

The Government of Malawi

EDUCATION SECTOR IMPLEMENTATION PLAN II (2013/14 - 2017/18)

Towards Quality Education:
EMPOWERING THE SCHOOL

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ACRONYMS

AL	Adult Literacy
CBCC	Community Based Child Centres
CBE	Complementary Basic Education
CBET	Competency-Based Education and Training
CBO	Community-Based Organisation
CDSS	Community Day Secondary School
CPD	Continuing Professional Development
CSO	Civil Society Organisations
DEM	District Education Manager
DEMIS	District Education Management Information System
Dfid	Department for International Development
DIAS	Directorate of Inspection and Advisory Services
DP	Development Partner
DTVT	Directorate of Technical and Vocational Training
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
ESIP	Education Sector Policy Implementation
FBO	Faith-Based Organisation
FPE	Free Primary Education
FTI	Fast Track Initiative
GBS	General Budget Support
GoM	Government of Malawi
GPI	Gender Parity Index
GTZ	Gesellschaft Technischer Zusammenarbeit
HEIs	Higher Education Institutions
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IFMIS	Integrated Financial Management Information System
INSET	In-Service Training
IPTE	Initial Primary Teacher Education
JCE	Junior Certificate of Education
JFA	Joint Financing Agreement
JSR	Joint Sector Review
LSE	Life Skills Education
M & E	Monitoring & Evaluation
MANEB	Malawi National Examination Board
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
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MoGCS	Ministry of Gender, Children and Social Welfare
MoU	Memorandum of Understanding
MoYDS	Ministry of Youth Development and Sports
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
ODA	Overseas Development Assistance
ODL	Open and Distance Learning
ORT	Other Recurrent Transactions
OSY	Out of School Youth
PAF	Performance Assessment Framework
PCAR	Primary Curriculum and Assessment Reform
PCR	Primary Classroom Ratio
PEA	Primary Education Advisor
PIF	Policy and Investment Framework
PoW	Programme of Works
PPPs	Public Private Partnerships
PSLCE	Primary School Leaving Certificate of Education
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
PQTR	Pupil Qualified Teacher Ratio
R M & E	Research, Monitoring and Evaluation
SADC	Southern African Development Community
SSCAR	Secondary School Curriculum and Assessment Reform
SHN	School Health and Nutrition

SHNHA	School Health and Nutrition and HIV and AIDS
SNE	Special Needs Education
SMC	School Management Committee
SQTR	Student Qualified Teacher Ratio
SWAp	Sector-Wide Approach
SWG	Sector Working Group
TSC	Teaching Service Commission
TTC	Teacher Training College
TEMIS	Teacher Education Management Information System
TfaC	Theatre for a Change
T'LIPO	Teachers Living Positively (with HIV and AIDS)
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority
TWG	Technical Working Group
UCE	University Certificate of Education
UNIMA	University of Malawi
USAID	United States Agency for International Development

FOREWORD

The National Education Sector Plan (NESP) (2008-17) sets out national education goals and objectives for the decade. These are: expanded equitable access to education, improved quality and relevance of education and improved governance and management. These are in line with the Malawi Growth and Development Strategy II (MGDS II). MGDS II is the pillar for socio-economic and industrial growth for Malawi and the main thrust of the national plan for poverty reduction.

The NESP is then translated into five year Education Sector Implementation Plans (ESIPs). The government has increased allocation to the education sector over the Education Sector Implementation Plan I (ESIP I) period. Funding from Development Partners through the Education SWAp and through discreet projects also increased during this period. Through the increased funding, the Government shows its support for the policy reform agenda, including a focus on decentralization, community support to education programmes and information-sharing.

The education sector demands cooperation and coordination with a number of government ministries such as Education, Science and Technology (MoEST), Gender, Children and Social Welfare (MoGCS); Youth Development and Sports, and other stakeholders who include private individuals, the private sector, development partners and civil society.

