry will focus on improving the pedagogy and teaching methods used in schools, assessment of learning outcomes and pupils achievement as well as inspection and quality assurance in the system.
- **Teaching and Learning Materials:** The Ministry will focus on providing these inputs to all learning institutions, including those of non-formal education, to create a positive on the quality of education offered and received. The Ministry will adopt innovative and untraditional means of providing teaching and learning

materials, eg Teaching and Learning Using Locally Available Resources (TALULAR), accelerated reading skills programmes and providing complementary readers.

2.2.2 Strategic Priority 2: Access to, and Equity in, Education

The Government of Malawi is committed to ensuring access to education for all its citizens, and the NESP subsequently aims to “**ensure that all children have access to, and complete, free and quality primary education**” in line with the EFA Goal of free and compulsory education of good quality for all by 2015. The focus of the Ministry of Education during this implementation period is to increase the number of children accessing all levels of education. Another common theme running through the EFA goals is that of equity. Equitable access to education for all, as well as the more progressive assertion that gender disparities in primary and secondary education should be eliminated, is targeted by EFA. The NESP identifies equity as a main strategic priority and targets those children disadvantaged by gender, poverty, special needs and geographical location.

- **Infrastructure Development:** The focus of infrastructure development is to improve and expand educational infrastructure through the construction, rehabilitation and maintenance of classrooms, school facilities and teachers’ housing, especially in rural areas. Further, the Ministry will construct disability-friendly facilities, as well as expand and improve girl-friendly structures, including sanitary facilities and female school accommodation. This will be executed by both Government and community efforts.
- **Complementary Schemes:** The aim of this initiative is to maximise the use of existing educational infrastructure through double-shifting and multi-grade teaching. Programmes catering for early childhood development, complementary basic education, out of school youth education and adult literacy will be implemented to help widen access to education for every section of the population.
- **Incentive Schemes:** The aim is to provide monetary and other incentives to attract students who may otherwise refrain from attending school. Grant schemes are planned to support girls in isolated areas and orphans. A school feeding programme is also being rolled out to target poor families.
- **Support Structures:** The aim is to provide a safety net for those at risk of not attending or dropping out of school. For example, mother groups are being established to support female education in primary schools and HIV/AIDS support programmes set up at the school level.

2.2.3 Strategic Priority 3: Governance and Management of Education Delivery

Implicit in all of the EFA Goals is the requisite efficient and effective administrative functioning of the education delivery system. This is captured in the third NESP thematic area of intervention, improved governance and management of the education system. To this end, Government is developing a Sector Wide Approach to planning (SWAp) for the sector through which allocation of resources will be in line

with strategic priorities as outlined in the NESP. Other initiatives include institutionalisation of the preparation of annual programmes of works (PoWs), Joint Sector Review (JSR) and formalisation of the Joint Financing Agreement (JFA). The focus areas of the Ministry of Education in the implementation period are:

- **Community Participation:** The Ministry of Education subscribes to the notion that “*someone’s child is your child also*” and to this end, the National Strategy on Community Participation in the Management of Primary Schools has been launched, the aim being to educate and empower communities to play a more active role in education provision and accountability. During the implementation period, the Ministry intends to continue its roll-out of the NSCPMPS via monetary support and training to communities.
- **Public-Private Partnerships:** The private sector has already been filling some of the gaps in education provision in Malawi through the establishment of private primary and secondary schools. There is vast potential for private-public partnerships (PPPs) in every sector of education. The Ministry is ready to accelerate its partnership with the private sector to improve the delivery of education via the establishment of a database of existing private schools in Malawi and further moves towards utilisation and regulation of private sector involvement in education provision. In addition, Government will encourage more private financing of education, especially at tertiary level.
- **Decentralisation:** Education provision in Malawi is moving from a highly centralised, and consequently inefficient, approach to one which is localised, decentralised and more efficient. As a first step, budgets for primary education have been devolved to the district assemblies. The Ministry intends to deepen the levels of decentralisation in all sub-sectors, with emphasis on the processes of planning, budgeting, financing and monitoring and evaluation.
- **Capacity Building:** The Ministry recognises that, in order to carry out the programmes outlined in its implementation plan, capacity at all levels needs to be increased, including reducing vacancy rates. The Ministry will define career paths at primary level (eg PEAs) and other staff grades at district and headquarters level. In addition, the Ministry will finalise and implement staff norms and establishment levels for all education institutions. The Ministry will concentrate its efforts in this regard towards strengthening financial and management capacities at the school level.
- **Monitoring and Inspection:** In order to evaluate the performance of the education sector, and to speedily identify and resolve problems where they arise, the Ministry will focus on monitoring of the plan, measurement of performance and quality assurance of the system. Head teachers will be trained to provide more professional supervision while reducing the involvement of external inspectors in education. This bid to strengthen internal efficiency will be guided by the monitoring framework developed for the 2009-2013 implementation period.

SECTION C

3.0 Institutional Framework and Capacity Development

3.1 Overview

The efficacy of Ministry of Education, Science and Technology administrative support systems and structures at all level will be key to the implementation of the ESIP. It is therefore necessary to outline the system within which the Ministry will operate commensurate to the needs arising from the ESIP. This then calls for the restructuring and strengthening of management systems and structures at both the headquarters and lower levels for the efficiency and effectiveness of ESIP implementation.

From the functional review and capacity gap analysis conducted within the EFA/FTI capacity assessment guidelines, it has been learnt that services such as planning, procurement, accounting, school inspection and advisory, human resource capacity building affects implementation of the education programmes at all levels. This section therefore summarises the major considerations identified to address the systemic hiccups and capacity gaps requisite for the successful implementation of the ESIP.

3.2 Organisational Restructuring and Capacity Enhancement

In order to implement the ESIP effectively and efficiently, the Ministry of Education will focus on the following:

- [a]** Establish an effective mechanism for the enhancement of the decentralisation process through raising the profile of Direct Support to schools and school-based financing which is aligned to the performance of such schools using school-based internal efficiency as a basic criterion.
- [b]** Strengthen leadership, organisational culture, management systems and practices at school and zone or cluster level through the active engagement of communities and redefinition of the roles and rules for the SMCs and PTAs.
- [c]** Develop robust system for collecting human resource performance information and record management systems at all levels.
- [d]** Strengthen utilisation of transparent and efficient management support systems in financial management, procurement, information and reporting systems and infrastructure management.
- [e]** Strengthen the management and coordination of the implementation of the ESIP with all parties, including development partners.
- [f]** Strengthen institutional and policy linkages and coordination in line with the ESIP aspirations.
- [g]** Strengthen human resource planning systems in line with ESIP aspirations.

3.3 Institutional Restructuring

3.3.1 Leadership

In a bid to strengthen all leadership aspects, the Ministry of Education, Science and Technology will promote the development of customised leadership and management courses by institutions of higher learning, implement a training plan for all levels and revise career paths for posts in the system. This will require the creation of establishments of warrants for all individual schools and the development of school-based funding formulae to be used for training of school managers. In addition to this, there will be need to reconstitute and empower the training committee, review appointment policy for leadership positions and encourage performance reviews.

Furthermore, the Ministry of Education, Science and Technology will rectify overlapping and conflicting roles that exist within and among departments. In realising this, the MoE is developing a communication strategy that aims at raising a communication culture through the most up-to-date and standardised technologies. In addition, the Ministry has evaluated roles of departments, tasks and responsibilities that, if operationalised, will mitigate the existing overlaps.²

To address the weak leadership capacities they have identified, the Ministry of Education, Science and Technology is geared towards formulating and implementing a new leadership development framework. In collaboration with the development partners, the Ministry will engage in the organisational development process through Technical Assistance in Institutional Development.

3.3.2 Institutional, Policy Linkages and Coordination

Capacity assessments conducted by the MoE indicate weaknesses in institutional and policy linkages. In light of this, MoE will implement periodic reviews of policies to improve linkages, encourage teamwork at intra- and inter-ministerial level and improve monitoring and evaluation and analytical capacity to enable the assessment of policy impact within the realms of the ESIP. Using the communication strategy, the MoE will establish regular communications channels such as regular meetings and the systematic circulation of performance reports.

3.3.3 Performance Management System

In order to track performance and management of the implementation of the ESIP, there will be great need to utilise the Government of Malawi guidelines in managing the sector's Performance Management System. This system has to be rolled out and contextualised to the needs of schools and colleges; and monitoring systems and reward of performers need to be standardised at all levels.

3.3.4 Planning, Monitoring and Evaluation Capacity

The MoE is cognisant of the fact that successful implementation of the ESIP will require greater strengthening of planning, monitoring and evaluation mechanisms at

² MoE Functional Review Report

schools, zones, clusters, education sectors in district assemblies, divisions, colleges and headquarters. In realising this, MoE will develop clear planning guidelines, monitoring guidelines based on the MGDS monitoring and evaluation master plan, strengthen linkages and networks with all education providers' networks, and undertake training and recruitment of personnel to undertake these functions with efficacy.

Part of the above will be a focused intervention on record keeping and management across all levels. Regarding this, the MoE will institute regular in-service training of personnel at all levels on record keeping and management and utilisation of such records for the implementation and management of the ESIP. Further to the training, the MoE will enhance the provision of resources for secure storage of records, particularly in schools where there is great need.³

3.3.5 Management Capacity

MoE is aware that there is need to strengthen the management capacity across all levels for the efficient and effective management of the ESIP. In this regard, the MoE will see to it that a transparent process is engaged to institute the training of the right cadre of personnel to add value to the implementation of the ESIP and devise elaborate mechanisms of retaining such personnel within the education system. Notwithstanding the training of personnel, the MoE will ensure a systematic deployment of personnel, which is responsive and functional to the requisite skills for a post. Further to this, the MoE will enhance refresher courses to personnel managing core functions of the ESIP so that managerial abilities are up to date.

3.4 Financing

The successful implementation of the ESIP requires effective and efficient allocation and management of resources. The MoE is engaged in the process of strengthening the Public Financial Management Systems at all levels. This has included filling vacancies in accounting personnel across all levels, training personnel in Public Financial Management and rolling out Integrated Financial Management Systems to schools and Teacher Training Colleges.

In addition to the above, the MoE, in collaboration with Local Government Authorities, the Ministry of Finance and the National Local Government Financing Committee, will develop a school-based financial allocation formula and a district-based rationalised training plan for financial management.

3.5 Procurement

Notwithstanding the challenges and capacity gaps the MoE has been faced with in terms of procurement the GoM has established a specialised central department of procurement. This centralised procurement office has engaged the MoE in the establishment of a Specialised Procurement Unit at the MoE. This Unit has been

³ Public Expenditure Tracking Survey findings

established, equipped, staffed and is operational. Nonetheless, the MoE will enhance capacity building in personnel, managing the ESIP through tailor-made training courses on procurement where personnel will be orientated to the procurement desk instructions and provisions of the Public Procurement Act (2003) of the Government of Malawi. The MoE will also ensure that management of Education Divisions, Districts, Zones, Clusters and Schools are orientated to processes that are engaged in procurement.

3.6 Infrastructure

The Education Management Information Systems indicate a greater need for the infrastructure to create a conducive learning environment at all education institutions. The Ministry of Education, Science and Technology will, in addition to the ongoing investments in infrastructure, engage in accelerated class and lecture room development so that the pupil per classroom ratio is reduced and a conducive learning environment created for better gains in learning achievements at all levels. The resource mobilisation for this intervention will involve public-private partnerships, community involvement in a manner that is not prominently extractive and innovating various modalities of delivering education, such as open learning, double shifting and overlapping systems. In addition, there is also great need to invest in administrative infrastructure such as office space at headquarters, divisions, districts and schools for effective implementation of education functions in line with the ESIP. These investments will include ancillary facilities such as plant and machinery and office equipment such as furniture, computers, printers and photocopiers.

SECTION D

4. Sector and Sub-sector Activities

4.1 Overview

Programmes were developed in order to achieve the goals and objectives of the NESP. In this regard, the NESP provides the overall objectives and strategies for the identified programmes as well as projected resource allocation that reflect the available (real and anticipated) resources. The actual activities under each programme and the resource allocations are finally adopted through the annual work plan of each sub-sector on the basis of the annually available resources from both the Government budget and cooperating partners. The programmes are presented according to the three thematic areas: access and equity; quality and relevance; and governance and management.

4.2 Early Childhood Development

4.2.1 Priority 1: Access and Equity

The provision of Early Childhood Development (ECD) is an important pillar in Education for All. There are over 6,000 Early Childhood Development (ECD) centres known as Community Based Childcare Centres (CBCCs) in Malawi (MoW&CD & UNICEF CBCC Mapping, 2007). Only 30% of targeted CBCCs/pre-school children attend ECD centres. This leaves 70% of the targeted CBCC/pre-school children with no access to ECD education. Most of the 4-5 year children in rural communities lack opportunities for school readiness preparation due to an absence of ECD centres, while the urban-based children face difficulties to access the private ECD centres which are not affordable to the majority of the urban population.

The situation is worse for girls, children with special needs, children on the street and other vulnerable children. The emerging issues of HIV and AIDS and orphanhood are also negatively impacting on the issue of equity.

Most ECD centres currently lack adequate facilities. ECD infrastructure is generally poor and may be inappropriate for young children. The limited access to ECD education leads to parents sending under-age children into Standard 1. It is these under-age children who increase the repetition and dropout rates in Standard 1, hence the need for interventions to improve equitable access to ECD education. These issues need to be addressed if ECD is to make a positive impact.

4.2.2 Priority 2: Quality and Relevance

Currently, the ECD centres in Malawi are of various quality levels, requiring standardisation and improvement. Efforts to improve the quality and relevance of ECD services in Malawi have included development and implementation of simple standards and tools for the ECD centres. Despite the availability of ECD standards covering quality and relevance of services, the standards are not adequately

reinforced and service providers are not adequately coordinated or regulated. Most of them are community based, thereby run by volunteers who dedicate part of their time to take care of the children. As a result, even if the ECD Teachers or caregivers have been trained, the training that they have received is not adequate to prepare them to handle children in transition to primary school. The current ECD curriculum needs to be reviewed in line with the school readiness requirements. The capacity of the Government training institution for ECD is limited and therefore needs improvement. According to the CBCC mapping, only 20% of ECD infrastructure is purpose-built for ECD use.

4.2.3 Priority 3: Governance and Management

The management and planning capacity of the ECD programme is relatively weak, partly due to inadequate skilled ECD professionals, lack of remuneration for ECD teachers, the absence of ECD tutors, supervisors and advisors and the lack of an ECD management information system. Due to lack of remuneration, there is a high turnover of ECD teachers. In addition, the communities do not have the necessary skills to manage the ECD centres adequately.

The ECD sub-sector is currently operating without proper systems. There is no information management system and no systematic monitoring and evaluation including standard monitoring and evaluation tools. Consequently, the sub-sector lacks proper coordination in policy implementation; it lacks data and/or information for monitoring and evaluation. Lack of information about the importance of ECD among the community members has retarded community participation in the provision and/or running of ECD education, thereby reducing the demand for ECD education. If the provision of ECD education were to be enhanced, there is an urgent need to improve governance and management.

Supportive supervision and monitoring is not regularly conducted as designed. For effective implementation of ECD interventions, there is need for continuous supportive supervision and monitoring. Inadequate use and management of data is a setback in tracking progress in the ECD programme. Furthermore, the research on ECD that has so far been conducted in Malawi is not adequately disseminated and utilised. Quality ECD programming requires evidence-based research. Considering the critical importance of early learning and school readiness in education, governance and management are key elements in improving the ECD programme. The goal is therefore to strengthen governance and management of the national system to support increased quality of early learning and school readiness.

Table 4: ECD Activity Matrix

| Basic Education: Early Childhood Development Education. | | | | | | | | | |
|--|---|-----------|-----------|-----------|-----------|-----------------------|-----------|-----------|-----------|
| EFA Goal: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. | | | | | | | | | |
| NESP Goal 1: Expand equitable access to Early Childhood Development. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs MK000 | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Improve, expand, and maximise use of ECD infrastructure. | | | | | | | | | |
| [1.1] Provide grants to communities for the upgrading of preschool, including sanitary facilities and kitchen utensils. | 1.1.1 Increase the number of well resourced community-based ECD centres to 1,512. | 1,512 | 1,512 | 1,512 | 1,512 | 18,000 | 18,000 | 18,000 | 18,000 |
| | 1.1.2 Provide direct support to communities to construct new CBCCs. | 1,432 | 1,432 | 1,432 | 1,432 | 56,500 | 56,000 | 56,500 | 56,500 |
| | 1.1.3 Equip 100% ECD centres with teaching, learning and playing materials. | 1,432 | 1,432 | 1,432 | 1,432 | 12,800 | 12,800 | 12,800 | 12,800 |
| [1.2] Raise the profile and visibility of ECD. | 1.2.1 Hold sensitisation meetings for the general public, policy-makers and technocrats on the importance of ECD. | 4 | 4 | 4 | 4 | 4,000 | 4,000 | 4,000 | 4,000 |
| | 1.2.2 Creating website for ECD. | 1 | 1 | 1 | 1 | 150 | 80 | 80 | 80 |

| NESP Goal 2: Improve quality and relevance of ECD services. | | | | | | | | | |
|---|--|----------------|------------------|------------------|------------------|--------|--------|--------|---------|
| Objective: Develop the capacity of ECD teachers. | | | | | | | | | |
| [2.1] Build capacity to design, develop and implement ECD programmes. | 2.1.1 Train full time caregivers in ECD and distribute relevant learning aids and play resources | 2,500 | 2,500 | 2,500 | 2,500 | 32,500 | 32,500 | 32,500 | 32,500 |
| | | 4 | 3 | 2 | 2 | 7,000 | 5,500 | 4,000 | 4,500 |
| | 2.1.3 Develop ECD curriculum for 4-5 year olds | 4 | 3 | 2 | 2 | 6,800 | 5,500 | 4,000 | 4,000 |
| | 2.1.4 Orientate stakeholders on Early Learning and Development Standards and ECD curriculum for 4-5 year olds for Malawi. | 2 | 1 | 0 | 0 | 3,500 | 2,630 | 3,500 | 3,500 |
| | 2.1.5 Train ECD certificate teachers | 30 | 30 | 30 | 30 | 7,200 | 7,200 | 7,200 | 7,200 |
| | 2.1.6 Train ECD diploma Technical staff | 0 | 30 | 40 | 40 | 16,800 | 22,400 | 22,400 | 224,000 |
| | 2.1.7 Improve complete physical assessment at CBCCs | 2,500 | 157,500 | 315,500 | 325,000 | 100 | 6,300 | 12,600 | 13,000 |
| 2.2 Scale up SHN's nutrition components. | 2.2.1 Increase understanding of SHN and integrate appropriate components in ECD centres | 50 CBCCS | 3,150 CBCCs | 6,300 CBCCs | 6,500 CBCCs | 0 | 0 | 0 | 0 |
| | 2.2.2 MK40/child estimated in the calculations to cover: MK10/child for growth monitoring by HSA for scales, heights boards, transport, assessment materials. | 2,500 children | 157,500 children | 315,000 children | 325,000 children | 100 | 6,300 | 12,600 | 13,000 |

| NESP Goal 3: Improve governance and management of ECD services. | | | | | | | | | |
|--|---|-------|-------|-------|-------|--------|--------|--------|--------|
| Objective: Improve service delivery for ECD. | | | | | | | | | |
| [3.1] Provide and Improve the remuneration to ECD teachers and advisors. | 3.1.1 Introduce remuneration of ECD teachers | 2,500 | 2,000 | 3,000 | 4,500 | 50,000 | 55,000 | 60,000 | 65,000 |
| | 3.1.2 Introduce remuneration of ECD, tutors | 2,500 | 2,000 | 3,000 | 4,500 | 50,000 | 55,000 | 60,000 | 65,000 |
| | 3.1.3 Introduce remuneration of ECD advisors | 2,500 | 2,000 | 3,000 | 4,500 | 50,000 | 55,000 | 60,000 | 65,000 |
| [3.2] Strengthen coordination of ECD. | 3.2.1 Conduct functional review for the MOW&CD | 0 | 1 | 0 | 0 | 0 | 3,285 | 0 | 0 |
| | 3.2.2 Fill the vacancies in the department responsible for ECD at Ministry and district levels | 0 | 15 | 15 | 15 | 0 | 15,240 | 15,240 | 15,240 |
| | 3.2.3 Lobby Ministry of Finance to provide budget line for ECD | 0 | 1 | 1 | 1 | 0 | 4,665 | 4,665 | 4,665 |
| | 3.2.3 Strengthen capacity to improve the statistical information system on ECD | 1 | 1 | 1 | 1 | 730 | 730 | 730 | 730 |
| | 3.2.4 Hold coordination meetings of ECD Steering Committee | 2 | 2 | 2 | 2 | 2,560 | 2,560 | 2,560 | 2,560 |
| | 3.2.5 Hold coordination meetings of the National ECD Network | 2 | 3 | 3 | 3 | 20,480 | 20,480 | 20,480 | 20,480 |
| | 3.2.6 Hold coordination meetings of the District ECD TWG meetings | 1 | 3 | 3 | 4 | 772 | 2,316 | 2,316 | 2,316 |
| | 3.2.5 Assess institutional and technical capacity of APPM and other organisations to implementing ECD | 84 | 84 | 140 | 84 | 2,688 | 2,688 | 8,980 | 2,688 |
| [3.3] Develop MOWCD monitoring capacity to ensure quality monitoring of services at ECD centres. | 3.3.1 Conduct regular monitoring of ECD activities | 1 | 1 | 1 | 1 | 1,440 | 1,440 | 1,440 | 1,440 |
| | 3.3.2 Develop ECD monitoring tools | 1 | 1 | 1 | 1 | 2,000 | 2,500 | 3,000 | 3,500 |
| | 3.3.3 Train ECD workers on the monitoring tools | 1 | 1 | 1 | 1 | 3,000 | 3,500 | 4,000 | 4,500 |

4.3 Out of School Children and Youth

4.3.1 Priority 1: Access and Equity

Malawi still stands far from the Education Millennium Development Goal of universal primary completion because of the high number of dropouts within the primary cycle. The primary completion rate is 35% and it is estimated that there are 600,000 children of school-going age who are not in school. These children are largely dropouts but there are also some children who have never enrolled, currently estimated at 4% of the relevant age range. The education sector has been addressing this by designing and implementing an accelerated learning programme which allows over-aged children to attain a basic education equivalent to completion of Standard 5. Completers of the Complementary Basic Education programme have sufficient literacy, numeracy and other basic skills to return to primary school at Standard 6.

The programme not only provides increased access to basic education but also addresses issues of equity; those in CBE programmes comprise a higher proportion of orphans and other vulnerable and hard-to-reach children than in primary schools. Complementary Basic Education is coordinated by the Ministry of Education, Science and Technology and operates at a decentralised level through partnerships between communities, non-government organisations and district structures. The programme complements the primary schools by providing a form of education which is more appropriate to this particular group of children and youth.

4.3.2 Priority 2: Quality and Relevance

The content of the CBE curriculum matches that of the primary school. Its delivery could be enhanced both by supplementing the direct teaching of facilitators with specially designed radio programmes and by improving the professional qualification of the teacher/facilitator. The first measure would target both the quality and relevance of learning while the second would largely enhance quality.

The facilitators of CBE classes are secondary school leavers recruited through application and interview from the local community. They receive 90 hours of induction training, followed by up to 324 hours of weekly in-service training and 240 hours of in-service training per term over a three-year period. Their capacity could be substantially enhanced by allowing qualifying facilitators to enrol in the Open and Distance Learning Programme for unqualified primary teachers while remaining as facilitators. Successful completers of such an ODL programme would ultimately qualify as primary school teachers.

School health and nutrition inputs are being made available to primary schools. It is suggested that learning centres be treated as equivalent to schools in this regard. There is otherwise a concern that over-aged children will migrate where there are nearby school feeding programmes and enter the primary classes where it is difficult to make provision for their particular needs.

There are a number of education programmes for youth. These have targeted areas such as civic education, human rights and responsibilities, business development

and HIV and AIDS. Building on both the experience of implementing these programmes, it will be possible to make these programmes more systematic both with regard to the nature and design of materials and the modes of implementation through youth groups and networks.

4.3.3 Priority 3: Governance and Management

The Complementary Basic Education programme is coordinated by the Basic Education Directorate. An appropriately staffed and resourced unit is needed in order to manage the scaling up of the programme. Similarly, the youth education programmes coordinated by the MoYDS require a unit with both management and monitoring capacities to make the programmes more systematic. Both units would work together to finalise education policies for youth, including those who are school-aged but out of school.

Community and parental involvement are important for the effective management of education programmes for out of school children and youth. This requires increased dialogue among stakeholders at different levels: local, district and central. Not all communities are aware of the importance of attaining basic education and literacy and further efforts are needed to reinforce such messages.

Table 5: Out of School Children and Youth

| EFA GOAL: Ensuring that learning needs of young people and adults are met through equitable access to appropriate learning and life-skills programmes. | | | | | | | | | |
|--|---|-----------------|---|---|--|-----------------------|-----------|-----------|-----------|
| EFA GOAL: Ensuring that, by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality. | | | | | | | | | |
| NESP Goal 1: Provide access to equitable complementary modes of education to out of school children and youth. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs MK000 | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Improve equitable access to basic education programmes to out of school children and youth, including those with special needs. | | | | | | | | | |
| [1] Scale up complementary basic education targeting school-aged out of school children and youth | 1.1 Maintain existing learning centres | 340 centres | 700 centres | 1,180 centres | 1,780 centres | 275,000 | 470,000 | 700,000 | 930,000 |
| | 1.2 Open new learning centres | 360 centres | 480 centres | 600 centres | 600 centres | 90,000 | 120,000 | 150,000 | 150,000 |
| Objective: Increase participation of out of school children and youth, including those with special needs and orphans and other vulnerable children. | | | | | | | | | |
| [2] Apply social protection strategies to ultra-poor families for attendance of over-aged children at CBE learning centres | 2.1 Provide monthly support payments to children of qualifying families regularly attending CBE classes | 21,000 children | 35,400 children | 53,400 children | 71,400 children | 12,600 | 67,680 | 106,560 | 149,760 |
| NESP GOAL 2: Improve quality and relevance of education services to out of school children and youth | | | | | | | | | |
| Objective: Improve literacy outcomes of education classes | | | | | | | | | |
| [3] Use IRI to enhance learning gains and heighten curriculum relevance | 3.1 Develop IRI to support CBE and related youth curricula | | 150 programmes developed for Year 1 CBE | 150 programmes developed for Year 2 CBE | 150 programmes developed for Year 3 CBE | | 150,000 | 150,000 | 150,000 |
| | 3.2 Implement programmes | | | Programmes implemented for 600 centres | Programmes implemented for 1,200 centres | | | 100,000 | 100,000 |

| | | | | | | | | | |
|--|---|------------------------------|---|---|---|--------|---------|---------|---------|
| Objective: Improve teaching in CBE classes. | | | | | | | | | |
| [4] CBE facilitators enrol in ODL programmes for unqualified primary teachers | 4.1 Fund costs for ODL training for facilitators | 700 facilitators | 1,180 facilitators | 1,780 facilitators | 2,380 facilitators | 50,400 | 135,360 | 213,120 | 292,320 |
| Objective: Improve retention of out of school children and youth in education classes. | | | | | | | | | |
| [5] Integrate SHN/HIV inputs and services to support learning centres | 5.1 Targeting food support when meals are provided in nearby primary schools. | 200 CBE centres | 350 CBE centres | 500 CBE centres | 700 CBE centres | 15,700 | 27,400 | 39,150 | 54,180 |
| | 5.2 Explore and provide as appropriate SHN services to CBE learning centres and youth centres | 4 reports | SHN Materials at 1,180 centres | SHN Materials at additional 600 centres | SHN Materials at additional 600 centres | 300 | 15,733 | 8,000 | 8,000 |
| Objective: Strengthen education programmes available for out of school youth. | | | | | | | | | |
| [6] Develop and utilise education materials for out of school youth | 6.1 Develop teaching and learning materials for youth and facilitators | 0 | 1 set | 1 set | 1 set | 0 | 10 | 10 | 10 |
| | 6.2 Train youth/leaders on use of teaching and learning materials | 1,000 youth | 4,000 leaders | 5,200 leaders | 6,000 leaders | 16,963 | 20,000 | 26,000 | 30,000 |
| | 6.3 Monitor use and effectiveness of materials | 4 reports from each district | 4 reports from each district | 4 reports from each district | 4 reports from each district | 1 | 1 | 1 | 1 |
| NESP Goal 3: Improve governance & management of education services to out of school children and youth. | | | | | | | | | |
| Objective: Establish and utilise appropriate management systems. | | | | | | | | | |
| [7.1] Strengthen coordination of education programmes for out of school children and youth | 7.1.1 establish appropriate units in DBE/MoYDS | CBE Unit in DBE | M&E unit in MoYDS Units maintained | Units maintained | Units maintained | 0 | 4,000 | 4,000 | 4,000 |
| | 7.1.2 Develop, maintain and utilise database of programmes for out of school children and youth | Database operational | Database updated Annual district reports | Database updated Annual district reports | Database updated Annual district reports | 5,000 | 1,500 | 1,500 | 1,500 |

| | | | | | | | | | |
|--|--|---|-----------------------------|-----------------------------|-----------------------------|-------|-------|--------|--------|
| [7.2] Improve systematic monitoring and evaluation of programmes for out of school children and youth | 7.2.1 Conduct monitoring visits | | Monitoring reports produced | Monitoring reports produced | Monitoring reports produced | | 1,000 | 1,000 | 1,000 |
| Objective: Encourage community and parental involvement in the management of education programmes for out of school children and youth. | | | | | | | | | |
| [8.1] Strengthen dialogue between youth clubs, service providers and policy makers | 8.1.1 Hold regular meetings at district level to share experiences | | Reports disseminated | Reports disseminated | Reports disseminated | | 2,000 | 2,000 | 2,000 |
| | 8.1.2 Finalise and disseminate education policies for out of school children and youth | Agreed and approved Policy disseminated | | | | 2,000 | | | |
| [8.2] Promote advocacy on the importance of attaining basic education and literacy | 8.2.1 Sensitise communities on importance of basic education for OOSCY | 1,000 meetings held | 1,750 meetings held | 2,500 meetings held | 3,250 meetings held | 5,000 | 8,750 | 12,500 | 16,250 |

4.4 Adult Literacy

4.4.1 Priority 1: Access and Equity

The provision of Adult Literacy is an important pillar to Education for All. Currently, the effective illiteracy rate remains high at around 4.6 million illiterates, with approximately 50% of these within the productive age group of 15-60, which is strategic to the country's development efforts. With other efforts such as CBE and other out of school youth initiatives reaching out to no more than 20% of the country's pool of illiterates, adult literacy has a mammoth task of providing literacy services to the remaining illiterate population.

However, at the current absorptive capacity, the adult literacy sector serves about 30% of these through Government and civil society organisations (NGOs and FBOS). Currently, Government, through the National Adult Literacy Programme (NALP), is only delivering adult literacy services to about 100,000 illiterates annually through its 4,000 literacy classes and associated projects, with civil society organisations reaching out to at least 160,000 annually totalling around 260,000.

Thus, the country still remains with about 1 million illiterates annually at any one moment, which will continue to derail development efforts nationally.

4.4.2 Priority 2: Quality and Relevance

The Ministry has encountered several challenges on quality and relevance in the provision of non-formal education: for instance, non-formal educational programmes lack proper monitoring and evaluation, among others. There are no trained instructors. The system lacks a relevant curriculum for out of school youths. These challenges have a negative impact on the demand for non-formal education by target population. If the system is to attract the targeted population, the quality and relevance of the educational offered needs to be improved.

4.4.3 Priority 3: Governance and Management

The non-formal education sub-sector has no comprehensive policy and no proper systems have been put in place. There is no information management system, no systematic monitoring and evaluation, including standard monitoring and evaluation tools. Consequently, the sub-sector lacks proper coordination in policy implementation; it lacks data and/or information for monitoring and evaluation. Lack of information about the importance of non-formal education among adults, parents and out of school youths has retarded community participation in the non-formal education programmes, thereby reducing the demand for non-formal education. If the provision of non-formal education were to be enhanced, there is an urgent need to improve governance and management of the sub-sector.

Table 6: Adult Literacy Activity Matrix

| EFA GOAL: Ensuring that, by 2015, all children have access to and complete free and quality education. | | | | | | | | | | |
|--|--|---|-----------|-----------|-----------|-------------------------|-----------|-----------|-----------|-------|
| EFA Goal: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. | | | | | | | | | | |
| NESP Goal 1: Expand equitable access to Adult Literacy. | | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK000) | | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | |
| Objective 1: Increase the number of Adult Literacy Centres. | | | | | | | | | | |
| [1.1] Scale up adult literacy and post-literacy programmes. | 1.1.1 Recruitment and training of instructors | 4,000 | 4,000 | 4,000 | 0 | 20,000 | 20,000 | 20,000 | 20,000 | |
| | 1.1.2 Open AL Centres | 4,000 | 4,000 | 4,000 | 0 | 0 | 0 | 0 | 0 | |
| | 1.1.3 Conduct Adult Literacy campaigns targeting both men and women | 3 | 3 | 3 | 3 | 2,000 | 2,000 | 2,000 | 2,000 | |
| [1.2] Develop business management skills. | 1.2.1 Disburse grants to committees | 0 | 100 | 100 | 200 | 0 | 8,000 | 8,000 | 8,000 | |
| NESP GOAL 2: Improve Quality and Relevance of Adult Literacy Services. | | | | | | | | | | |
| Objective: Develop Adult Literacy Curriculum. | | | | | | | | | | |
| [2.1] Develop curricula for adult literacy instructors and supervisor. | 2.1.1 Review curriculum and Integrate Nutrition/HIV Education aid Special Needs into curricula | Curriculum reviewed | 0 | 0 | 0 | 2,800 | 0 | 0 | 0 | |
| | 2.1.2 Develop, print and distribute curricula materials | 250,000 primers and teachers guides printed | 0 | 0 | 0 | 2,800 | 0 | 0 | 0 | |
| | 2.1.3 Implementation of curricula | | 0 | 100 | 100 | 100 | 0 | 1,800 | 1,800 | 1,800 |
| | 2.1.4 Monitor Implementation of curricula | 4 visits | 4 | 4 | 4 | 4 | 1,000 | 1,000 | 1,000 | 1,000 |

| Objective: Strengthen capacity of the adult literacy training Institutions. | | | | | | | | | |
|--|--|-----------------------|-------|--------|-------|--------|--------|--------|--------|
| [2.2] Expanded training of adult literacy tutors. | 2.2.1 Train tutors | 10 | 10 | 10 | 10 | 20,000 | 20,000 | 20,000 | 20,000 |
| | 2.2.2 Adult literacy training institution appropriately equipped | 0 | 0 | 5 | 5 | 0 | 0 | 1,000 | 1,000 |
| | 2.2.3 Capacity of adult literacy instructors developed (INSET) | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| [2.3] Provide post literacy services. | 2.3.1 Train community librarians | 40 | 40 | 40 | 40 | 2,000 | 2,000 | 2,000 | 2,000 |
| [2.4] Strengthen M&E. | 2.4.1 Development M&E tools | 5 M&E Tools developed | 0 | 0 | 0 | 500 | 0 | 0 | 0 |
| | 2.4.2 Create AL database | Database developed | 0 | 0 | 0 | 2,000 | 0 | 0 | 0 |
| | 2.4.3 Data collection | Data compiled | 1 | 1 | 1 | 500 | 500 | 500 | 500 |
| NESP Goal 3: Improve Governance and Management of Adult Literacy Services. | | | | | | | | | |
| Objective: Provide incentives to adult literacy instructors and advisors. | | | | | | | | | |
| [3.1] Ensure incentives for literacy instructors and advisors. | 3.1.1 Increase honoraria of instructors | 0 | 8,000 | 12,000 | 0 | 2,000 | 4,000 | 8,000 | 8,000 |
| | 3.1.2 Upgrade literacy supervisors | 50 | 50 | 50 | 50 | 500 | 500 | 500 | 500 |
| [3.2] Develop and validate adult literacy guidelines and standards. | 3.2.1 Review guidelines and | 1 | 0 | 0 | 0 | 2,800 | 0 | 0 | 0 |
| | 3.2.2 Disseminate guidelines | 250,000 | 0 | 0 | 0 | 2,800 | 0 | 0 | 0 |
| [3.3] Provide grants to communities to support adult literacy centres. | 3.3.1 Facilitate community review meetings | 0 | 100 | 100 | 100 | 0 | 1,800 | 1,800 | 1,800 |
| [3.4] Sensitise communities on the importance of adult literacy. | 3.4.1 Train literacy committees | 4,000 | 4,000 | 4,000 | 4,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| | 3.4.2 Conduct mobilisation meetings for AL support | 4,000 | 4,000 | 4,000 | 4,000 | 1,250 | 1,250 | 1,250 | 1,250 |
| | 3.4.3 Observe literacy commemorations | 3 | 3 | 3 | 3 | 4,000 | 4,000 | 4,000 | 4,000 |

4.5 Primary Education

4.5.1 Priority 1: Quality and Relevance

Due to dissatisfaction with the quality and performance of the primary school education system, the review of issues such as the curriculum, assessment, monitoring and evaluation and teacher quality is imperative. Such a review will address the problem of poor quality and relevance prevalent throughout the system. Review of the curriculum, for instance, is an initiative currently being rolled out in order to reorientate the system and make education more responsive to the needs of learners and society in general. Curriculum reform emphasises learner-centred participatory teacher strategies and continuous assessment. The use of locally adapted teaching and learning materials is also an imperative part of the implementation of the new primary school curriculum.

These interventions will lead to the intended objective of reducing the current high rates of repetition and dropout and increase the rates of survival and PSCLE pass rates. The longer term objective is envisaged as a reduction in poverty, especially in rural areas, with local communities and economy benefiting from the improvement in literacy and numeracy rates. The target groups are pupils, teachers and schools.

4.5.2 Priority 2: Access and Equity

The advent of free primary education resulted in an increase in enrolment and access without critical consideration of the infrastructure needed, ie schools, classrooms, administrative facilities and other school-related infrastructure. Furthermore, there is need for more teachers' houses to cope adequately with their increased demand. If enrolment is to increase to achieve a net enrolment ratio (NER) of 100% by 2017, resolving the issue of inadequate infrastructure and its effective utilisation is imperative.