Any plan is only as good as its successful implementation. We have tended in the past to be over-ambitious in our planning – often beyond our human and financial capacities. ESIP II has been developed with realistic goals which nonetheless require consistent government support and that of all our partners. My ministry will play its part and looks forward to fruitful collaboration with all involved in the sector.

The overall goal of NESP – Towards Quality Education – remains as our overall objective. Empowering the School is ESIP II's sub-theme and is particularly apt in view of my ministry's support to decentralisation and giving more power and accountability to the people.

I sincerely wish to thank all stakeholders who, through several consultations, participated in developing the ESIP II.



Emmanuel Fabiano PhD
Minister of Education, Science and Technology

PREFACE

The ESIP II, like its predecessor (ESIP I) translates the broad development objectives of the NESP into implementation plans organised as sub-sector programmes, with detailed objectives, targets, activities and budgets. ESIP is the implementation tool at every level of the education system.

ESIP II has benefitted from the lessons learned from ESIP I, from inputs from our education partners and from increased analytic work carried out by the MoEST, in particular the Cohort Progression Analysis which has allowed for a more realistic plan when linked to the budget preparation process. ESIP II responds to the main lesson from ESIP I which was that it was over-ambitious, and beyond the human and financial capacities of the ministry. There is now a much greater coherence between sector analysis, priority policy identification and subsequent priority policy programmes – and the overall realistic financial framework. This allows us to focus on priority issues, even if this means not being able to address all the problems facing the sector.

All plans depend on the strength of the national economy and, in the case of Malawi, on the support of our development partners. Financial crises in 2011/12 and now in 2013/14 have and will continue to have serious implications for our ability to deliver on our NESP commitments. Given the uncertain economic outlook, ESIP II presents 3 financial scenarios: a) the high case, assuming continued increase in funding from government and development partners, b) the medium case based on actual funding levels in 2013/14 and c) the lower case, assuming drastic cuts to the education budget. It is to be hoped that conditions will improve so as to allow us implement the high case scenario, which will be necessary to allow us implement those key reforms critical to the development of the sector.

As ESIP II was developed as a collaborative process, the same collaboration is needed for it to succeed. Therefore the importance of all stakeholders working together, in particular the private sector and our external development partners. The SWAp approach has been successful in bringing all stakeholders together and in strengthening ministerial institutions. We look forward to further SWAp development during ESIP II.

ESIP II will be delivered through a strengthened decentralisation modality which will allow us to focus more on accountability and school-level process issues.

We must also remember that we live in an era of increasing knowledge opportunities though the technological revolutions which can transform our systems. We must therefore focus more on the potential of ICT – and adopt a ‘no child left behind’ approach in our increasingly globalised society. This may seem over optimistic when over 80% of our people live in rural areas, but the transformation of rural areas is taking place all over the developing world.

ESIP II will implement the final phase of the NESP 2008-17. It therefore demands increased efforts from all of us, from central ministry down to the school management committees, the teachers and the pupils. We have to reverse the downward trends in education standards and we can only do this if we all accept accountability to our clients – the students of Malawi.



Lonely V. Magreta
Secretary for Education, Science & Technology

EXECUTIVE SUMMARY

The very successes that Malawi's education sector has achieved since 1994 (e.g. significantly improving access by tripling primary enrolment and opening up numerous new Community Day Secondary Schools) have led to many of the problems the sector is facing today. Resources have been stretched to the limit, implementation capacity is severely strained, inequity has increased and there are seriously low transition rates to secondary, higher education and TEVET levels. Most worrying of all is that academic performance has remained unacceptably low. Malawi's economic future is under threat if the education system does not provide a young generation with the necessary skills and capacities to achieve the national development goals. Hence, there is no disputing the fact that education in Malawi is facing major challenges. The system is not delivering as required and expected: the GMR report (2014), the SAQMEC studies, among others, point to overall inefficiency of the system: high drop-out and repetition rates, very low completion rates (particularly for girls), very low transition to post-primary levels, examination results are on a steady decline, girls are disadvantaged culturally and educationally and the sector suffers from the impact of HIV/AIDS.