Equity is also inadequately addressed in Malawi due to existing geographical and socio-economic disparities. In urban areas, children have a greater opportunity of accessing quality primary education as opposed to their counterparts in rural areas. For example, as reported in the EMIS (2008), the disparities in the pupil-qualified teacher ratios (PTR) in rural (97:1) and urban (51:1) areas are quite stark, explained largely by the fact that the majority of primary schools (92%) are concentrated in rural areas. The ESIP aims to improve the conditions for teachers within the rural areas through provision of housing and other incentives.

Girls present a further challenge. Although education statistics at primary level indicate that gender parity has been achieved, disparities are more pronounced across the upper standards, especially in rural areas. In addition, the emerging issues of HIV/AIDS and orphans also present challenges.

4.5.3 Priority 3: Governance and Management

Effective governance and management require a critical capacity assessment of the primary education sector. Poor human resource development, monitoring and evaluation and poor coordination of policy and strategic plans are among some of the challenges currently facing the education system.

School and community participation has long been considered a necessary prerequisite for improving the quality of primary education, especially with the introduction of decentralisation. Communities are key partners in the process of school change for improvement. The introduction of free primary education has created a high demand for community participation; for example, the need to construct more classrooms requires a higher level of input from the communities. Community participation is also a necessary means of achieving sustainable development and poverty alleviation. Besides, involvement of communities is also a way in which accountability is reinforced within the community itself.

Table 7: Primary Education Activity Matrix

| EFA GOAL: Ensuring that, by 2015, all children have access to and complete free and quality education. | | | | | | | | | |
|---|--|---|---|---|---|--------------------------------|------------------|------------------|------------------|
| EFA Goal: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children. | | | | | | | | | |
| NESP Goal 1: Expand equitable access to Adult Literacy. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| [1.1] Introduce and implement teacher assistants in primary classrooms. | 1.1.1 Develop guidelines for use of teaching assistants | Guidelines produced | | | | 3,000 | | | |
| | 1.1.2 Recruit and deploy assistant teachers | 1,000 assistant teachers | 3,500 assistant teachers | 3,500 assistant teachers | 3,500 assistant teachers | 126,000 | 430,000 | 430,000 | 430,000 |
| | 1.1.3 Provide induction training to teaching assistants | 3,500 teaching assistants | 3,500 teaching assistants | 3,500 teaching assistants | 3,500 teaching assistants | No direct costs | | | |
| Objective: Improve the relevance of primary education. | | | | | | | | | |
| [1.2] Complete the primary curriculum and assessment reform (PCAR). | 1.2.1 Evaluate and revise PCAR textbooks for Standards 1 to 8 | Evaluate and revise PCAR textbooks for Standards 1, 2, 5 & 6 | Evaluate and revise PCAR textbooks for Standards 3 & 7 | Evaluate and revise PCAR textbooks for Standards 4 & 8 | | 5,000 | 5,000 | 5,000 | |
| | 1.2.2 Provide textbooks for the reformed primary curriculum for Standards 4 & 8 | 6,500,000 learners' books and 185,000 teachers' guides | | | | 1,138,000 | | | |
| | 1.2.3 Orientate Standard 4 & 8 teachers to PCAR | 15,500 teachers | | | | 217,000 | | | |
| | 1.2.4 Continued development and broadcast of materials for IRI (Tikwere radio programme) | 300 programmes broadcast (Standards 1 & 2). 150 Standard 3 programmes developed | 450 programmes broadcast. 150 Standard 4 programmes developed | 600 programmes broadcast. 150 Standard 5 programmes developed | 750 programmes broadcast. 150 Standard 6 programmes developed | 6,250 | 9,375 | 12,500 | 15,625 |

| | | | | | | | | | |
|---|---|---|-------------------------------|-------------------------------|-------------------------------|-----------|----------|-----------|-----------|
| [1.3] Maximise the use of Teacher Development Centres as resource centres. | 1.3.1 Open TDCs for wider educational use | 2 staff provided for 315 TDCs | 2 staff provided for 315 TDCs | 2 staff provided for 315 TDCs | 2 staff provided for 315 TDCs | 60,000 | 60,000 | 60,000 | 60,000 |
| | 1.3.2 Provide internet access | 11 TDCs | 50 TDCs | 50 TDCs | 50 TDCs | 7,000 | 30,000 | 30,000 | 30,000 |
| | 1.3.3 Establish budget line for regular funding to TDCs (for materials) | 80 TDCs | 160 TDCs | 240 TDCs | 320 TDCs | 11,000 | 22,000 | 33,000 | 44,000 |
| | 1.3.4 Include private school teachers in orientation training sessions | 800 teachers | | | | 5,200 | | | |
| Objective: Increase the supply of textbooks and other teaching/learning materials. | | | | | | | | | |
| [1.4] Provision of teaching and learning materials to primary schools. | 1.4.1 Replenish supply of textbooks | 11,500,000 learners' books for Standards 1 & 2 and 244,000 teachers' guides | 2,400,000 books | 2,400,000 books | 2,400,000 books | 714,000 | 400,000 | 400,000 | 400,000 |
| | 1.4.2 Provision of supplementary readers and library books | 900,000 books | 750,000 books | 750,000 books | 750,000 books | 528,000 | 440,000 | 440,000 | 440,000 |
| | 1.4.3 Provision of exercise books, slates, pens, pencils, and other teaching and learning materials | 5,200 public schools | 5,200 public schools | 5,200 public schools | 5,200 public schools | 1,200,000 | 1,200,00 | 1,200,000 | 1,200,000 |
| | 1.4.4 Supply adequate furniture equipment, books and other supplies | 1,000 classrooms | 1,500 classroom | 2,000 classrooms | 2,000 classrooms | 130,000 | 195,000 | 260,000 | 260,000 |
| | 1.4.5 Develop cost mechanisms for the supply of teaching/learning materials to private schools | 48,000 textbooks | 16,000 textbooks | 16,000 textbooks | 16,000 textbooks | 96,000 | 32,000 | 32,000 | 32,000 |

| Objective: Improve inspection, supervision and advisory services. | | | | | | | | | |
|---|---|--|------------------------|------------------------|---|---------------------------------------|-----------|-----------|-----------|
| [1.5] Strengthen and maintain a quality assurance mechanism for primary schools. | 1.5.1 Strengthen assessment and monitoring of learning outcomes and student performance | 10 instruments developed and PEAs trained | | | | 1,000 | | | |
| | 1.5.2 Recruit and train additional inspectors | Recruit 100 inspectors. Train 400 inspectors | Train 400 inspectors | Train 400 inspectors | Recruit 100 inspectors Train 400 inspectors | 68,000 | 60,000 | 60,000 | 70,000 |
| | 1.5.3 Train head teachers in professional supervision of classroom teaching | 1,500 head teachers | 1,500 head teachers | 1,500 head teachers | 1,500 head teachers | 10,500 | 10,500 | 10,500 | 10,500 |
| | 1.5.4 Inspect schools | 500 schools | 1,375 schools | 1,375 schools | 1,375 schools | 50,000 | 138,000 | 138,000 | 138,000 |
| NESP Goal 2: Expand equitable access to primary education to enable all to benefit. | | | | | | | | | |
| Objective: Improve, expand and maximise the use of education infrastructure to provide additional places in schools for universal primary enrolment. | | | | | | | | | |
| [2.1] Accelerate classroom construction through the provision of community grants. | 2.1.1 Plan and administer grants for community construction. | 30 classrooms | 30 classrooms | 30 classrooms | 30 classrooms | 42,000 | 42,000 | 42,000 | 42,000 |
| | 2.1.2 Provide technical support to local assemblies and communities. | 34 education districts | 34 education districts | 34 education districts | 34 education districts | Included above under community grants | | | |
| | 2.1.3 Construct new classrooms to meet demand. | 1,000 classrooms | 1,500 classrooms | 2,000 classrooms | 2,000 classrooms | 1,400,000 | 2,100,000 | 2,800,000 | 2,800,000 |
| | 2.1.4 Upgrade junior primary schools to full primary | 100 schools | 100 schools | 100 schools | 100 teachers | 560,000 | 560,000 | 560,000 | 560,000 |

| | | | | | | | | | |
|--|--|---|--|--|--|--------|---------|---------|---------|
| [2.2] Enhance maintenance and rehabilitation of schools through increased community involvement. | 2.2.1 Update school mapping data and maps for school location planning. | Sensitise communities on existing school mapping data | Complete mapping and planning. Train officials in 34 districts | Sensitise communities on revised school mapping data | Sensitise communities on revised school mapping data | 1,000 | 10,000 | 1,000 | 1,000 |
| | 2.2.2 Enhance the existing school maintenance programme (plan/lobby). | 4 meetings | | | | 1,000 | | | |
| | 2.2.3 Supervise and maintain existing school infrastructure through district assemblies. | 5% of schools | 5% of schools | 5% of schools | 5% of schools | 55,000 | 55,000 | 55,000 | 55,000 |
| [2.3] Maximise the use of classrooms through double shifting in rural areas and overlapping classrooms in urban areas. | 2.3.1 Develop guidelines and train head teachers for double shifting and overlapping classrooms | Finalised guidelines 600 schools | 1,200 schools | 1,200 schools | 1,200 schools | 7,000 | 7,000 | 14,000 | 14,000 |
| | 2.3.2 Use budget allowance to provide incentive to 1,200 teachers in the 14 districts with Standards 1-3 classes with a PTR larger than 120. | 1,200 teachers | 2,400 teachers | 2,400 teachers | 4,800 teachers | 72,000 | 148,000 | 237,000 | 316,000 |
| | 2.3.3 Develop guidelines and instructions to sensitise school personnel and communities in any school in the 4 major urban areas with PTR of 90 and above. | Guidelines developed | 1,700 teachers deployed | 1,700 teachers deployed | 1,700 teachers deployed | 30,000 | 30,000 | 30,000 | 30,000 |

| Objective: Improve teacher deployment to and within rural areas. | | | | | | | | | |
|--|--|---|---|-------------------------------|-------------------------------|-----------|-----------|-----------|-----------|
| [2.4] Ensure teachers are equitably placed in rural areas. | 2.4.1 Redeploy and transport teachers to understaffed schools. | 1,700 teachers redeployed | 1,700 teachers redeployed | 1,700 teachers redeployed | 1,700 teachers redeployed | 30,000 | 30,000 | 30,000 | 30,000 |
| | 2.4.2 Supply adequate numbers of qualified teachers | 41,897 teachers | 45,433 teachers | 52,800 teachers | 60,200 teachers | 200 | 200 | 200 | 200 |
| | 2.4.3 Finalise discussions on staffing norms and establishment warrants for schools for enforcement. | 6 meetings | | | | 500 | | | |
| [2.5] Enhance construction of teachers' houses. | 2.5.1 Mobilise communities and NGOs to prioritise contributions for construction of teacher housing. | Awareness campaign | Awareness campaign | Awareness campaign | Awareness campaign | 5,000 | 5,000 | 5,000 | 5,000 |
| | 2.5.2 Mobilise district assemblies to prioritise funds for construction of teacher housing | 4 quarterly meetings | 4 quarterly meetings | 4 quarterly meetings | 4 quarterly meetings | 5,000 | 5,000 | 5,000 | 5,000 |
| | 2.5.3 Ensuring that MoEST provides houses for head teachers in all schools. | 288 head teachers | 288 head teachers | 288 head teachers | 288 head teachers | 600,000 | 600,000 | 600,000 | 600,000 |
| | 2.5.4 Provide a house for all female teachers in all rural schools where there is none | 1,000 houses | 1,000 houses | 1,000 houses | 1,000 houses | 2,500,000 | 2,500,000 | 2,500,000 | 2,500,000 |
| [2.6] Provide teachers' incentives in rural areas to promote teacher motivation. | 2.6.1 6,000 rural teachers promoted | 1,000 rural teachers promoted | 1,000 rural teachers promoted | 1,000 rural teachers promoted | 1,000 rural teachers promoted | 266,000 | 36,000 | 36,000 | 36,000 |
| | 2.6.2 Design open performance appraisal system for teachers | Open performance appraisal system started | Open performance appraisal system finalised | 5,500 schools trained | | | | | |
| | 2.6.3 Provide regular school-based CPD for all teachers | 45,000 teachers | 48,200 teachers | 52,800 teachers | 60,200 teachers | 630,000 | 674,800 | 739,200 | 842,800 |

| Objective: Increase participation of girls, AIDS-affected children and children with special education with complementary activities to reduce dropout rates and promote retention. | | | | | | | | | |
|--|--|--|--|--|--|---------------------------|-----------|-----------|-----------|
| [2.7] Scale up school health and nutrition programme and HIV programming. | 2.7.1 Provision of micro-nutrient supplements. | 3,800,000 children | 3,900,000 children | 4,000,000 children | 4,100,000 children | 532,000 | 546,000 | 560,000 | 574,000 |
| | 2.7.2 Support and expand de-worming programme in schools | 3,800,000 children | 3,900,000 children | 4,000,000 children | 4,100,000 children | Built into micronutrients | | | |
| | 2.7.3 provide school meals to targeted schools | 900 | 998 | 1,100 | 1,200 | 2,500,000 | 3,100,000 | 3,500,000 | 4,100,000 |
| | 2.7.4 Scaling up safe, healthy and productive school environments. | 500 schools | 1,000 schools | 1,500 schools | 2,000 schools | 5,000 | 10,000 | 10,000 | 10,000 |
| | 2.7.5 Provide life skills education and guidance and counselling services in schools | 4 divisions trained | 5,500 schools | 5,500 schools | 5,500 schools | 148,000 | 55,000 | 55,000 | 55,000 |
| | 2.7.6 Provide care and support for teachers infected and affected by HIV | 7,000 teachers | 7,000 teachers | 7,000 teachers | 7,000 teachers | 61,000 | 61,000 | 61,000 | 61,000 |
| | 2.7.7 Provide grants to support OVCs | 5,000 children | 7,000 children | 10,000 children | 10,000 children | 30,000 | 42,000 | 60,000 | 60,000 |
| [2.8] Promote gender equity, including support promotion and retention of girls in school. | 2.8.1 Ensure increased proportion of female teachers. ⁴ | 38% | 39% | 40% | 41% | - | - | - | - |
| | 2.8.2 Enhance cash transfers to girls in primary schools. | 150,000 learners | 150,000 learners | 150,000 learners | 150,000 learners | 360,000 | 360,000 | 360,000 | 360,000 |
| | 2.8.3 Provide separate, clean and safe sanitation for girls in schools. | 1,000 units of toilets including urinals | 1,000 units of toilets including urinals | 1,000 units of toilets including urinals | 1,000 units of toilets including urinals | 140,000 | 140,000 | 140,000 | 140,000 |

⁴ See costs on supply of adequate numbers of qualified teachers

| | | | | | | | | | |
|---|--|------------------------------|-------------------|-------------------|-------------------|--------|---------|---------|---------|
| [2.9] Address gender equity issues amongst teachers and communities. | 2.9.1 Increase representation and participation of women in SMCs and PTAs. | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 | 5,500 | 5,500 | 5,500 |
| | 2.9.2 Strengthen role of mother groups by providing training and supplies. | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 communities | 11,000 | 11,000 | 11,000 | 11,000 |
| | 2.9.3 Implement measures to reduce gender based violence in schools and communities. | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 communities | 22,000 | 22,000 | 22,000 | 22,000 |
| [2.10] Increase enrolment of special needs learners into the education programme. | 2.10.1 Identify and provide management support for children with special needs. | 104 centres | 104 centres | 104 centres | 104 centres | 70,000 | 81,000 | 88,000 | 96,000 |
| | 2.10.2 Provide special needs teaching and learning materials such as Braille materials, assistive devices and training on use. | 70,000 children | 70,000 children | 70,000 children | 70,000 children | 80,000 | 100,000 | 120,000 | 140,000 |
| | 2.10.3 Establish more and rehabilitate resource centres for children with special needs. | 18 centres | 23 centres | 32 centres | 32 centres | 25,000 | 47,000 | 51,000 | 51,000 |
| [2.11] Undertake inclusive education in the mainstream schools. | 2.11.1 Survey of special needs status and provide grants to learners with special needs learners. | 1 survey and 70,000 learners | 70,000 learners | 70,000 learners | 70,000 learners | 43,000 | 40,000 | 40,000 | 40,000 |
| | 2.11.2 Finalisation of Malawi sign language dictionary | Sign language dictionary | | | | 1,450 | | | |
| | 2.11.3 Dissemination of guidelines for SNE implementation | 3 meetings | 3 meetings | | | 2,600 | 2,600 | | |

| | | | | | | | | | |
|---|--|--|---|---|---|--------|--------|--------|--------|
| [2.12] Enforce entry age policy. | 2.12.1 Sensitise communities on the importance of enrolling children at the right age | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 | 5,500 | 5,500 | 5,500 |
| | 2.12.2 Mobilise communities (villages, heads, PTAs, SMC and head teachers) to promote birth registration | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 communities | 5,500 | 5,500 | 5,500 | 5,500 |
| | 2.12.3 Link ECD to early primary consideration supply of play material | 5,500 communities and 315 TDC material | 5,500 communities and 315 TDC based materials | 5,500 communities and 315 TDC based materials | 5,500 communities and 315 TDC based materials | 6,300 | 6,300 | 6,300 | 6,300 |
| NESP Goal 3: Improve governance and management of the system of primary education to enable more effective and efficient delivery of services. | | | | | | | | | |
| Objective: Strengthen decentralisation of delivery of education services including planning, budgeting and financing. | | | | | | | | | |
| [3.1] Expand governance and management training for de-central level, eg district education officials, PTA and School Management Committees. | 3.1.1 Training of senior school staff for improved school management and school improvement planning. | 3 each from 1,500 schools | 3 each from 1,500 schools | 3 each from 1,500 schools | 3 each from 1,500 schools | 31,500 | 31,500 | 31,500 | 31,500 |
| | 3.1.2 Training for support of SMCs' increased role in school, procurement and financial management. | 1,500 schools | 1,500 schools | 1,500 schools | 1,500 schools | 3,000 | 3,000 | 3,000 | 3,000 |
| | 3.1.3 Technical training and support for district assembly and education staff. | 34 education districts | 34 education districts | 34 education districts | 34 education districts | 40,000 | 30,000 | 5,000 | 5,000 |
| [3.2] Improve community participation in school management. | 3.2.1 Finalise guidelines and SMC training manual. | 8,000 manuals printed | | | | 30,000 | | | |
| | 3.2.2 Implement training programme for SMCs and district education officials. | 3 trainings per SMC | 3 trainings per SMC | 3 trainings per SMC | 3 trainings per SMC | 40,000 | 40,000 | 40,000 | 40,000 |
| | 3.2.3 Monitor impact of training on management and learning in schools. | 34 District level reports on SMC performance | 34 District level reports on SMC performance | 34 District level reports on SMC performance | 34 District level reports on SMC performance | 27,000 | 27,000 | 27,000 | 27,000 |

| | | | | | | | | | |
|--|--|----------------------------------|----------------------------|----------------------------|----------------------------|-----------|-----------|-----------|-----------|
| [3.3] Provide grants to enable school-based improvement planning and management. | 3.3.1 Finalise policy, guidelines and budgeting for direct grants to schools (eg enhanced Direct Support to Schools and School Improvement Planning grants). | 1 workshop with key stakeholders | | | | 1,000 | | | |
| | 3.3.2 Train school and district officials on development of School Improvement Plans, management and use of school-based grants. | 6 education districts | 18 education districts | 34 education districts | 34 education districts | 14,000 | 78,000 | 139,000 | 139,000 |
| | 3.3.3 Roll out programme of school-based grants to all schools (within 4 years). | 1000 schools | 3000 schools | 5,500 schools | 5,500 schools | 100,000 | 450,000 | 1,100,000 | 1,200,000 |
| [3.4] Increase the resources for primary education. | 3.4.1 Improved lobbying and prioritisation in budgeting. | Lobbying (MoF, Parliament) | Lobbying (MoF, Parliament) | Lobbying (MoF, Parliament) | Lobbying (MoF, Parliament) | 3,000 | 3,000 | 3,000 | 3,000 |
| | 3.4.2 Reassess funding formula to allocate resources according to realistic DEPs, SIPs and enrolment. | New funding formula | | | | | | | |
| | 3.4.3 Promoting private investment in primary education activities eg Public-Private Partnerships (PPPs). | 3 meetings | 3 meetings | 3 meetings | 3 meetings | See above | See above | See above | See above |

| Objective: Improve internal efficiency of the system. | | | | | | | | | |
|--|---|---|---|---|---|--------|--------|--------|--------|
| [3.5] Monitor performance to strengthen internal efficiency. | 3.5.1 Regular annual analysis of trends in promotion, repetition and dropout. | EMIS Report and Analytical Report | EMIS Report and Analytical Report | EMIS Report and Analytical Report | EMIS Report and Analytical Report | 5,000 | 5,000 | 5,000 | 5,000 |
| | 3.5.2 Enhance districts data management and analysis skills by training and procuring software and internet access. | 34 annual DEMIS Reports, DEP, and Annual Work plans | 34 annual DEMIS Reports, DEP, and Annual Work plans | 34 annual DEMIS Reports, DEP, and Annual Work plans | 34 annual DEMIS Reports, DEP, and Annual Work plans | 10,000 | 10,000 | 10,000 | 10,000 |
| | 3.5.3 Improve accuracy, analysis and dissemination of EMIS data. | 34 DEMs | 1 Post- Graduate Training and follow-up for DEMs | 1 Post- Graduate Training and follow-up for DEMs | 1 Post- Graduate Training and follow-up for DEMs | 10,000 | 10,000 | 10,000 | 10,000 |
| [3.6] Reduce repetition rate in lower classes | 3.6.1 Develop clear guidelines on promotion and repetition. | 1 workshop | | | | 1,000 | | | |
| | 3.6.2 Sensitisation of PEAs, head teachers, teachers, learners and parents on the real impact of repetition. | 4 meetings and radio broadcast | 5 meetings and radio broadcast | 6 meetings and radio broadcast | 7 meetings and radio broadcast | 6,000 | 2,000 | 2,000 | 2,000 |
| | 3.6.3 Restrict repetition to a maximum level, ie train head teachers in new guidelines | 15% | 12% | 10% | 8% | 5,500 | 5,500 | 5,500 | 5,500 |

| | | | | | | | | | |
|---|---|---|---|---|---|------------|------------|------------|------------|
| [3.7] Promote multi-grade teaching particularly in Standards 5-8. | 3.7.1 Finalise guidelines for multi-grade teaching. | Finalised guidelines | | | | 1,000 | | | |
| | 3.7.2 Train and sensitise teachers, parents, SMCs and district education officials using PEA. | 100 schools | 100 schools | 100 schools | 100 schools | 4,000 | 4,000 | 4,000 | 4,000 |
| | 3.7.3 Implement multi-grade teaching and monitor impact on learning and efficiency. | 20 PEAs trained for 100 schools and multi-grade teaching implemented in 100 schools | 20 PEAs trained for 100 schools and multi-grade teaching implemented in 100 schools | 20 PEAs trained for 100 schools and multi-grade teaching implemented in 100 schools | 20 PEAs trained for 100 schools and multi-grade teaching implemented in 100 schools | 100,000 | 100,000 | 100,000 | 100,000 |
| [3.8] Decentralise personnel emoluments. | 3.8.1 Clean Human Resource Management Information System (HRMIS) database to prevent payment of ghost teachers and clarify schools' establishments. | Remove all ghost teachers | | | | 4,000 | | | |
| | 3.8.2 Improve accuracy of budgeting for teacher salaries, allowances and leave grants (and annual increases and increments). | 34 education districts trained in payroll management | | | | 5,000 | | | |
| | 3.8.3 Manage the payroll and make payments of salaries on time. | Monthly payroll produced and salaries paid | Monthly payroll produced and salaries paid | Monthly payroll produced and salaries paid | Monthly payroll produced and salaries paid | 11,600,000 | 13,400,000 | 15,200,000 | 16,100,000 |
| | 3.8.4 Provide administrative and management support services. | Education headquarters and 34 education districts | Education headquarters and 34 education districts | Education headquarters and 34 education districts | Education headquarters and 34 education districts | 1,000,000 | 1,000,000 | 1,000,000 | 1,000,000 |

| | | | | | | | | | |
|---|---|----------------------------|--------------------|--------------------|--------------------|--------|--------|--------|--------|
| [3.9] Strengthen education research. | 3.9.1 Develop research agenda for primary education in association with MIE, CERT and other research bodies. | Research agenda completed. | | | | | | | |
| | 3.9.2 Commission relevant research in accordance to research agenda. | 5 research studies | 5 research studies | 5 research studies | 5 research studies | 14,000 | 14,000 | 14,000 | 14,000 |
| | 3.9.3 Disseminate and use research findings for evidenced based decision-making. | 5 meetings | 5 meetings | 5 meetings | 5 meetings | | | | |
| [3.10] Enhance knowledge sharing of the education system. | 3.10.1 Develop simplified versions of NESP and ESIP for dissemination to relevant stakeholders. | 50,000 copies printed | | | | 40,000 | | | |
| | 3.10.2 Conduct dissemination workshops and awareness campaigns through the media including radio. | Radio campaign | | | | 5,000 | | | |
| | 3.10.3 Harmonise national education policy statements with other policies and guidelines (including planning and budgeting guidelines). | Finalise harmonisation | | | | 5,000 | | | |

4.6 Secondary Education Profile of Programmes

4.6.1 Priority 1: Access and Equity

The secondary sub-sector aims to introduce a set of measures aimed at facilitating access for those with special education needs. It also recognises that the gender disparities evident in the sub-sector require proactive measures in order to raise the number of girls enrolled. It is necessary, therefore, that Government upgrades and rehabilitates approved community day secondary schools, constructs new structures in non-approved secondary schools and constructs hostels for girls in selected day secondary schools.

4.6.2 Priority 2: Quality and Relevance

Poor quality in secondary education also stems from problems in management, school leadership, teacher training, teacher motivation and physical environment. The Ministry will, therefore, carry out activities that will improve the quality and relevance of secondary education. Such improvement will have an impact on improving the learning outcomes of secondary education.

4.6.3 Priority 3: Governance and Management

Management and planning capacity in the secondary education sub-sector are relatively weak and, in turn, contribute to poor quality in teaching and learning. Divisional and district level planning, as well as ministry level planning and management, are not as strong as they should be, partly because of under-staffing and the need to build skills and capacity for relatively new roles within and across the decentralised system, and partly because management information is not sufficient and adequately used.

Table 8: Secondary Education Activity Matrix

| EFA GOAL: Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015. EFA Goal: Improving all aspects of the quality of education and ensuring the excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. NESP Goal 1: Expand equitable access to secondary education to enable all to benefit (improve transition, reduce dropout and repetition and promote effective learning). | | | | | | | | | |
|--|--|----------------------------|------------|-------------|-------------|-------------------------|-----------|-----------|-----------|
| NESP Strategy | Activities | Target Outputs | | | | Estimated Costs (MK000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Improve equitable access to secondary schools. | | | | | | | | | |
| [1.1] Increase the number of classrooms in secondary schools, taking into account special needs requirements. | 1.1.1 Upgrade Community Day Secondary Schools | 34 | 20 | 20 | 20 | 2,806,136 | 1,650,668 | 1,650,668 | 1,650,668 |
| | 1.1.2 Rehabilitate and refurbish existing Convention Secondary Schools | 14 | 15 | 15 | 16 | 420,000 | 450,000 | 450,000 | 480,000 |
| [1.2] Enhance learning opportunities for disadvantaged groups through targeted interventions. | 1.2.1 Provide bursaries for needy and gifted students | 6,000 | 7,000 | 8,000 | 9,000 | 80,000 | 91,000 | 104,000 | 117,000 |
| | 1.2.2 Construct hostels for girls including sanitary facilities (eg compost toilets) | 10 | 12 | 15 | 18 | 600,000 | 720,000 | 900,000 | 1,080,000 |
| | 1.2.3 Explore and provide SHN services to learners | Meeting to establish needs | 50 schools | 100 schools | 200 schools | 0 | 3,300 | 6,600 | 13,100 |
| [1.3] Promote treatment, care and support to both learners and teachers. | 1.3.1 Conduct Life Skills and HIV/AIDS training for all teachers | To be identified | 500 | 1,000 | 1,000 | - | 10,000 | 20,000 | 20,000 |
| | 1.3.2 Sensitise all learners and teachers on the availability of VCT services | To be identified | 7,500 | - | - | - | 11,000 | - | - |
| | 1.3.3. Provide psychological support for all learners and teachers | | 1,500 | | | - | 6,000 | 7,000 | 8,000 |
| | 1.3.4 Strengthen T'LIPO activities | | 1,500 | 1,650 | 1,850 | - | 6,000 | 8,000 | 10,000 |

| | | | | | | | | | |
|--|--|--|-----------------|-----------------|-----------------|--------|--------|--------|--------|
| [1.4] Expand secondary education opportunities through complementary schemes. | 1.4.1 Provide secondary education through ODL mode | 33,000 | 35,000 | 38,000 | 41,000 | 30,000 | 32,000 | 35,000 | 37,000 |
| | 1.4.2. Introduce double shift in schools with high PqTR | Map out teacher placement profile and establish needs for redeployment | 9 schools | 7 schools | 5 schools | 0 | 72,000 | 56,000 | 40,000 |
| [1.5] Strengthen public-private partnerships in providing secondary education. | 1.5.5 Develop system to register, monitor and support private schools | System developed | - | - | - | 632 | 700 | 710 | 720 |
| | 1.5.2. Review the guidelines for registration to be in tune with the set standards | Guidelines reviewed | - | - | - | | | | |
| | 1.5.3 Register all private schools | 339 registered | 400 | 450 | 500 | | | | |
| [1.6] Establish an efficient Form 1 selection system. | 1.6.1 Develop an electronic selection system | System developed and pre-tested | Roll out system | Roll out system | Roll out system | 2,940 | - | - | - |

| NESP Goal 2: Improve quality and relevance of secondary education. | | | | | | | | | |
|--|---|----------------------------------|-----------------|-----------------|-----------------|---------------|---------|---------|---------|
| Objective: Improve the quality and relevance of the secondary education. | | | | | | | | | |
| [2.1] Increase the number of secondary school teachers with relevant qualifications. | 2.1.1 Train under-qualified teachers to Diploma at DCE (upgrading) | 220 trainees | 220 trainees | 220 trainees | 220 trainees | 50,000 | | | |
| | 2.1.2 Train unqualified teachers to UCE level (upgrading) | 30 trainees | 30 trainees | 30 trainees | 30 trainees | 9,000 | | | |
| | 2.1.3 Train under-qualified teachers through the bridging course at Mzuni | 400 | | | | 386,000 | | | |
| | 2.1.4 Train new secondary school teachers at Universities | | | | | | | | |
| | 2.1.5 Conduct professional development of teachers through regular INSETs | 3,400 | 3,800 | 4,200 | 4,500 | 229,000 | 274,000 | 309,000 | 365,000 |
| | 2.1.6 Conduct orientation for Open Secondary Schools Supervisors (OSSS) | 300 supervisors | 300 supervisors | 300 supervisors | 300 supervisors | 2,788 | 3,000 | 3,200 | 3,500 |
| | 2.1.7 Construct a satellite secondary school teachers training college | 1 college | | | | 1,051,696,800 | | | |
| [2.2] Strengthen overall management and monitoring of inspection and advisory. | 2.2.1 Train Inspectors | 130 | - | - | 80 | 25,000 | - | - | 16,000 |
| | 2.2.2 Develop relevant assessment tools | Tools developed | - | - | - | 956 | - | - | 956 |
| | 2.2.3 Review and develop assessment standards | Standards reviewed and developed | - | - | - | 3,500 | - | - | - |
| | 2.2.4 Conduct full inspections visits to both public and private schools | 300 schools | 500 | 600 | 600 | 16,000 | 22,000 | 25,000 | 26,000 |

| | | | | | | | | | |
|---|--|------------------------|----------------|----------------|----------------|---------|---------|---------|---------|
| [2.3] Introduce and implement a relevant and responsive curriculum taking into account SHN/HIV and LSE. | 2.3.1 Review curriculum and its assessment | All subjects | - | - | - | 70,000 | - | - | - |
| | 2.3.2 Develop teaching and learning materials | All subjects | - | - | - | 2,000 | - | - | - |
| | 2.3.3. Textbook evaluation | All subjects | - | - | - | 2,000 | - | - | - |
| | 2.3.4 Monitor and evaluate relevance of curriculum | - | 3 times a year | 3 times a year | 3 times a year | - | 15,000 | 15,000 | 15,000 |
| | 2.3.5 Conduct action research | 2 studies | 3 studies | 3 studies | 2 studies | 14,000 | 21,000 | 21,000 | 14,000 |
| | 2.3.6 Orientate teachers in new curriculum | Develop manuals | 8,698 | - | - | - | 400,000 | - | - |
| | 2.3.7 Orientate tutors and lecturers at DCE and Universities in new curriculum | Develop manuals | 230 | - | - | - | 18,000 | - | - |
| [2.4] Provide adequate and relevant teaching and learning materials. | 2.4.1 Procure and distribute learners textbooks | 717 schools | - | - | - | 685,000 | 700,000 | 720,000 | 740,000 |
| | 2.4.2 Procure and distribute teachers handbooks and teaching aids | 717 schools | - | - | - | | | | |
| | 2.4.3 Procure and science kits, laboratory equipments and chemicals | - | 120 CDSS | 140 CDSS | 140 | | | | |
| | 2.4.4 Replenish depleted teaching and learning materials | Replenishment strategy | - | - | 717 schools | | | | |
| [2.5] Provide appropriate incentives to attract teachers especially in rural secondary schools. | 2.5.1 Construct teachers' houses | 112 | 100 | 100 | 100 | 896,000 | 864,000 | 864,000 | 864,000 |
| | 2.5.2 Introduce rural hardship allowance (policy and budget issue) | - | - | 4,500 teachers | 5,000 teachers | - | - | TBA | TBA |
| NESP Goal 3: Improve governance and management. | | | | | | | | | |
| Objective: Improve governance and management of secondary schools. | | | | | | | | | |
| [3.1] Strengthen capacity of school management. | 3.1.1 Conduct training for school managers | 200 heads | 200 heads | 200 heads | 200 heads | 1,500 | 1,700 | 1,900 | 2,100 |
| | 3.1.2 Conduct training for ToTs | 48 | - | - | - | 750 | - | - | - |
| | 3.1.3 Conduct training for SMCs | - | 717 | - | 717 | - | 1,500 | - | 2,500 |

4.7 Teacher Education

4.7.1 Priority 1: Access and Equity

Expansion of access to teacher education up to the level needed to meet the requirement for trained teachers requires infrastructure development in addition to alternative modes of training such as open and distance education and non-residential training. Infrastructure needed includes expansion of library facilities, construction of special needs units in the teacher training institutes and other facilities. This, therefore, calls for a focused attention on increased infrastructure to facilitate the expansion in access.

4.7.2 Priority 2: Quality and Relevance

Capacity Development of Teacher Education

Teacher education lacks a coherent policy and clear strategies to address the increased demand for qualified teachers at the primary, secondary and tertiary levels. Failure to meet the demand for teachers, instructors and technicians has compromised the quality of learning for students. Furthermore, the concept of Continued Professional Development for teacher trainers, technicians, instructors and lecturers has not been fully explored in Malawi. These shortcomings contribute to the above average ratios of pupils to qualified teachers in primary schools and, consequently, low performance rates across education sub-sector. The potential benefits of investing in teacher education on learning outcomes of pupils justify the positioning of this programme as one of the key areas of interest supplementary to the needs in this sector plan. The target group is teachers, technical instructors and technicians.

4.7.3 Priority 3: Governance and Management

Support to Teacher Education Management

Coordination of teacher issues is undefined; there is no clear mandate in institutions managing teachers across the education sector. This scenario contributes to challenges being faced in the basic and secondary education level, such as teacher professional roads maps, teacher preparation and teacher disciplining among other teachers issues. To a larger extent, these affect access to teacher education, coordination and comprehensive approaches on education institutions and trickle-down effects at school level under Continuous Professional Development. Therefore, the achievement of strategies and outcomes on teacher education is contingent on effective and efficient management of teacher education in holistic terms.