Hence, to bring much-needed change to the sector, the NESP 2008-17 sets out an ambitious vision, declaring 'towards quality education' as its major goal. While results to date have not always been encouraging, major improvements have taken place in the policy and planning process, with a number of major events taking place. A detailed Country Sector Review was completed (2010), a comprehensive Education Act (2012) has been passed by parliament (2013), a National Education Policy has been ratified by Cabinet (2014) that ensures complementarity with all national sector policies, ESIP I was evaluated (2013), and the first draft of ESIP II was appraised by the Local Education Group and the GPE Secretariat (2013). Annual Sector Reviews have also been held and Technical Working Groups have ensured a broad consultative basis for addressing programme issues. ESIP II is moving on these policy improvements as it reaches the final phase of implementing the NESP 2008-17.

The drafting and revision of ESIP II have benefitted greatly from increased analytic work carried out by MoEST (see annex 7). Directly informing its new policy directions are the school mapping exercise that has been completed, and two key analytical studies produced using the Cohort Progression Analysis methodology (on Medium Term Projections for Basic Education and on Teacher Supply and Demand). To ensure cohesion between analysis, policy priorities and priority programmes, a ministry-wide exercise was undertaken that reviewed each sub-sector and service delivery area. Finally, all key policy areas were costed out to provide a realistic picture of the financial requirements for the ESIP II period. ESIP II therefore is possibly the most evidence-based plan developed by the MoEST and provides a realistic document in terms of ambition and financial and human capacity.

To realise the ambitious quality improvements called for in the NESP, ESIP II sets out a major policy shift at primary and secondary levels, tackling the high levels of wastage and shifting the focus from inputs to processes and addressing the key issue of accountability. Change is already underway in key areas – the strengthening of decentralisation through school-based financing, the plan to develop public-private partnerships with local publishers and decentralise book procurement, the focus on literacy and numeracy at lower primary level – all give reason for hope.

ESIP II sets out a number of reforms to be targeted over the next few years. Briefly, for Basic Education, the major focus will be to ensure that 50% of children reach Standard 4 literacy and numeracy levels by 2017. A number of strategies will be adopted to reach this target. Firstly, for lower standards the school day will be lengthened with an hour, to 4 hours daily with a greater focus on ‘early grade’ reading and mathematics. Better availability of textbooks at the start of the school year will be ensured by devolving textbook procurement to the school. An annual target of 1,500 classrooms is also aspired to, in order to reach a 90:1 PCR by 2017/18, with special priority given to classrooms for lower standards. Then, a comprehensive teacher motivation strategy shall be adopted to ensure more comprehensive and transparent teacher promotion routes and offer clearer disciplinary measures, especially related to teacher attendance. The problem of wastage in the primary sector is tackled mainly through a policy to drastically reduce repetition rates. The ESIP II will ensure that primary school repetition rates are reduced from 22% to a mandated cap of 10% per class. Schools will be incentivised to become more efficient through support, for example, for remedial teaching. Dropout rates will also lower as a result and are targeted to reduce by one-third by 2017. Lastly, to ensure resources are delivered in the most cost-effective, efficient and transparent way, school-based management is the foundation of ESIP II, which will be strengthened through additional funding for the PSIP and improving the capacity of SMCs, PTAs on management, finance and procurement.

For Secondary Education, the main focus lies with increasing the total number of places available, thus improving access. To account for the fact that Malawi has the lowest transition rates from primary to secondary in Southern Africa, ESIP II plans to double secondary enrolment from a current 350,000 to almost 700,000 by 2017/18. This will be achieved through a number of inter-related strategies, including by drastically expanding double-shifting in all possible schools, upgrading the facilities in CDSSs and integrating small neighbouring schools into these institutions. Ensuring that all CDSSs meet general standards will significantly improve quality, while additional efficiency gains are made through increased cost-sharing and school-level textbook procurement.