Table 9: Teacher Education Activity Matrix

| Teacher Education - Basic Education: Early Childhood Development | | | | | | | | | |
|--|---|------------------|------------------|------------------|------------------|--------------------------------|------------------|------------------|------------------|
| NESP Goal 1: Expand equitable access to Early Childhood Development Teacher Education. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| [1.1] Enhance training of pre-school teachers. | 1.1.1 Upgrade existing colleges (Magomero, Kwacha, Luwingu Training Centre and Lilongwe Transit Centre) into ECD colleges | | 1 | 2 | 1 | | 85,100 | 200,700 | 124,300 |
| | 1.1.2 Train ECD caregivers (1 year's course) | | | 300 | 600 | | 3,500 | 4,700 | 7,400 |
| | 1.1.3 Train ECD tutors | 0 | 20 | 20 | 20 | | 60,500 | 70,700 | 80,400 |
| | 1.1.4 Train ECD advisors and supervisors | 0 | 28 | 30 | 30 | | 60,500 | 70,700 | 80,400 |
| Teacher Education - Basic Education: Primary Education | | | | | | | | | |
| NESP Goal 1: Expand equitable access to Primary Teacher Education. | | | | | | | | | |
| Objective: Increase intake into teacher training colleges. | | | | | | | | | |
| [1.2] Expansion of teacher student intake through Open and Distance Learning (4,000 students). | 1.2.1 Prepare books for 10 ODL learning areas | 126,000 | 126,000 | 126,000 | | 22,000 | 22,000 | 22,000 | |
| | 1.2.2 Recruit ODL teacher trainees | 4,000 | 4,000 | 4,000 | | 581,680 | 577,680 | 577,680 | |
| | 1.2.3 Provide field support to all ODL study centres | 315 | 315 | 315 | | 386,500 | 126,900 | 126,900 | |
| [1.3] Construction and refurbishment of new TTCs. | 1.3.1 Building 2 TTCs over a 5-year period (GoM) | 1 | 1 | | | 1,000,000 | 1,000,000 | | |

| | | | | | | | | | |
|--|--|---|-------|-------|-------|---------|---------|---------|---------|
| [1.4] Increase the supply of teachers by enhancing the training of teachers through conventional modes of teacher training. Remarks: Not all operational costs for Government institutions have been included, such as those for TTCs. | 1.4.1 Recruit 2,000 non residential students | 500 | 500 | 500 | 500 | 9,000 | 9,000 | 9,000 | 9,000 |
| | 1.4.2 Train up to 18,740 IPTE 1 year students | 4,340 | 4,600 | 4,800 | 5,000 | 57,000 | 60,415 | 63,041 | 65,668 |
| | 1.4.3 Supervise up to 17,540 IPTE 2 year students | 3,800 | 4,340 | 4,600 | 4,800 | 33,000 | 37,689 | 39,947 | 41,684 |
| | 1.4.4 Pay allowances for 18,740 student teachers | 4,340 | 4,600 | 4,800 | 5,000 | 323,300 | 342,668 | 357,567 | 372,465 |
| [1.5] Continue dialogue with private stakeholders to establish additional TTCs. | 1.5.1 Establish public private partnerships to construct 5 TTCs of a capacity of 200 students per year each | 1 | 2 | 2 | 1 | 28,000 | 56,000 | 56,000 | |
| [1.6] Improve equity and increase access for SNE learners. | 1.6.1 Ensure that compulsory teacher education supplies each teacher with sufficient knowledge on SNE | Curriculum reviewed | | | | | | | |
| | 1.6.2 Construct a TTC for a 1 year SNE education for primary teachers with 200 spaces | | 1 | | | | 50,000 | | |
| | 1.6.3 Rehabilitate 105 SNE schools | 25 | 25 | 25 | 25 | 20,000 | 20,000 | 20,000 | 20,000 |
| NESP Goal 2: Improve quality and relevance of Primary Education to enable all to benefit. | | | | | | | | | |
| [2.1] Ensure the quality of teachers coming out of conventional and innovative modes of teacher education. | 2.1.1 Recruit at least 80 new tutors for the TTCs and upgrade another 32 tutors | 112 | | | | 15,000 | | | |
| | 2.1.2 Revise IPTE and ODL programmes as per need | IPTE 2 year revised ODL evaluated | | | | 4,500 | 4,500 | 4,500 | 4,500 |
| | 2.1.3 Strengthen inspection of TTCs, monitoring and evaluation of teacher performance of IPTE and ODL students | Regular TTC inspections Regular M&E of teaching performance of IPTE and ODL students | | | | 6,750 | 2,750 | 2,750 | 2,750 |
| | 2.1.4 Train tutors in TTCs in IRI | 150 | | | | 9,000 | | | |

| | | | | | | | | | |
|--|--|-----|--------------------------------------|-----|------|---------|---------|---------|---------|
| [2.2] Ensure CPD for teachers. | 2.2.1 Provide CPD for up to 320 IPTE and ODL tutors | 80 | 80 | 80 | 80 | 30,000 | 30,000 | 30,000 | 30,000 |
| | 2.2.2 Provide CPD for head teachers and mentors of ODL students | 531 | 531 | 531 | 531 | 120,000 | 120,000 | 120,000 | 120,000 |
| | 2.2.3 Recruit up to 480 teachers in SNE | 120 | 120 | 120 | 120 | 45,000 | 45,000 | 45,000 | 45,000 |
| [2.3] Strengthen quality education through HIV/AIDS and SHN awareness. | 2.3.1 Institutionalise HIV/AIDS programmes in TTCs | 25% | 50% | 75% | 100% | 4,000 | 8,000 | 3,000 | 3,000 |
| | 2.3.2 Ensure integration of SHN in all TTCs | 25% | 50% | 75% | 100% | 4,000 | 8,000 | 3,000 | 3,000 |
| NESP Goal 3: Improve governance and management of Primary Teacher Education. | | | | | | | | | |
| [3.1] Improve the teacher management information system to assist decision-making on allocation of new teachers. | 3.1.1 Link TEMIS to EMIS | | TEMIS updated and linked to EMIS | | | 5,000 | 2,000 | 2,000 | 2,000 |
| | 3.1.2 Train 1,200 secondary heads in school management | | | | | | | | |
| Teacher Education - Secondary Education | | | | | | | | | |
| NESP Goal 1: Expand equitable access to secondary education to benefit all. | | | | | | | | | |
| Objective: Increase the supply of teachers for secondary school. | | | | | | | | | |
| [1.1] Increase access and equity for SNE students. | 1.1.1 Upgrade up to 12 trainers to masters degree | | 4 | 4 | 4 | | 15,000 | 15,000 | 15,000 |
| | 1.1.2 establish a teacher education unit in SNE for secondary school teachers, producing 200 per year (CPD course for secondary school teaching) | | Units established | | | | | | |
| | 1.1.3 Upgrade up to 160 secondary teachers to bachelors degree | 40 | 40 | 40 | 40 | 10,000 | 10,000 | 10,000 | 10,000 |
| | 1.1.4 Upgrade 80 secondary teachers to SNE teachers | 20 | 20 | 20 | 20 | 10,000 | 10,000 | 10,000 | 10,000 |
| | 1.1.5 Ensure that compulsory teacher education suppliers each teacher with sufficient knowledge on SNE | | Curriculum reviewed and strengthened | | | | | | |

| | | | | | | | | | |
|--|---|-------|-----|-----|-----|---------|--------|--------|--------|
| [1.2] Increase access through introduction of additional programmes in teacher training institutions at all levels of education to increase capacity, including special needs education. | 1.2.1 introduce a diploma in education (agriculture) course for 20 students per year | 20 | 20 | 20 | 20 | 4,700 | 4,700 | 4,700 | 4,700 |
| | 1.2.2 Recruit non-residential teacher students, mostly at DCE | 200 | 200 | 200 | 200 | 20,000 | 20,000 | 20,000 | 20,000 |
| | 1.2.3 Continue operations of DCE | 1 | 1 | 1 | 1 | 87,000 | 87,000 | 87,000 | 87,000 |
| | 1.2.4 Expand infrastructure to accommodate students | 200 | 200 | 200 | 200 | 50,000 | 50,000 | 50,000 | 50,000 |
| NESP Goal 2: Improve quality and relevance of Secondary Teacher Education. | | | | | | | | | |
| Objective: Improve the quality of teaching in secondary schools. | | | | | | | | | |
| [2.1] Improve quality teaching in secondary schools through CPD. | 2.1.1 Conduct INSET service training for teachers in maths and science | 3,000 | | | | 150,000 | | | |
| | 2.1.2 Upgrade secondary school teachers to certificate of education level | 30 | | | | 9,000 | | | |
| | 2.1.3 Introduce bachelors of secondary education degree programme to upgrade up to 120 current teachers | 30 | 30 | 30 | 30 | 7,050 | 7,050 | 7,050 | 7,050 |
| | 2.1.4 Upgrade 6,000 under-qualified teachers through Distance Learning | 220 | 220 | 220 | 220 | 50,000 | 50,000 | 50,000 | 50,000 |
| | 2.1.5 Upgrade 400 under-qualified maths and science teachers to diploma level | 25% | 50% | 75% | 100 | 388,000 | | | |

4.8 Technical and Vocational Development Programmes

4.8.1 Priority 1: Governance and Management

Support to Technical and Vocational Education Management

Technical and vocational education requires relevant and effective governance and management systems. In this endeavour, there is need to review the TEVET Act so that issues on vocational training and public private partnership policies are taken on board. Furthermore, there is a dire need for management of funds and income generating activities in order to sustain financing of such institutions in a deliberate drive to make them autonomous and adaptable to the economic environment (human capital development dimensions). Therefore, to realise strategic outcomes in this sub-sector, there is need for a more encompassing approach to reform of the management and governance of technical and vocational training institutions.

4.8.2 Priority 2: Access and Equity

Technical and Vocational Training Infrastructural Development

Strategic outcomes of technical and vocational training include expansion of equitable access to technical and vocational training in order to enable in and out of school youths to benefit. Furthermore, it is intended to meet labour market demands as a response to the evolving economy. To achieve these strategic outcomes, it is necessary to expand and rehabilitate infrastructure in technical training institutions so that more in and out of school youths benefit.

4.8.3 Priority 3: Quality and Relevance

There are increased concerns over the dwindling skills levels of artisans and technicians joining the labour force or production sectors in Malawi. This means that institutions providing for technical and vocational training have to improve on the delivery of technical and vocational education, among other areas. Improvements include the adaptation of technologies to local needs, industry-centred approaches to course development and adaptation of international instructional materials to local needs. There is, therefore, a need to raise the profile of quality and relevance of technical and vocation education to meet the demand of the market, industry and economy.

Table 10: Technical and Vocational Education Activity Matrix

| EFA Goal: Ensuring that learning needs of young people and adults are met through equitable access to appropriate learning and life-skills programmes. | | | | | | | | | |
|--|--|---|-----------|-----------|-----------|-------------------------|-----------|-----------|-----------|
| NESP Goal 1: Improve governance and management of technical and vocational training. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Ensure effective and efficient policy guidance and direction on TEVET programmes. | | | | | | | | | |
| [1.1] Review and revise TEVET Act. | 1.1.1 Hold a TEVET policy review meeting with a group of experts and Government officials | 1 policy review workshop held | | | | 8,000 | | | |
| | 1.1.2 Write a set of policy recommendations based on the situation analysis conducted | 1 situation analysis report | | | | 5,000 | | | |
| | 1.1.3 Present recommendations to national stakeholders and authorities for approval | Final revised TEVET policy in place | | | | 1,910 | | | |
| [1.2] Review and develop relevant supporting procedures and guidelines for implementation of the TEVET programmes. | 1.2.1 Conduct role clarification meetings between TEVET and DTVT | Respective roles are confirmed or adjusted to existing policies and legal documents | | | | 3,550 | | | |
| | 1.2.2 Review and develop monitoring framework and operational manuals | Monitoring framework and operational manuals in place | | | | 8,520 | | | |
| | 1.2.3 Develop a roadmap assessment report for semi-autonomous governance structures of the public colleges and commercialisation of programmes | A roadmap assessment report developed | | | | 1,500 | | | |

| | | | | | | | | | |
|--|--|--|---|--|--|----------|-------|-------|-------|
| [1.3] Institutionalise non-residential (parallel) programmes. | 1.3.1 Prepare operational policy guidelines in line with public financial management act | | Operational policy guidelines in place and colleges offering recognised non-residential programme | | | | 200 | | |
| Objective: Ensure effective and efficient management and support services of TEVET programmes. | | | | | | | | | |
| [1.4] Provide adequately for office services and operations. | 1.4.1 Purchase and provide office equipment, stationery, consumables and services | Office provision and effective support services provided | Office provision and effective support services provided | Office provision and effective support services provided | Office provision and effective support services provided | 3,977.10 | 4,240 | 4,730 | 5,200 |
| | 1.4.2 Participate in national and international meetings, workshops and conferences | Improved governance and management of TEVET | Improved governance and management of TEVET | Improved governance and management of TEVET | Improved governance and management of TEVET | | 6,680 | 7,290 | 7,900 |
| [1.5] Direct the rationalisation and outsourcing of non-core functions/services being provided by the colleges to reduce administrative costs. | 1.5.1 Analyse non-core functions and services for outsourcing | | Analysis report indicating core functions to be outsourced and management policy guidelines | | | | 500 | | |
| | 1.5.2 Prepare tender documents and award contracts | | Tender and award annual contracts in place | Tender and award annual contracts in place | Tender and award annual contracts in place | | 300 | 300 | 300 |

| | | | | | | | | | |
|---|---|--|--|--|--|-------|--------|--------|--------|
| [1.6] Participation in national and international meetings, workshops /seminars and conferences on gender issues. | 1.6.1 Attend national and international meetings, workshops/ seminars and conferences on gender issues | Attend national and international workshops and conferences | Attend national and international workshops and conferences | Attend national and international workshops and conferences | Attend national and international workshops and conferences | 6,132 | 6,680 | 7,290 | 7,900 |
| | 1.6.2 Formation of sector advisory committees | 5 effective and functioning Sector Advisory Committees (SACs) formed in the private sector | 5 effective and functioning Sector Advisory Committees (SACs) formed in the private sector | 5 effective and functioning Sector Advisory Committees (SACs) formed in the private sector | 5 effective and functioning Sector Advisory Committees (SACs) formed in the private sector | 2,500 | 2,800 | 3,000 | 3,240 |
| | 1.6.3 Establish strong links between colleges and industry for effect knowledge and technology transfer | Effective linkages, partnerships and networks established | Effective linkages, partnerships and networks established | Effective linkages, partnerships and networks established | Effective linkages, partnerships and networks established | 1,420 | 1,550 | 1,690 | 1,840 |
| | 1.6.4 Develop and implement demand driven tailor-made training programmes for industry | 25 short-term tailor-made training courses implemented in collaboration with the industry | 30 short-term tailor-made training courses implemented in collaboration with the industry | 40 short-term tailor-made training courses implemented in collaboration with the industry | 40 short-term tailor-made training courses implemented in collaboration with the industry | 346.4 | 45,000 | 65,400 | 71,300 |

| NESP Goal 2: Expand equitable access to technical education and vocational training. | | | | | | | | | |
|---|---|--|---|---|---|-------------------------|-----------|-----------|-----------|
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Increase intake into technical and vocational institutions through the renovation and construction of new facilities. | | | | | | | | | |
| [2.1] Rehabilitate technical colleges. | 2.1.1 Preparation of bills of quantities and award contracts | Bills of quantities and 7 contracts awarded | | | | 500 | | | |
| | 2.1.2 Execute the rehabilitation work | Partial rehabilitation of 7 technical colleges | 7 technical colleges rehabilitated | | | 99,500 | 210,000 | | |
| | 2.1.3 Monitoring of the rehabilitation works | 3 inspection visits conducted | 3 inspection visits conducted | | | 384.60 | 419.22 | | |
| [2.2] Construct lecture rooms, workshops and laboratories for expanded TEVET coverage. | 2.2.1 Review existing structures and facilities at each technical college and prepare design drawings and bills of quantities | | 1 status report and 7 sets of proposed extensions design drawings and bills of quantities | | | | 850 | | |
| | 2.2.2 Tendering and award of contracts | | 7 contracts awarded | | | | 250 | | |
| | 2.2.3 Erection of lecture rooms, workshops and laboratories; plus monitoring and supervision of construction works | | 1 lecture room, 1 workshop | 2 lecture rooms, 3 workshops and 1 laboratory | 3 lecture rooms, 3 workshops and 1 laboratory | | 30,000 | 210,000 | 210,000 |

| | | | | | | | | | |
|---|--|---|---|--|--|--------|-------|---------|---------|
| [2.3] Construction of new technical colleges. | 2.3.1 Develop designs and construction plans | | 2 sets of design and construction plans | | | | 1,000 | | |
| | 2.3.2 Preparation of bills of quantities, tendering and award contracts | | Bills of quantities and 2 contracts awarded | | | | 500 | | |
| | 2.3.3 Erection of the new technical colleges; plus monitoring and supervision of the works | | | 1 new technical college built | 1 new technical college built | | | 250,000 | 250,000 |
| [2.4] Introduce mobile TEVET units. | 2.4.1 Procure relevant vehicles and training equipment | | | 4 mobile units (vehicles and training equipment) purchased | 4 mobile units (vehicles and training equipment) purchased | | | 60,000 | 60,000 |
| | 2.4.2 Training of Master trainers from local communities in the various trades | | 20 master trainers trained | 20 master trainers trained | | | 4,200 | 4,600 | |
| | 2.4.3 Recruitment of trainees and delivery of training programmes in the local communities | | | 1000 trainees recruited | 1000 trainees recruited | | | 40,000 | 43,600 |
| [2.5] Strengthen links with general education on career guidance and counselling. | 2.5.1 Conduct career talks in secondary schools | 4 visits to selected groups of secondary schools done | 4 visits to selected groups of secondary schools done | 4 visits to selected groups of secondary schools done | 4 visits to selected groups of secondary schools done | 611.40 | 666 | 726 | 792 |

| | | | | | | | | | |
|---|--|--|--|--|--|--------|--------|--------|--------|
| [2.6] Empowerment of vulnerable groups with survival and employable skills. | 2.6.1 Train vulnerable groups in both public technical colleges, village polytechnics and rural vocational centres | 2,000 vulnerable youth trained in survival and employable skills | 1,000 vulnerable youth trained in survival and employable skills | 1,000 vulnerable youth trained in survival and employable skills | 1,000 vulnerable youth trained in survival and employable skills | 6,000 | 40,000 | 43,600 | 47,500 |
| | 2.6.2 Pay bursaries to needy youth to enable them receive vocational training in Training Colleges | 100 needy youth given bursaries | 150 needy youth given bursaries | 200 needy youth given bursaries | 250 needy youth given bursaries | 2,000 | 8,000 | 12,000 | 16,000 |
| NESP Goal 3: Improve quality and relevance of technical education and vocational training. | | | | | | | | | |
| [3.1] Provide relevant skills to academic staff through continuous training. | 3.1.1 Provide in-service training to DTVT and technical colleges staff | 15 instructors and 2 DTVT officers trained | 20 instructors and 3 DTVT officers trained | 25 instructors and 3 DTVT officers trained | 30 instructors and 3 DTVT officers trained | 3,213 | 4,670 | 6,360 | 8,320 |
| | 3.1.2 Attach instructors to industry | 10 instructors attached to industry | 15 instructors attached to industry | 20 instructors attached to industry | 30 instructors attached to industry | 722.91 | 1,180 | 1,710 | 2,800 |
| | 3.1.3 Train instructors to degree level | | 20 instructors trained to B.Ed | | 20 instructors trained to B.Ed | | 10,000 | | 12,000 |

| | | | | | | | | | |
|--|---|---|---|---|---|-----------|--------|--------|--------|
| [3.2] Conduct regular curriculum reviews to match national needs and modularise courses. | 3.2.1 Facilitate curriculum reviews, development and harmonisation meetings | 3 consultative meetings done; all curriculum and certification on TEVET harmonised | Reviewed and updated trade curriculum in use | Reviewed and updated trade curriculum in use | Reviewed and updated trade curriculum in use | 25,797.70 | 50,000 | 55,000 | 60,000 |
| | 3.2.2 Facilitate development and introduction of new programmes | 3 new trade curricula developed and programmes introduced in the colleges (garment and textile manufacturing, ICT, and Electronics) | 2 new trade curricula developed and programmes introduced in the colleges | 2 new trade curricula developed and programmes introduced in the colleges | 2 new trade curricula developed and programmes introduced in the colleges | 8,470.40 | 6,200 | 6,700 | 7,300 |

| | | | | | | | | | |
|--|---|--------------------------------------|--|--|---|--------|--------|---------|---------|
| [3.3] Reintroduce vocational subjects in primary curriculum to provide basic income generating skills. | 3.3.1 Review and develop the curriculum | | Curriculum developed for existing trade areas for secondary and primary school | | | 12,000 | | | |
| | 3.3.2 Rehabilitate workshops in secondary and primary schools with technical and vocational wings | | 9 model primary schools and 4 secondary schools reviewed and prepared for commencement of TEVET training | 9 model primary schools and 4 secondary schools reviewed and prepared for commencement of TEVET training | 10 model primary schools and 5 secondary schools reviewed and prepared for commencement of TEVET training | | 17,000 | 19,000 | 21,000 |
| | 3.3.3 Rehabilitate technical wings in Teacher Training Colleges | | 2 technical wings in teacher training colleges rehabilitated | | | | 10,000 | | |
| | 3.3.4 Analyse and provide training tools and materials | | 9 model primary schools and 4 secondary schools are provided with training tools and materials | 9 model primary schools and 4 secondary schools are provided with training tools and materials | 10 model primary schools and 5 secondary schools are provided with training tools and materials | | 30,000 | 32,700 | 35,600 |
| | 3.3.5 Recruit and train TEVET teachers for primary school | | 9 model primary schools and 4 secondary schools teachers recruited and trained | 9 model primary schools and 4 secondary schools teachers recruited and trained | 10 model primary schools and 5 secondary schools teachers recruited and trained | | 4,000 | 4,400 | 4,800 |
| [3.4] Provide adequate training materials. | 3.4.1 Procure and supply training materials | Adequate training materials procured | Adequate training materials procured | Adequate training materials procured | Adequate training materials procured | 60,000 | 80,000 | 100,000 | 120,000 |

| | | | | | | | | | |
|---|--|--|--|--|--|--------|-------|--------|-------|
| [3.5] Upgrading of training machines and equipment. | 3.5.1 Service and repair existing machines and equipment | Machines and equipment upgraded in 2 colleges | Machines and equipment upgraded in 2 colleges | Machines and equipment upgraded in 3 colleges | | 2,000 | 2,200 | 3,500 | |
| | 3.5.2 Procure new training equipment and machines | New training equipment and machines procured for 6 occupations | | New training equipment and machines procured for 6 occupations | | 20,000 | | 24,000 | |
| [3.6] Strengthen planning, monitoring and evaluation of programmes. | 3.6.1 Conduct quarterly monitoring and evaluation of implementation of technical college budgets | 4 (Quarterly) monitoring and evaluation reports | 4 (Quarterly) monitoring and evaluation reports | 4 (Quarterly) monitoring and evaluation reports | 4 (Quarterly) monitoring and evaluation reports | 475.8 | 520 | 570 | 620 |
| | 3.6.2 Prepare annual work plans and budgets | 1 annual plan and budget | 1 annual plan and budget | 1 annual plan and budget | 1 annual plan and budget | | | | |
| | 3.6.3 Inspection of technical colleges | 1 annual inspection for each of the 7 technical colleges | 1 annual inspection for each of the 7 technical colleges | 1 annual inspection for each of the 7 technical colleges | 1 annual inspection for each of the 7 technical colleges | | 1,472 | 1,600 | 1,750 |

4.9 Higher Education Development Programme

4.9.1 Priority 1: Governance and Management

Support to Management of Higher Education

The NESP identified expanding access, improving quality and relevance as key areas of focus in higher education. Nonetheless, these key areas are attainable on the basis of focused reformation in statute limitations, legislative provisions and change of managerial approaches, especially in non-core area. This is expected to be done through the comprehensive approaches proposed herein.

4.9.2 Priority 2: Access and Equity

The impact of the expansion of secondary education and respective lower level in the education sub-sector has resulted in simultaneous pressure in the demand for places in colleges and institutions of higher learning. The two public universities are not able to absorb the majority of secondary school graduates in Malawi. For example, approximately 38.1% of the 2007 Malawi Secondary Certificate of Education (MSCE) graduates were absorbed into the public universities in 2008. This means that slightly over 60% of the students eligible for higher education could not be absorbed due to limited space. This calls for more proactive approaches in building capacity in institutions of order to meet the demand for college places.

4.9.3 Priority 3: Quality and Relevance

The Malawi Growth and Development Strategy seeks to transform the nation from poverty to prosperity; in this endeavour, education is a catalyst. Turning Malawi from poverty to prosperity requires a sound human resource base with the requisite knowledge and skills that are technologically up to date and the knowledge in scientific research is vast and supported. Due to emergent issues among the above, it is necessary that curricula in higher education should be revisited to reflect the needs of Malawi and the global economy, with focused interventions in specific areas as necessary.

Table 11: Higher Education Activity Matrix

| EFA GOAL: Ensuring that learning needs of young people and adults are met through equitable access to appropriate learning and life-skills programmes. | | | | | | | | | |
|--|---|--|---|---|---|-----------------|-----------|-----------|-----------|
| ESP Goal: Improve Governance and Management. | | | | | | | | | |
| NESP Strategy | Activities | Outputs | | | | Estimated Costs | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Objective: Strengthen governance, management, oversight, transparency and accountability of higher education institutions. | | | | | | | | | |
| [1.1] Improve governance of public universities. | 1.1.1 Establish NCHE | NCHE secretariat in place | Accreditation mechanism established | All universities and service providers registered | All universities and service providers registered | 40,000 | 50,000 | 60,000 | 60,000 |
| | 1.1.2 Provide for administration and office support | DHE strengthened | DHE strengthened | DHE strengthened | DHE strengthened | 10,000 | 13,000 | 15,000 | 20,000 |
| | 1.1.3 Strengthen governance, management, oversight, transparency and accountability | 56 management staff in FM | 56 management staff in FM | 56 management staff in FM | 48 management staff in FM | 1,540 | 1,545 | 1,550 | 1,555 |
| | | Consultation on establishment of planning units and IMS | Planning/quality assurance units and IMS in place | Financial audits and monitoring reports | Monitoring reports and financial audits of the planning and IMS | 0 | 500,000 | 55,000 | 60,000 |
| [1.2] Improve management of public universities. | 1.2.1 Improve universities' capacity for resource generation and investment | Outsourcing guidelines in place | Non-core services contracted | Non-core services contracted | Non-core services contracted | 871,568 | 429,000 | 10,000 | 12,000 |
| | | Retrenchment exercise completed at UNIMA | | 1 monitoring report on outsourcing process | | | | | |
| | | Negotiations on private financing of academic programmes | Private financing implemented and reduction by 5% | Reduction on Government expenditure by 10% | Reduction on Government expenditure by 20% | 2,000 | 4,750,000 | 4,500,000 | 4,000,000 |

| NESP Goal 2: Expand equitable access. | | | | | | | | | |
|--|--|---|---|---|---|---------|---------|---------|---------|
| Objective: Increase enrolment and opportunities for all eligible Malawians. | | | | | | | | | |
| [2.1] Increase enrolment and opportunities for all eligible Malawians. | 2.1.1 Launch and enrol students in ODL at MZUNI | 300 students in place | 600 students | 900 students | 1,200 students | 17,000 | 30,000 | 30,000 | 30,000 |
| | 2.1.2 Monitoring the implementation of the mainstreaming of cross-cutting issues | 1 Monitoring report Mainstreamed curriculum | Mainstreamed curriculum | Mainstreamed curriculum 1 monitoring report | All students | 191,000 | 191,000 | 191,000 | 191,000 |
| | 2.1.3 Mainstream non residential students into Loan Scheme UNIMA+MZUNI | 6,451 students | 8,451 students | 8,451 student | 8,451 students | 161,275 | 271,275 | 271,275 | 271,275 |
| | 2.1.4 Involve private sectors | Interface between the industry and universities | 1 meeting held | 1 meeting held | 1 meeting held | 350 | 15,000 | 15,000 | 15,000 |
| [2.2] Construct and upgrade teaching and learning infrastructure. | 2.2.1 Increase library, teaching and academic office spaces | 25% | 25% | 25% | 25% | 250,000 | 250,000 | 250,000 | 250,000 |
| | 2.2.2 Establish school of education | Administration block for school of education | 2 lecture theatres and 3 science labs | 1 computer lab | School of education in place | 106,885 | 250,000 | 250,000 | 300,000 |
| | 2.2.3 Development works and rehabilitation of UNIMA colleges and oxidation pond and new teaching facilities in faculty of education at MZUNI | 1 oxidation pond in place | 2nd oxidation pond in place | Oxidation pond maintained | Oxidation pond maintained | 50,000 | 50,000 | 5,000 | 5,000 |
| | | Rehabilitated UNIMA colleges | Rehabilitated UNIMA colleges | Rehabilitated UNIMA colleges | Rehabilitated UNIMA colleges | 608,342 | 250,000 | 250,000 | 250,000 |
| [2.3] Establishing the Lilongwe University of Science and Technology (LUSTECH). | 2.3.1 Developing the university campus in Lilongwe | Preparation of the proposed site for construction work. | Administration blocks and classrooms constructed. | Further construction work and procurement of furniture. | Further construction work and procurement of furniture. | 150,000 | 300,000 | 300,000 | 300,000 |

| NESP Goal 3: Improve Quality and Relevance in Higher Education. | | | | | | | | | |
|---|---|---|---|--|--|---------|---------|---------|---------|
| Objective: Enhance quality and relevance in teaching and learning to produce competent graduates. | | | | | | | | | |
| [3.1] Strengthening institutional capacity and research. | 3.1.1 Provide training workshops on CPD | 2 workshop for all staff for each college | 2 workshop for all staff for each college | 2 workshop for all staff for each college | 2 workshop for all staff for each college | 55,000 | 60,000 | 70,000 | 70,000 |
| | 3.1.2 Conduct needs analysis at departmental level | Capacity gaps identified and training programmes mapped out | Staff recruitment and training funded and implemented | Staff recruitment, training implemented | Staff recruitment and training implemented | 50,000 | 84,000 | 91,560 | 99,800 |
| | 3.1.3 Establish university-industry advisory boards | Advisory boards in place | Adaptation of the curriculum to industry needs | Adaptation of the curriculum to industry needs | Adaptation of the curriculum to industry needs | 1,166 | 1,270 | 1,385 | 1,510 |
| | 3.1.4 Strengthen research | Research agenda implemented | Research agenda set | Research agenda implemented | Research agenda implemented | 80,000 | 85,000 | 90,000 | 90,000 |
| [3.2] Improve teaching and learning facilities and expand broadband wave length of connectivity to internet services in all colleges. | 3.2.1 Acquisition of T&L materials | Materials for 8,451 students | Materials for 8,451 students | Materials for 8,451 students | Materials for 8,451 students | 600,508 | 600,508 | 600,508 | 600,508 |
| | 3.2.2 Strengthening ICT labs | Connectivity established | 2 computer rooms and 1 audio visual room | 2 computer lab and internet | 2 computer lab and internet | 30,000 | 200,000 | 200,000 | 200,000 |

4.10 Institutional Framework and Capacity Development Programme

4.10.1 Governance and Management

The Ministry of Education, Science and Technology recognises the critical role of the development of human, physical and infrastructure resources and how these impact on the implementation of any educational reform that the Ministry might undertake. The human resources capacity to deliver in critical institutional systems such as procurement, Education Management Information Systems (EMIS), Monitoring and Evaluation (M&E) systems and in management as a whole will determine the success of the implementation of the ESIP. It is against this backdrop that the thematic area of management and governance of the entire education system requires the following:

- Capacity building programmes in which various staff undergo both long and short-term training.
- On-the-job support from technical assistants and consultants. This will be especially critical in procurement.
- System support with vehicles, plant and machinery. This will include, but will not be restricted to, office machinery and equipment and vehicles.
- Provision of office space and infrastructure.

Putting all this in place is an important part of organisational development because it ensures effective and efficient utilisation of resources. It is in the light of this that school managers, inspectors and critical support staff are targeted for training in relevant areas in order to improve the delivery of quality education services. Furthermore, institutional reforms in the education sector can only take hold if the capacity and its systems are accorded the relevant and necessary expertise development and the provision of applications. Finally, no change can be permanent unless the policy makers, the implementing managers and all personnel directly associated with the intended reforms are adequately trained or orientated. Hence, the first overall goal and objective is to improve the capacity of institutional managers at all levels in overall policy making, implementation, planning and monitoring and evaluation skills. Secondly, the Ministry will aim to improve the efficiency and effectiveness of the work environment at all levels - the school, the district, the Divisions and at the headquarters levels - through the procurement of appropriate technology. In all this, the Ministry will ensure that the drivers of change are not left to chance; therefore, the universal change management of the education sector will be both horizontal and vertical.

Table 12: Administration and Support Services Activity Matrix

| NESP Goal 3: Improve governance and management of education sector. | | | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|--------------------------|-----------|-----------|-----------|
| NESP Strategy | Activities | Outputs | | | | Estimated Costs (MK 000) | | | |
| | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
| Service delivery improved at all levels. | 1.1 Construction of annexe at Ministry of Education Headquarters | | | 1 | | | 500,000 | | |
| | 1.2 Construction of printing press for MANEB | | 1 | | | 300,000 | 1,500 | 500 | 0 |
| | 1.3 Construction of 2 libraries | | 1 | 1 | | | 250,000 | 28,000 | |
| | 1.4 Construction of division offices | 1 | 1 | 1 | 1 | 19,300 | 19,300 | 19,300 | 19,300 |
| | 1.5 Construction of district offices | 3 | 3 | 3 | 3 | 57,900 | 57,900 | 57,900 | 57,900 |
| | 1.6 Construction of MANEB offices (Mzuzu and Lilongwe) | 1 | 1 | | | 100,000 | 100,000 | | |
| | 1.7 General administrative costs (ORT): <ul style="list-style-type: none"> • Short and long term training for education personnel at Ministry Headquarters and Division offices* • Procurement of plant, machinery and office furniture • Consultancy services** | 6 | 6 | 6 | 6 | 1,250,100 | 1,250,100 | 1,250,100 | 1,250,100 |

* Costs for long term and short-term training will depend on needs within given time period.

** Consultancy services will be costed based on departmental/institutional assessment and functional review outcomes and feasibility. Likewise, such feasibility may depend on a consultancy activity.

SECTION E

5. Financing

5.1 Introduction

The financial framework presents the resource requirements for the sector for the period of the implementation of the ESIP. The approach used entailed estimating the total resource envelope required for the ESIP implementation period of 2009-2013 and set against the required recurrent and capital costs. In addition, the framework highlights the modalities under which the financing of the programmes will be conducted.

5.2 Resource Requirement Projections

The total resources required to reach major sector targets have been estimated up to 2013. Cost projections have been formulated for each sub-sector. The total required amount for the ESIP implementation period of 2009-2013 is shown in Table 13 below.

Table 13: Summary of Total Required Resources by Sub-sector 2009-2013

| Education Sub-sector | Annual Financial Projections (MK000) | | | |
|--|--------------------------------------|-------------------|-------------------|-------------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 28,747,935 | 31,197,357 | 35,693,166 | 37,806,857 |
| <i>Out of School Youth</i> | 472,964 | 1,023,434 | 1,513,841 | 1,889,021 |
| <i>Adult Literacy</i> | 71,950 | 71,850 | 72,850 | 76,850 |
| <i>Early Childhood Development</i> | 219,021 | 243,198 | 255,975 | 250,261 |
| <i>Primary Education</i> | 27,984,000 | 29,858,875 | 33,850,500 | 35,590,725 |
| Secondary Education | 7,689,697 | 6,865,012 | 6,747,078 | 7,105,544 |
| Teacher Education | 4,018,704 | 2,776,352 | 1,786,136 | 1,000,818 |
| Technical and Vocational Training | 584,531 | 909,605 | 1,366,166 | 1,439,762 |
| Higher Education | 7,385,000 | 7,697,382 | 7,038,752 | 7,285,595 |
| Administration and Support | 1,250,100 | 1,680,300 | 1,856,800 | 1,327,800 |
| Grand Total | 49,675,967 | 52,806,308 | 56,344,898 | 57,294,176 |

Table 14 indicates that basic education takes the largest share of required total resources of 57.8% in the 2009/2010 financial year and grows to 65.8% over the implementation period. A great part of this goes to the primary education in the form of personal emoluments (PE) and capital investment (construction of classrooms). Secondary education requires an average of about 15% for the same period but, notably, the percentage requirement in terms of resources decreases to 12.5% in 2012/13. Teacher education will require 8.5 % of the share for the first two years and then the sub-sector's funding decreases thereafter, just as in secondary sub-sector. Higher education requires an allocation of about 14.9% of the total funding in the first two years and significantly decreases to around 12.8% in the financial years 2011/2012 and 2012/2013. The projected resources for technical and vocational training education increase from 1% of the total funding in 2009/10 to about 3% of the total funding over the implementation period. Administrative costs for the entire

education sector average around 3% of the total required resources during the implementation period.

Table 14: Percentage Allocation of Total Required Resources by Sub-sector

| Education Sub-sector | Annual Percentage Allocation | | | |
|--|------------------------------|----------------|----------------|----------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 57.87% | 59.08% | 63.35% | 65.99% |
| <i>Out of School Youth</i> | 0.95% | 1.94% | 2.69% | 3.30% |
| <i>Adult Literacy</i> | 0.14% | 0.14% | 0.13% | 0.13% |
| <i>Early Childhood Development</i> | 0.44% | 0.46% | 0.45% | 0.44% |
| <i>Primary Education</i> | 56.33% | 56.54% | 60.08% | 62.12% |
| Secondary Education | 15.48% | 13.00% | 11.97% | 12.40% |
| Teacher Education | 8.09% | 5.26% | 3.17% | 1.75% |
| Technical and Vocational Training | 1.18% | 1.72% | 2.42% | 2.51% |
| Higher Education | 14.87% | 14.58% | 12.49% | 12.72% |
| Administration Costs | 2.52% | 3.18% | 3.30% | 2.32% |
| Grand Total | 100.00% | 100.00% | 100.00% | 100.00% |

The total required resources are further broken down into recurrent and capital costs. Table 15 below shows the required recurrent costs for the 2009-2013 period.

Table 15: Summary of the Total Required Recurrent Resources by Sub-sector

| Education Sub-sector | Recurrent Expenditure | | | |
|--|-----------------------|----------------------|----------------------|----------------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 22,614,534.95 | 24,535,457.00 | 28,171,266.00 | 30,284,957.00 |
| <i>Out of School Youth</i> | 472,964.00 | 1,019,434.00 | 1,509,841.00 | 1,885,021.00 |
| <i>Adult Literacy</i> | 16,350.00 | 14,550.00 | 14,550.00 | 18,550.00 |
| <i>Early Childhood Development</i> | 206,220.95 | 230,398.00 | 243,175.00 | 237,461.00 |
| <i>Primary Education</i> | 21,919,000.00 | 23,271,075.00 | 26,403,700.00 | 28,143,925.00 |
| Secondary Education | 2,967,561.00 | 3,180,344.00 | 2,882,410.00 | 3,030,876.00 |
| Teacher Education | 2,948,704.35 | 1,571,252.42 | 1,621,435.66 | 826,517.85 |
| Technical and Vocational Training | 502,531.31 | 769,405.22 | 759,666.00 | 838,762.00 |
| Higher Education | 5,589,265.00 | 6,046,874.30 | 5,433,243.52 | 5,680,087.19 |
| Administration Costs | 1,250,100.00 | 1,250,100.00 | 1,250,100.00 | 125,000.00 |
| Grand Total | 35,872,696.61 | 37,353,432.94 | 40,118,121.18 | 40,786,200.04 |

Table 16 below presents the percentage share of the required recurrent resources by education sub-sector which just agrees with the scenario presented in Table 14 above.

Basic education takes the largest share of required recurrent resources, at an average of about 68% over the 2009-2013 period. This is largely due to primary education, which has the highest rate (average of 65% of the average of basic education) of personal emoluments among all the sub-sectors. However, the total allocation towards basic education should be considered in a more holistic way as this area cuts across the education sub-sectors. For example, teacher education is largely centred on the training of primary school teachers. Factoring in the resources required under primary teacher education, the percentage allocation towards the basic sub-sector increases to an average of 72%. Higher education has the second largest share average rate of recurrent resources (15%). It is clearly evident that the

gap in the share of recurrent resources between basic education and the rest of the sub-sectors is quite significant.