A major concern over the course of ESIP II will be the availability of resources. Indeed, the implementation of ESIP I suffered considerably due to the economic crisis of 2011/12 which necessitated a drastic devaluation of the kwacha and consequent higher costs for construction, learning materials etc., – thus derailing many of planned ESIP I activities. The current situation is equally uncertain, with the freezing of much of external aid and possibly declining national revenues. Hence, to best accommodate the current environment, ESIP II bases its financial analysis on three financial scenarios have been developed (low, medium and high) based on realistic assumptions of government and external financing (see section 5: Finance).

To optimally use such limited resources, ESIP II's focus will lie mainly with adopting the necessary reforms to strengthen the sector in the medium and long terms. ESIP II has taken the issue of prioritisation seriously: the main allocation of additional funds will lie with Primary and Secondary Education (to implement reforms), with considerable focus on internal efficiency (e.g. reducing repetition in primary schools, introducing double-shifting in secondary education).

The management of human resources is also major issue, given that MoEST caters for the highest number of civil servants in the whole government. Equitable teacher deployment is therefore a goal for ESIP II, and incentives will be provided to arrive at a fairer distribution of primary teachers both within and between districts.

Procurement problems are the reason for major delays in the delivery of services, from construction, to furniture and other TLMs. The decision to engage the LDF in primary school construction and the plan to introduce school based textbook purchase will greatly alleviate this situation. School textbook procurement has proved itself over the years in secondary schools and so secondary TLM funds will flow directly to schools.

Lastly, to ensure that financial management closely matches the planned devolution of activities, payment centres will be established in the districts, overseeing both salaries and other transactions, thus bringing an end to considerable financing delays. Additional monitoring and closer interaction from headquarters with divisions and districts will ensure greater financial accountability, while more regular visits and reporting are expected from sub-national actors to provide scrutiny at the school-levels.

In conclusion, ESIP II is providing an ambitious agenda for policy-reform while focusing on what is feasible given financial and human capacity constraints. By addressing the necessary reforms at primary and secondary levels, the groundwork is thus being laid for Malawi to move towards quality education for all.

THE DEVELOPMENT CONTEXT

1.1 Economic Overview

While it is true that ‘there is no development without education’, the prospects for an efficient education system depends on the performance of the economy so that the country can invest adequately in the sector.

Malawi’s economic prospects remain positive as recovery is taking hold in the aftermath of the 2011/2012 economic and governance crisis, which saw a slowdown in real Gross Domestic Product (GDP) growth to 1.9% in 2012, from a relatively strong growth registered between 2006 and 2010, averaging 7% annually. The economy is on a rebound with a projected real GDP growth of 5.7% in 2014, from a 5.2% growth in 2013, in spite of the fiscal scandal revealed in the first quarter of the FY 2013/14, which exposed serious weaknesses in governance and public financial management.

Inflation rates have a strong influence on education budgets. Inflation is projected to remain in double digits in 2014. The year-on-year increase in the overall consumer inflation has been edging downwards from 36.4% in March 2013 to 21.7% in September 2013, albeit at a slower disinflation pace than projected. Inflationary pressures, however, re-emerged in October 2013 marking the onset of the traditional lean season for both food and foreign exchange. The annual average inflation is projected at 21.5% in 2014, down from 28.3% in 2013.

Over the past two years, the authorities have been pursuing prudent fiscal policy anchored on a zero net domestic financing. This has in turn contributed to the narrowing of the fiscal deficit from 6.9% of GDP in 2011/12, to 1.3% of GDP in 2012/13. Fiscal conditions however deteriorated during the first quarter of 2013/14 with huge overruns in primary expenditure, in the wake of the fiscal scandal, where the Malawi Government had to borrow heavily from the banking system to finance these overruns some of which related to fraudulent transactions carried out using the Integrated Financial Management Information System (IFMIS). With the suspension of budget support and cuts in dedicated grants, the overall fiscal conditions have been tight over the two quarters and will remain so for the remainder of FY2013/14 with the fiscal deficit projected to widen to 4.1% in FY2013/14. Over the medium term, the focus on fiscal consolidation through revenue rising and expenditure reducing measures is expected to generate a positive primary fiscal surplus during 2014-2017.