Table 16: Percentage Share of Required Recurrent Resources by Sub-Sector

| Education Sub-sector | Percentage Allocation (Recurrent Expenditure) | | | |
|--|---|-------------|-------------|--------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 63% | 66% | 70% | 74% |
| <i>Out of School Youth</i> | 1% | 2% | 3% | 4% |
| <i>Adult Literacy</i> | 0.05% | 0.04% | 0.04% | 0.05% |
| <i>Early Childhood Development</i> | 1% | 1% | 1% | 1% |
| <i>Primary Education</i> | 61% | 63% | 66% | 69% |
| Secondary Education | 8% | 9% | 7% | 7% |
| Teacher Education | 8% | 4% | 4% | 2% |
| Technical and Vocational Training | 1% | 2% | 2% | 2% |
| Higher Education | 16% | 16% | 14% | 14% |
| Administration Costs | 3% | 3% | 3% | 0.31% |
| Grand Total | 100% | 100% | 100% | 100% |

In addition to the recurrent costs, Tables 17 and 18 below present a summary of capital resource projections and percentage capital investments by sub-sector. Capital investments are largely projected to be significant in the basic education sub-sector, at an average of 47%, whereas resources for secondary education and higher education are projected at an average of 30% and 12% respectively. Whereas the gap was quite wide in recurrent resources, capital resource projections for basic and secondary education are not widely dispersed. This is due to the fact that, in these two sub-sectors, there are huge investments in construction. In the primary education sub-sector, there is planned significant construction of classrooms and new schools, whereas, in the secondary sub-sector, there is upgrading and construction of new community day secondary schools.

Table 17: Summary of Capital Resource Projections by Sub-sector

| Education Sub-sector | Capital Expenditure | | | |
|--|----------------------|----------------------|----------------------|----------------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 6,077,800.00 | 6,604,600.00 | 7,463,600.00 | 7,463,600.00 |
| <i>Out of School Youth</i> | - | 4,000.00 | 4,000.00 | 4,000.00 |
| <i>Adult Literacy</i> | - | - | - | - |
| <i>Early Childhood Development</i> | 12,800.00 | 12,800.00 | 12,800.00 | 12,800.00 |
| <i>Primary Education</i> | 6,065,000.00 | 6,587,800.00 | 7,446,800.00 | 7,446,800.00 |
| Secondary Education | 4,722,136.00 | 3,684,668.00 | 3,864,668.00 | 4,074,668.00 |
| Teacher Education | 1,070,000.00 | 1,205,100.00 | 164,700.00 | 174,300.00 |
| Technical and Vocational Training | 82,000.00 | 140,200.00 | 606,500.00 | 601,000.00 |
| Higher Education | 1,795,735.00 | 1,650,508.00 | 1,605,508.00 | 1,605,508.00 |
| Administration Costs | 430,200.00 | 106,700.00 | 77,700.00 | 77,200.00 |
| Grand Total | 14,177,871.00 | 13,391,776.00 | 13,782,676.00 | 13,996,276.00 |

Table 18 below highlights the percentage trend of capital investments in the education sector by sub-sector.

Table 18: Percentage Share of Required Capital Resources by Sub-sector

| Education Sub-sector | Percentage Allocation (Capital Expenditure) | | | |
|--|---|-------------|-------------|-------------|
| | 2009/2010 | 2010/2011 | 2011/2012 | 2012/2013 |
| Basic Education | 43% | 49% | 54% | 53% |
| <i>Out of School Youth</i> | 0% | 0% | 0.03% | 0.03% |
| <i>Adult Literacy</i> | 0% | 0% | 0% | 0% |
| <i>Early Childhood Development</i> | 0.1% | 0% | 0.09% | 0.09% |
| <i>Primary Education</i> | 42.8% | 0.49% | 54.03% | 53.21% |
| Secondary Education | 33% | 28% | 28% | 29% |
| Teacher Education | 8% | 9% | 1% | 1% |
| Technical and Vocational Training | 1% | 1% | 4% | 4% |
| Higher Education | 13% | 12% | 12% | 11% |
| Administration Costs | 3% | 1% | 1% | 1% |
| Grand Total | 100% | 100% | 100% | 100% |

5.3 Funding Gap Analysis

The GoM budget for the 2009/10 financial year and financial commitments from Development Partners as highlighted in the education sector's 2009/2010 Programme of Works have been utilised to determine the funding gap which exists between total resources required for the year 2009 in the 2009-2013 ESIP implementation period and the total resources that have been committed. The analysis indicate a financing gap of MK4.15 billion (US\$29.6 million) at constant prices for the 2009/2010 financial year. The results of this analysis, by sub-sector, are shown in Table 19 below and reveal that a substantial funding gap is present.

Table 19: Funding Gap Analysis for ESIP (2009)

| Educational Sector | ESIP Financial Requirements (MK000) | GoM Financial Provision (MK000) | Other Sources* | Total Funding | Variance (MK000) |
|--|-------------------------------------|---------------------------------|----------------------|----------------------|-----------------------|
| Out of School Youth | 472,964.00 | 33,376.00 | 221,282.00 | 254,658.00 | (218,306.00) |
| Adult Literacy | 16,350.00 | | | - | |
| Early Childhood Development | 219,020.95 | 169.00 | 216,886.00 | 217,055.00 | (1,965.95) |
| Primary Education | 27,984,000.00 | 14,355,556.45 | 10,652,851.00 | 25,008,407.45 | (2,975,592.55) |
| Secondary Education | 7,689,697.00 | 6,799,889.11 | | 6,799,889.11 | (889,807.89) |
| Teacher Education | 4,018,704.35 | 1,330,066.35 | 2,688,638.00 | 4,018,704.35 | - |
| Technical and Vocational Training | 584,531.31 | 539,222.07 | | 539,222.07 | (45,309.24) |
| Higher Education | 7,385,000.00 | 7,385,000.00 | | 7,385,000.00 | - |
| Administration and other subvented organisations | 1,250,100.00 | 1,250,100.00 | | 1,250,100.00 | - |
| Grand Total | 49,620,367.61 | 31,693,378.98 | 13,779,657.00 | 45,473,035.98 | (4,147,331.63) |

* Including donor financing

Based on the obtaining financing gap in the 2009/2010 financial year, and assuming that the *total amount of resources injected into the sector remain constant*, the financing gap grows to MK1.8 billion (US\$84.4 million) in 2012/2013. Table 20 below presents annual financing gaps on the assumption that the flow of funds is constant.

Table 20: Total Annual Financing Gaps

| Education Sub-sector | 2009/2010 (MK000) | 2010/2011 (MK000) | 2011/2012 (MK000) | 2012/2013 (MK000) |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|
| Total Funding Available | 45,473,035.98 | 45,473,035.98 | 45,473,035.98 | 45,473,035.98 |
| Total Financial Resources Required | 49,675,967.66 | 52,806,308.94 | 56,344,897.18 | 57,294,176.04 |
| Funding Gap | (4,202,931.68) | (7,333,272.96) | (10,871,861.20) | (11,821,140.06) |

5.4 Funding Modalities

5.4.1 Overview

Financing of education in Malawi follows the principles of the Malawi Development Assistance Strategy. The principles are as follows: support and procedures for a single sector policy expenditure programme, donor commitment of funds, mutual accountability and management for results and exchange of information. These principles operationalise the Declaration adopted at the High Level Forum on Aid Harmonisation in Rome, the Paris Declaration and the Accra Agenda for Action. Therefore, financing of the Education Sector Implementation plan will follow the principles highlighted herein and through a Sector Wide Approach as per arrangements and agreements between the Government of Malawi and Development Partners⁵.

This section therefore highlights the funding modalities and operational procedures that will be followed in the implementation of the ESIP. Specifically, the section highlights financial and technical detail, planning, budgeting, reporting and monitoring, financial management and disbursements.

5.4.2 Financial Assistance⁶

The ESIP will be financed by domestic resources as well as development partners' aid flow. The development partners will provide timely, transparent and comprehensive information on aid flows over the ESIP framework to enable MoE to capture external funding to the sector in the Government budget. Funds committed from the development partners for the financing of expenditures in the ESIP will follow one or more of the four funding modalities. These include the following.

5.4.3 General Budget Support

The funds allocated to the financing of the education sector ESIP will be part of the GoM resources. These funds will be disbursed to the GoM account in the Ministry and to District Assemblies and used towards any activities defined in the annual programme of work, as guided by the strategic priorities of the ESIP.

5.4.4 Sector Budget Support

⁵ Joint Financing Arrangement and Sector Wide Approach Memorandum of Understanding

⁶ Malawi Development Assistance strategy (MDAS) – Financial assistance from the development partners take cognisance of the existence of this strategy

Funds will be channelled through the MoF but earmarked for the education sector or linked to the achievement of specific outcomes, as agreed between the Government, donors and other stakeholders. These funds will be part of the GoM resources and disbursed to the GoM accounts in the MoE and District Assemblies and used towards activities defined in the ESIP.

5.4.5 Pool Support

Funds will be channelled through the Ministry of Finance to the Ministry of Education and District Assemblies using GoM systems and procedures. The funds will be used towards activities defined in the annual PoW, as guided by the strategic priorities of the ESIP.

5.4.6 Project Support

This will be earmarked and deposited in separate bank accounts under the control and management of the donor agency or their representative and/or the Ministry or District Assembly. The earmarked funds will be used towards activities defined in the annual PoW, as guided by the strategic priorities of the ESIP. The relevant Project Document signed between the respective donor agency and the MoE will govern the modalities of the specific projects.

5.5 Planning, Budgeting, Reporting and Monitoring

The MoE will follow mutually agreed guidelines on financial management, procurement and reporting and in accordance with Malawi Government's fiscal year and procedures for technical reports, financial reports and audits. Those funding agencies with projects will be required to submit all relevant technical and financial information to facilitate timely production of annual PoW and quarterly and annual reports in accordance with the timetable below.

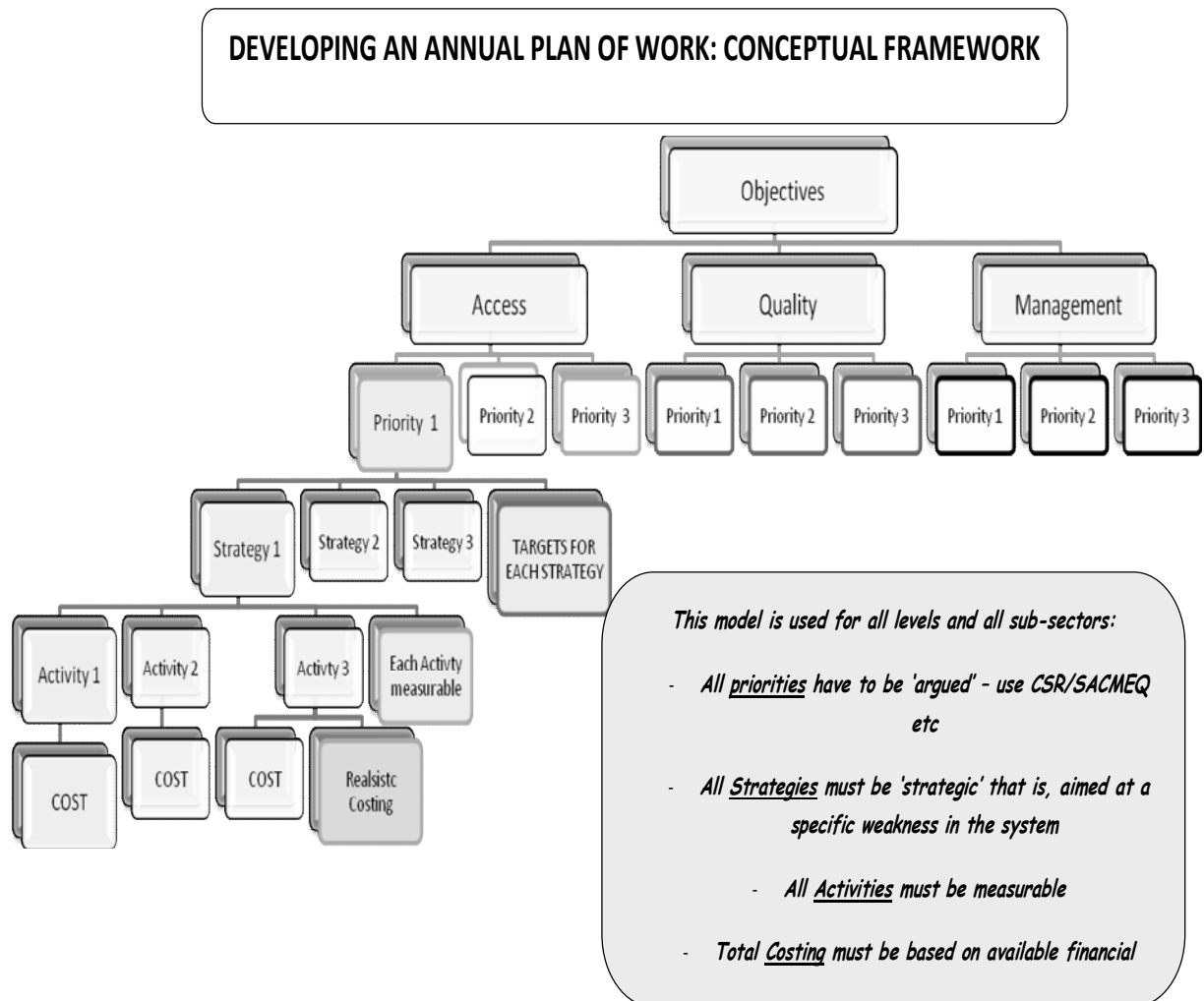
Table 21: Planning, Budgeting, Reporting and Monitoring Calendar

| Year | December - January | | February - May | | June - July | | August - November | |
|---------------------------------|--|--------------|---|--------------|--|--------------|---|--------------|
| Activity | Strategic Planning | | Annual Budgeting | | Consultation and Approval | | Review and Analysis | |
| Detail | Policy review: recommendations from ASR Presentation of options Prioritising Resource envelope (ref MIEF) | | District plans evaluated Contestability Efficiency and effectiveness issues | | Parliamentary sub-committee Donor meeting: confirmation of financial support Parliament vote | | Research studies and findings: Position papers Annual Sector Review/Ministry Review | |
| PoW | Directorate level: performance review | | Directorates: Development of Annual Work Plans | | | | | |
| School Year Reporting | IMPLEMENTATION OF PoWs (Budget Execution and Monitoring) | | | | | | | |
| | Q Progress Reports | | Q Progress Reports | | Q Progress Reports | | Q Progress Reports | |
| MoE/DP sector dialogue | Policy and Planning Committee (PPC) | | Policy and Planning Committee (PPC) | | Policy and Planning Committee (PPC) | | Policy and Planning Committee (PPC) | |
| MoE/DP Planning | SECTOR WORKING GROUP MEETING | | SECTOR WORKING GROUP MEETING | | SECTOR WORKING GROUP MEETING | | SECTOR WORKING GROUP MEETING | |
| MoE/DP technical support | Technical WG | Technical WG | Technical WG | Technical WG | Technical WG | Technical WG | Technical WG | Technical WG |
| DP dialogue | DP Meetings | DP Meetings | DP Meetings | DP Meetings | DP Meetings | DP Meetings | DP Meetings | DP Meetings |

The MoE, through the Directorate of Planning, will prepare the successive annual PoW in line with the Government planning and budgeting cycle and linked to the GoM Medium Term Expenditure Framework. MoEST will ensure that all development partner-supported activities are included in the PoW, where feasible.

The PoW is presented below.

Development of Annual Programme of Work



All technical and financial reports from the Directorates at Headquarters, Divisions, Districts and other education cost centres will be submitted through the respective institutional arrangements to the MoE Headquarters on a quarterly basis.

The MoE will produce half-yearly and annual consolidated technical and financial reports for submission to relevant stakeholders. The half-yearly technical and financial reports will be submitted to the SWG for endorsement and to the MoE for final approval. The MoE will ensure that all DP-supported activities are reported on in the technical and financial reports. There will be a Joint Annual Review whose purpose is to provide a consultative forum for reviewing performance of the education sector and providing input into the planning for the following year.

5.6 Financial Management

All funds of the NESP channelled through the GoM will in future be managed under the Integrated Financial Management Information System (IFMIS) that is currently being implemented across the GoM. Thresholds of permissible variations in the budget will be determined in mutually agreed financial and procurement guidelines. In all cases of unexpected and unplanned expenditure, such expenditure should be in support of activities and/or investments consistent with the objectives and priorities of the ESIP. The MoE will maintain accounting and audit systems, accounts and staffing records adequate to reflect, in accordance with sound accounting practices, the operations, resources and expenditure in respect of the MoE responsible for carrying out the ESIP and any part thereof. The MoEST will share such systems, accounts and records with the DPs on a regular basis.

The MoE accounts will be subjected to internal audits and inspections, as defined by GoM regulations and guidelines. The Auditor General's office will audit the MoEST, including outlying education cost centres, on an annual basis. Such audits will be shared promptly with the DPs. However, the Auditor General will not audit project funds that will be subject to audit by the funding partner in accordance with its own audit policies. MoE audited financial statements and reports will be ready no later than six months after the financial year end.

5.7 Disbursements by Cooperating Partners

Expenditure to be financed under the ESIP for any given year will be defined and mutually agreed in the approved PoW for that year, except for the General Budget Support, which is fully fungible. Funds committed by the DPs will be disbursed in a timely and predictable fashion, according to agreed schedules, in designated bank accounts according to the funding modalities agreed by the GoM and DPs. The disbursement of funds from the DPs to the MoF through General Budget Support (GBS) will depend on the criteria defined in the MDAS, which specify benchmarks for the MoE under the Performance Assessment Framework (PAF). The disbursement of funds from the DPs to the Sector Pool Account will be made on a quarterly basis on production of the following:

- [a]** Technical and financial reports,
- [b]** Cash flow statement and the liquidity needs forecast,
- [c]** Consolidated national POW,
- [d]** Progress against mutually agreed indicators.

The release of funds from DPs to projects will be based, to the extent possible, on the following criteria:

- [a]** Costed activities (including technical assistance, where applicable) defined in the MoEST PoW at the relevant operational levels,
- [b]** Half-yearly technical and financial reports.

5.8 Disbursements from MoE to Operational Levels

Budgets for education cost centres will be based on an agreed resource allocation criteria and funding formula and on the approved PoW and supporting Financial and Procurement plans. Release of funds by the MoF to Divisional Education Offices and all other education cost centres should be timely and regular in order to ensure efficient and effective implementation of the programmes and activities. Disbursements in the third and fourth quarters will take into account unutilised funds from the previous disbursement.

SECTION F

6. Monitoring and Evaluation Framework

6.1 Overview

Research, monitoring and evaluation (R M & E) are key components in the Ministry of Education, Science and Technology. They involve a number of processes which help to assess and understand how education programmes are being implemented, the impact the programmes are having on the education sector and lessons learned to develop new plans for the education sector. An effective research, monitoring and evaluation system within the Ministry of Education, Science and Technology requires routine monitoring, national level participatory reviews, independent evaluations and the combined effort of stakeholders and partners to report on education programmes in order to achieve quality services and improve performance within education. Research studies are also conducted to determine the gaps in the education sector and to understand knowledge levels, behaviour and practices countrywide.

For a long time, the education system in Malawi has relied on an uncoordinated M & E system, with monitoring activities at different levels not well coordinated. As such, there has not been effective sharing of results and the information collected has not been used to inform the decision making process in the sector.

The NESP Monitoring and Evaluation Plan provides the basis for harmonising the tracking of the progress of the National Education Sector Plan, provides a guide for programme development and identifies indicators to measure the success in education. The process helps us to focus on critical issues and to share the findings so as to have a common basis for crafting a response.

6.2 Guiding Principles

The key guiding principles that are crucial management tools for research, monitoring and evaluation are:

- **Participatory:** The research, monitoring and evaluation process should be inclusive and participatory. Thus, partner institutions and stakeholders must take part in the conceptualisation and implementation of monitoring and evaluation. It is also important to appreciate the fact that data are generated at different levels of the system and in different forms. Therefore, it is imperative to harmonise, draw on and utilise data from all these varied sources as a composite to avoid wastage of resources through duplication and enhance comprehensiveness of data analysis.
- **Producing quality information:** The output, outcome and impact assessments should be consistent, reliable and valid so that they connote transparency, accountability and learning purpose.

- **Emphasis on analysis and decision-making:** The system should not merely be focused on the collection of data but ensure that information is analysed and used for decision-making.
- **Capacity building:** This research, monitoring and evaluation framework is designed in such a way that it uses and develops the capacity of those involved. It is envisaged that the monitoring and evaluation function will promote networking, partnerships and capacity building. To that end, the research process will be decentralised and flexible so that capacity of the various levels in terms of skills development and infrastructure will be deliberately promoted. As the monitoring and evaluation will involve a large array of stakeholders, the process will also promote collaboration in publication of research.
- **Dynamism:** The research, monitoring and evaluation system will be expected to evolve and change over time. Insights generated by studies including pilot interventions will be considered in developing the system. This will ensure that the system collects data that can be used and is responsive to the needs of the various stakeholders.

6.3 Roles and Responsibilities of Departments and Stakeholders

The research, monitoring and evaluation framework for the Ministry of Education has multiple audiences, both internal and external. Internal stakeholders are the primary implementers, while external stakeholders support those implementing.

The Research, Monitoring and Evaluation unit of the Ministry will work towards harmonising and coordinating monitoring efforts to avoid duplication and ensure quality data production. *[Refer to table of roles and responsibilities in Appendix A.]*

6.4 Monitoring Indicators

The ESIP indicators, a sub-set of the NESP indicators, measure the success of the ESIP interventions and activities. *[See Table 30 on page 117.]* National targets have been established for these key indicators. With the roll-out of the district Education Management Information System (DEMIS), the MoEST is now focusing on developing district-level targets to guide the implementation of the District Education Plans and School Improvement Plans.

As part of this work, the MoEST has developed a cohort tracking system to be introduced in the public primary schools in 2009 to monitor individual and group flow of students. Codes assigned to each student will have four elements: year, district, school, and pupil number. Indicators tracked using cohort method include: dropout rate, repetition, transfers, completion, survival and promotion. The MoEST/EMIS Unit will track and analyse the ESIP quantitative data point through a vertical (district to national level) and horizontal (across districts) comparative analysis.

6.5 Research Agenda Linked to Policy Reform

The aim of the MoEST research agenda is to understand how the NESP and ESIP frameworks are contextualised and implemented at the de-central levels. Thus, the focus of the MoEST research agenda is on being responsive to the emerging policy reform agenda (outlined in Section B) with the underlying question being: *To what extent does decentralisation of specific processes and responsibilities with improvements in quality and learning at the school level?*

The MoEST research agenda uses a mixed method (quantitative and qualitative) to increase the scope of inquiry through the selection and use of multiple methods for multiple inquiry components. In addition to the collection, analysis and interpretation of quantitative data, a qualitative component, which articulates the voice of the individual, is included. At the district level, research data and findings are used to help inform the development of policy briefs.

Policy formulation driven by community and district level feedback

Ten years after Malawi made initial steps toward decentralisation, and, currently, with the completion of the National Decentralisation Programme II (NDP II), the Ministry of Education is cognisant of the differentiated development and capacitation of Malawi's 34 districts. The Ministry recognises that moving from "deconcentration" to "decentralisation" is essential for the successful achievement of NESP goals and policy targets. As part of the Ministry of Education's research agenda, the various policy options (articulated above) will be tried out in selected zones in at least one district in each division (a minimum of six districts) to gain an in-depth understanding of what policy options are most effective and why. Working with District Education Offices, district education networks (civil society networks) and other stakeholders, information based on experience and operationalisation of MoEST policy options at the decentralised level will be channelled through the Ministry of Education Technical Working Groups and Civil Society Coalition for Quality Basic Education into the policy dialogue at the central level for system refinement, organisational learning and policy guidance.

Table 22: Key Monitoring Indicators of the NESP⁷

| Sub-sector | NESP Goal by Priority | Indicators | Targets | | | | |
|------------|--|--|-------------|-------|-------|-------|-------|
| | | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Basic ECD | Goal 1: Expand equitable access to ECD services. | ▪ Gross Enrolment Rate | 30% | 35% | 45% | 55% | 65% |
| | | ▪ Number of ECD centres well resourced | 2,944 | 2,944 | 2,944 | 2,944 | 2,944 |
| | | ▪ Number of centres participating in school meals | 250 centres | | | | |
| | Goal 2: Improve quality and relevance of ECD services. | ▪ ECD Teacher-Pupil Ratio | | | | | |
| | | ▪ Number of ECD teachers trained | 30 | 60 | 70 | 70 | 70 |
| | Goal 3: Improve governance and management of ECD services. | ▪ Number of ECD Teachers and Tutors on remuneration | 2,500 | 2,000 | 3,000 | 4,500 | |
| | | ▪ Number of supervisory visits made | 1 | 1 | 1 | 1 | |
| | | ▪ Public expenditure on ECD as a % of total required public expenditure on education | 0.95% | 1.94% | 2.69% | 3.60% | 3.60% |

⁷ All indicators will be disaggregated by gender and location and by HIV/AIDs

| | | | | | | | |
|----------------------|---|--|--------|--------|--------|--------|--------|
| Basic Primary | Goal 1: Improve quality and relevance of primary education to reduce dropout and repetition and promote effective learning. | ▪ Repetition rate | 19.16 | 10 | 5 | 5 | 5 |
| | | ▪ Dropout rate | 8.42 | 7 | 5 | 3 | 0 |
| | | ▪ Pupil-Teacher Ratio (urban and rural); Pupil-Qualified Teacher Ratio | 81 | 71 | 63 | 56 | |
| | | ▪ Pupil-Textbook Ratio | 01:01 | 01:01 | 01:01 | 01:01 | 01:01 |
| | Goal 2: Expand equitable access to primary education to enable all to benefit. | ▪ Gross enrolment rate | | | | | |
| | | ▪ Net enrolment rate | 79* | 81 | 84 | 86 | 88 |
| | | ▪ Completion rates by primary school (PSLCE) | 72.6 | 73.4 | 74.4 | 75.4 | 76.2 |
| | | ▪ Survival rate at Standard 5 | 76.2 | 79.2 | 82.2 | 85.3 | 87.5 |
| | | ▪ Number of classrooms constructed | 1,430 | 1,930 | 2,430 | 2,430 | 2,430 |
| | Goal 3: Improve governance and management of the system in relation to primary education to enable more effective and efficient delivery of services. | ▪ Public expenditure on primary education as a % of total required public expenditure on education | 56.30% | 56.54% | 60.08% | 62.12% | 62.12% |
| | | ▪ # of School Management Committees trained | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |

| | | | | | | | |
|----------------------------------|---|--|--------|--------|--------|--------|--------|
| Basic Adult Literacy | Goal 1: Expand equitable access to adult literacy services. | ▪ Number of adult literacy centres opened | 24,000 | 24,000 | 24,000 | 24,000 | |
| | Goal 2: Improve quality and relevance of adult literacy services. | ▪ Number of adult literacy instructors trained | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 |
| | Goal 3: Improve governance and management of adult literacy services. | ▪ Number of adult literacy instructors and tutors on remuneration | 8,000 | 12,000 | 12,000 | 12,000 | 12,000 |
| | | ▪ Expenditure on adult literacy as a total percentage of total required expenditure on education | 0.14% | 0.14% | 0.13% | 0.13% | 0.13% |
| Basic Out of School Youth | Goal 1: Expand equitable access to education for out of school children and youth. | ▪ Number of learning centres opened and maintained | 700 | 1,180 | 1,780 | 2,380 | 2,380 |
| | Goal 2: Improve quality and relevance of education for out of school children and youth. | ▪ Minimum attendance of CBE classes | 21,000 | 35,400 | 53,400 | 71,400 | 71,400 |
| | | ▪ Number of facilitators trained | 700 | 1,180 | 1,780 | 2,380 | |
| | Goal 3: Improve governance and management of education services for out of school children and youth. | ▪ Expenditure on out of school children and youth as a total required percentage of total expenditure on education | 0.95% | 1.94% | 2.69% | 2.30% | 2.30% |

| | | | | | | | |
|----------------------------|---|---|--------|--------|--------|--------|--------|
| Secondary Education | Goal 1: Expand equitable access to secondary education. | ▪ Gross Enrolment Rate | 19 | 20.2 | 20.3 | 21.8 | 23.5 |
| | | ▪ Transition rate (from primary to secondary) | 40 | 39 | 38 | 37 | 36 |
| | | ▪ Number of classrooms (Student-Classroom Ratio) | 42 | 41 | 42 | 43 | 44 |
| | Goal 2: Improve quality and relevance of secondary education to reduce dropout and repetition and promote effective learning. | ▪ MSCE Pass Rate | 38 | 41 | 44 | 47 | 49 |
| | | ▪ Pupil-Teacher Ratio | 53 | 51 | 48 | 45 | 42 |
| | | ▪ Pupil-Qualified Teacher Ratio | | | | | |
| | Goal 3: Improve governance and management of the system in relation to secondary education to enable more effective and efficient delivery of services. | ▪ Expenditure on secondary education as a total percentage of total required expenditure on education | 15.40% | 13.00% | 11.90% | 12.40% | 12.40% |

| | | | | | | | |
|--------------------------|---|---|-------|-------|-------|-------|-------|
| Teacher Education | Goal 1: Expand equitable access to teacher training education to meet the demand arising from the increased primary and secondary school enrolment. | ▪ Number of teachers trained annually (primary) | 4,340 | 8,600 | 8,800 | 9,000 | |
| | | ▪ Number of teachers trained annually (secondary) | 560 | 530 | 530 | 530 | 530 |
| | | ▪ Number of TTCs constructed or rehabilitated | 1 | 2 | 2 | 1 | |
| | Goal 2: Improve quality and relevance of education to create effective teaching. | ▪ Number of inspection and monitoring visits | 3 | 3 | 3 | 3 | 3 |
| | | ▪ Number of tutors upgraded/trained (primary) | 112 | 112 | 112 | 112 | 112 |
| | | ▪ Number of under qualified teachers upgraded (secondary) | 220 | 220 | 220 | 220 | 220 |
| | Goal 3: Improve governance and management of the system. | ▪ Number of staff trained in planning, monitoring and supervision | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 |
| | | ▪ Expenditure on teacher education as a total percentage of total required expenditure on education | 8.09% | 5.26% | 3.17% | 1.75% | 1.75% |

| | | | | | | | |
|--|---|--|---|---------------------------|---------------------------|---------------------------|---------------------------|
| Technical and Vocational Training | Goal 1: Improve equitable access to TEVT. | ▪ Number of students enrolled | 1,388 | 4,458 | 4,566 | 5,483 | 6,147 |
| | Goal 2: Improve quality and relevance of TEVT. | ▪ Student-lecture ratio | 40 | 35 | 30 | 25 | 25 |
| | | ▪ Number of inspection visits | 3 | 3 | 3 | 3 | 3 |
| | Goal 3: Improve governance and management of TEVT. | ▪ Expenditure on TVT as a total percentage of total required expenditure on education | 1.18% | 1.72% | 2.42% | 2.51% | 2.51% |
| Higher Education | Goal 1: Increase equitable access to higher education. | ▪ Tertiary enrolment per 100,000 | 44 | 59 | 65 | 70 | 80 |
| | | ▪ Enrolment of students from poor income quintiles | 9% | 10% | 15% | 20% | 25% |
| | | ▪ Number of students enrolled for ODL for MZuni | 300 | 600 | 900 | 1,200 | 1,200 |
| | Goal 2: Improve quality and relevance of higher education. | ▪ Number of CPD workshops | 2 | 2 | 2 | 2 | 2 |
| | | ▪ Reference materials | 8,451 reference materials | 8,451 reference materials | 8,451 reference materials | 8,451 reference materials | 8,451 reference materials |
| | | ▪ ICT laboratories strengthened | 2 computer labs and 1 audio visual (internet) | 2 computer labs | 2 computer labs | 2 computer labs | 2 computer labs |
| | | ▪ Increasing office and teaching library space | 25% | 25% | 25% | 25% | 25% |
| | Goal 3: Promote good governance and management of higher education. | ▪ Financial management training | 56 | 56 | 56 | 56 | 48 |
| | | ▪ Expenditure on tertiary education as a total percentage of total required expenditure on education | 14.90% | 14.60% | 12.50% | 12.70% | 12.70% |

- NSO data

APPENDIX A

Roles and Responsibilities of Organisations

| Organisation | Responsibility |
|--|--|
| Ministry of Education, Science and Technology Directorate of Education Planning | <ul style="list-style-type: none"> - The Research, Monitoring and Evaluation unit will be involved in planning and coordinating research, monitoring and evaluation activities, - Comparing budgeted expenditure with actual expenditure on a monthly basis in collaboration with Ministry of Finance, - Carrying out annual census in order to publish basic statistics in education, - Coordinating data collected by divisional planners into a quarterly report, - Hosting annual education sector reviews to check and inform on the achievement of annual targets, - Carrying out periodic research, - Documenting all research, monitoring and evaluation reports, - Carrying out mandatory monitoring of project-specific milestones for compliance with funding partners' demands, - Monitoring performance of policies in the education sector, - Holding consultation meetings with funding partners and consultants to monitor the development of instruments to guide practice. |
| Directorate of Human Resources | <ul style="list-style-type: none"> - Monitoring staff performance through an appraisal system, - Managing and checking the payroll and comparing it with the staff establishment. |
| Directorate of Basic Education | <ul style="list-style-type: none"> - Registering teachers for primary school teaching to manage teacher quality, - Classroom practice in collaboration with PEAs, - School management practices such as record keeping in primary schools, - The status of teaching and learning materials such as textbooks, - Action research. |
| Directorate of Secondary Education | <ul style="list-style-type: none"> - Collecting data on secondary education, such as staff establishment and quality of teaching and learning through supervision and inspection visits, - Management of special projects, - Monitoring the administration of MANEB examinations. - Action research. |
| Directorate of Teacher Education | <ul style="list-style-type: none"> - Quality assurance through assessment of student teaching practice and performance in written tests, - Action research on fundamentals of teaching and learning. |
| Directorate of Technical And Vocational Training | <ul style="list-style-type: none"> - Collect data on technical education such as staff establishment and quality of teaching and learning through supervision and inspection visits, - Management of special projects, - Monitoring the administration of MANEB examinations, - Action research on technical and vocational training. |
| Directorate of Education Methods and Advisory Services | <ul style="list-style-type: none"> - Supervision and inspection of teaching and learning processes at primary and secondary schools using various instruments together with divisional EMAS officers, - Inspecting schools to check on their eligibility for registration, - Checking on the quality of vocational and technical education in technical colleges, - Curriculum development and assessment, - Research on teaching and learning. |
| Directorate of Nutrition, HIV and AIDS | <ul style="list-style-type: none"> - Managing the HIV programmes which are cross-cutting in all departments and sections of the Ministry of Education, - Managing the progress of T'LIPO organisations. |
| Directorate of Special Needs Education | <ul style="list-style-type: none"> - Manage access to education for the challenged; and teaching and learning materials deployment to schools. |
| Financial and accounting services | <ul style="list-style-type: none"> - Working with divisional planners to control actual monthly expenditure based on funds emanating from treasury, - Monitoring all PSIP project expenditures. |
| Organisation | Responsibility |

| | |
|--|--|
| District level | <ul style="list-style-type: none"> - The monitoring at this level will be done by DEMs' offices in collaboration with district monitoring and evaluation officers and PEAs. |
| School level | <ul style="list-style-type: none"> - Assess student performance during lessons as homework and periodic school-developed tests, - Manage the quality of teaching practice through school-based supervision by heads and their deputies, - Reporting progress made in school projects such as construction, - Complete EMIS school census. |
| Malawi Institute of Education | <ul style="list-style-type: none"> - Developing and reviewing curricula for primary and secondary schools, - Producing an approved textbooks list for the developed curricula and carrying out teaching and learning materials evaluations as needed, - Carrying out teacher INSET on new curricular developments and monitoring translation in INSET exposure into classroom practice by monitoring teacher performance. |
| Malawi National Examinations Board | <ul style="list-style-type: none"> - Assessing students through terminal examinations (after 8 years of primary, 2 years of secondary and 4 years of secondary), - Collaborating on project-specific studies, such as those to measure achievement of pupils as demanded by ESSUP, - Developing assessment materials for the system. |
| University and research institutions | <ul style="list-style-type: none"> - Monitoring societal-rated issues and development/industrial alignment of the learning. - Action research. |
| Civil Society (NGOs, FBOs and CBOs) and UN and Donor agencies | <ul style="list-style-type: none"> - Monitoring and Evaluation officers of partner organisations/stakeholders to share information, data, reports with Research, Monitoring and Evaluation unit at Ministry of Education, Science and Technology on an ongoing and regular basis, - Monitoring education programmes on a regular basis using collaborated monitoring and evaluation tools, - Ensuring data collection and monitoring is not duplicated, - Ongoing communication with other monitoring and evaluation officers at decentralised level to harmonise reports. |
| Ministry of Women and Child Development | <ul style="list-style-type: none"> - Monitoring and supervising ECD and adult literacy learning, - Providing data of ECD and adult learning, - Determining the indicators for ECD and adult literacy. |
| Ministry of Youth and Sports Development | <ul style="list-style-type: none"> - Monitoring and supervising out of school youth, - Providing data for out of school youth, - Determining the indicators for out of school youth |
| Ministry of Public Works | <ul style="list-style-type: none"> - Monitoring construction works for education structures, - Providing Guidelines for determining progress of construction projects. |
| Ministry of Economic Planning and Development | <ul style="list-style-type: none"> - Monitoring the Public Sector Investment Programme (PSIP), - Monitoring overall MGDS alignment in light of education issues and their development. |
| Ministry of Health | <ul style="list-style-type: none"> - Monitoring school health and other related issues in line with health policy. |
| Ministry of Water and Sanitation | <ul style="list-style-type: none"> - Monitoring water and sanitation issues in schools. |
| Ministry of Local Government | <ul style="list-style-type: none"> - Monitoring the decentralisation of the education sector. |
| Local Assemblies | <ul style="list-style-type: none"> - Monitoring education development issues at district level and their related financing. |

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