1.2 Social Conditions

Malawi is a low income country ranked 170 out of 186 countries surveyed in the 2013 Human Development Index with a GNI per capita of US\$ 320 in 2012. Despite high rates of economic growth, poverty in Malawi remains widespread. The third Integrated Household Survey (IHS3 2010/11) reports that over half of the population remains poor and one quarter is estimated to live in extreme poverty, with total expenditure below the food poverty line level (an income of MK 22,956 (US\$ 146) or below per person per year). Furthermore, poverty declined only marginally from 52.4% in 2004/05 to 50.7% in 2010/11 – an insignificant reduction. Almost half (47%) of the children under age 5 in Malawi are short for their age due to long-term effects of malnutrition (stunted) and 20% are severely stunted.

1.3 Development Challenges

Malawi's population was estimated at 15.9 million in 2012 with a poverty headcount which was at 53.9% in 2000 recording a marginal decline to 50.7% in 2011. Other key social indicators that have shown some improvements include increased life expectancy to 54.8 years in 2012 from 46 years at the turn of the century; adult HIV prevalence which reached 10.8% in 2012 down from 15.8% in 2000 and literacy levels (population aged 15 years and above) have increased albeit slowly from 68.1% in 2000 to 76.9% in 2013.

Despite mixed human development indicators, of eight Millennium Development Goals (MDGs), only four are likely to be met (Reduce Child Mortality; Combat HIV and AIDS, Malaria and other diseases, Ensure Environmental Sustainability, Global Partnership for Development). The other four (Eradicate Extreme Poverty and Hunger; Achieve Universal Primary Education; Promote Gender Equality and Empower Women; and Improve Maternal Health) require extra effort if they are to be met.

Despite progress on social issues, Malawi's development path has several challenges:

- Sustainability of policy reforms remains a challenge. The country's history of policy implementation has been largely characterized by periods of good policy implementation with episodes of policy reversals associated largely with different political cycles. Macroeconomic stability following the actions taken by the new administration is still fragile and would critically depend upon the continuance of the policy measures instituted.

- Public spending is faced with a number of challenges, not least in public oversight and reporting.
- Strengthening governance: good governance is at the heart of stimulating economic growth, eradicating extreme poverty and promoting shared prosperity. There are a number of public service management issues that challenge sustainable development in Malawi and impact poorly on service delivery to citizens.
- Investment climate constraints hinder private investment. The business environment in Malawi has deteriorated in recent years resulting in a slowdown in foreign direct investment and reduced competitiveness. The Doing Business 2014 report ranks Malawi at 171 out of 189 countries. Education has shown to be vital as a limited skills base is a major contributory factor.
- Agriculture, the main source of growth and exports in Malawi, is central to reducing poverty. Agro-industry requires skilled labour and the education sector needs to respond to the demand for increasingly higher skills levels.
- High population density and poverty have led to significant human pressure on the environment and degradation of Malawi's natural resource base, notably land and forests. The growing population increases the land area under cultivation and exploits forests and woodlands for firewood and charcoal production. Land degradation, deforestation, inappropriate farming methods, and limited incentives to promote land and water conservation techniques have increased the incidence of erosion, run-off and flash floods in Malawi, carrying high loads of sediment that are deposited in reservoirs and flood-plains. Together, these factors reduce agricultural productivity, fisheries, and hydropower generation, damage infrastructure, and adversely affect human health and critical ecosystems.
- Malawi is prone to natural disasters primarily related to climate variability and change. Improved resilience to climate risks is extremely important for the majority of rural households who depend on the fragile natural resource base for their livelihoods. Forest cover is reported to decrease at an alarming rate, and the energy balance has not changed away from biomass at all. Rural roads and the rail network are particularly vulnerable to the effects of climate change due to increased run-off rates.

2. An overview of the Education System of Malawi:

The education sector in Malawi comprises of five sub-sectors.

- Basic Education includes Early Childhood Development (ECD), Complementary Basic Education (CBE) that targets Out-of-school youth and Adult Literacy, and general Primary Education.
- Secondary Education covers Secondary Schools and Open and Distance schools
- Teacher Education covers Primary and Secondary Teacher Training.
- Higher Education includes Higher Education institutions (universities) as well as Technical and Vocational Education (TEVET).
- Support Services holds a range of departments including Administration, Policy, Planning and Budgeting, Financial Management, Human Resource Development, Procurement and the Department of Inspection and Advisory Services (DIAS)

2.1 Basic Education

2.1.1 Early Childhood Development Education

ECD is critical for cognitive skills development and the absence of adequate coverage is found to contribute to underage primary school enrolment. Yet, current policy relies on volunteer carers. Over 70% of eligible children do not access any form of ECD.

Table 1: Some ECD Indicators, 2010/2011-2012/2013

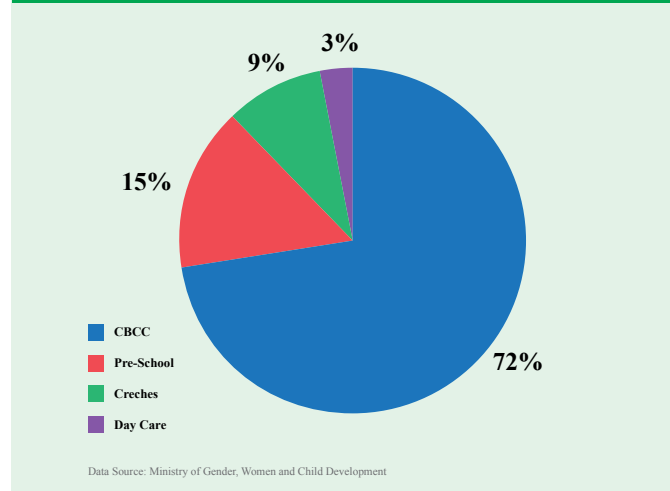
Year	Number of ECD centres	Enrolment	% of girls	NER	Number of Caregivers	% trained
2010/2011	8,917	771,666	50		25,410	57
2011/2012	9,533	987,705	46	35	25,664	57
2012/2013	9,783	1,057,705	42	32	26,800	55

Source: Ministry of Gender, Women and Child Development

ECD consists of the following:

Community Based Child Care Centres (CBCC), pre-schools, crèches and day care centres. The majority (72%) of children are enrolled in CBCCs as shown in figure 1-1 below. CBCCs are public owned and run by communities while pre-schools, crèches and day care centres are run by private owners.

Figure 1: Distribution of Types of ECD Centres in 2012-13

**2.1.2 Complementary Basic Education**

Complementary Basic Education (CBE) allows marginalised, out of school children and adults to access basic education in various centres across the country. A special curriculum has been developed in order to enable effective part time learning, bringing participants up to standard six of primary education in a three year learning cycle. The CBE programme is delivered by NGOs subcontracted as service providers. The programme uses existing infrastructure for off peak sessions. The number of CBE centres has been growing since MoEST started 15 pilot centres in three districts in 2006. In 2012-13 the sector had 600 CBE centres operating in 10 districts.

2.1.3 Primary Education**2.1.3.1 Access and Equity****Primary provision and enrolment**

There are 5,405 registered primary schools in Malawi. Between 2006/07 and 2012 the number of public primary schools (government and grant-aided schools) increased but their proportion of the total number decreased from 96.4% in 2006/07 to 91.3% in 2012/13 with the proportion of private primary schools has increased from 3.6% in 2006/07 to over 8.7% in 2012/13.

Between 2008 and 2013 primary school enrolment increased by 16% with an average annual growth rate of 4%. Additionally, the aggregate gender gap across the primary cycle has been reduced by 0.3 percentage points (enrolment of girls was 49.8% of the total in 2008/09 and has increased to 50.1% in 2012/13). The majority of primary school learners continue to be in the rural areas, accounting for 86% of total enrolment in 2012/13.

The percentage of registered learners with special needs enrolled in primary education has been increasing from 2.16% in 2010/11 to 2.24% in 2012/13. In 2012/13, 47.6% of registered learners with special needs were girls. The percentage of orphan learners has been steadily declining from 13.4% in 2008/09 to 10.5% in 2012/13. There was no significant gender differences in the number of orphans enrolled in schools.

Infrastructure

Classroom construction has not increased in line with enrolments, and the number of pupils per classroom is far from the government target of 60 learners per classroom. The average primary student to classroom ratio (PCR) has increased from 105:1 in 2011/2012 to 124:1 in 2012/13.

There are a total of 56,534 teachers (both qualified and unqualified) competing for 14,267 teacher houses, leaving a total of 42,267 teachers without housing. The teacher to house ratio for 2012/13 was at 4:1.

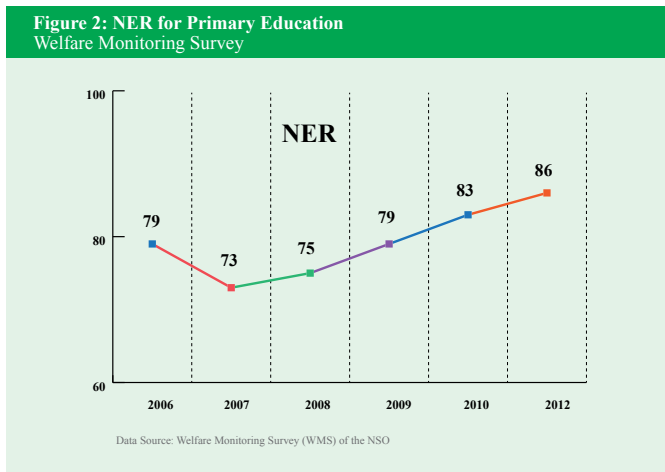
In order to reduce the pupil to classroom ratio to 67:1 by 2020, an additional 3,400 classrooms per year would be required. However, the new policy on repetition (capping at 10% per standard) should modify this requirement. Acknowledging capacity constraints the MoEST started implementing a primary construction programme through the Local Development Fund (LDF) in the second part of the 2011-12 financial year.

Under guidance and supervision of the LDF a total of MK5.5bn was channelled to the districts for the construction of 1,220 classrooms, 201 teacher houses as well as 350 Ventilated Improved (VIP) latrines through community participation. At the end of 2012-13 progress of this first round of LDF construction was rated at 95%.

Primary GER and NER

Primary NER increased by 7% from 79% in 2006/07 to 86% in 2012/13 ¹. There is no gender gap in the NER for primary education in 2012/13, as both boys and girls had an NER of 86%. There was, however, a disparity in the GER of boys and girls. In 2012-13 the aggregate GER came to 116% composed of a GER for male learners of 119% and the GER of female learners was 114%.

¹ Welfare Monitoring Survey



Net Intake Rate (6 year olds in Standard 1)

In 2012-13 the Net Intake Rate (NIR) of six year olds into standard one was 96.8%, which is an increase of 1.3% from the previous year. This stands in contracts to a Gross Intake Rate (GIR) of 206% for standard one. The discrepancy between NIR and GIR is evidence of persistent age inadequate enrolment at the start of the primary cycle. The increase in the NIR between

2009 and 2012 was driven by a 9% increase in the NIR for boys and a 3.3% increase in the NIR for girls.

Gender Equity in Primary Education

In 2012-13 the aggregate Gender Parity Index (GPI) for primary education was at 1.01, nevertheless the gender parity index for primary falls below parity from standard 6 onwards. The values are 0.99, 0.97 and 0.86 for standard six, seven and eight respectively suggesting that girl's participation in primary education drops significantly in standard 8. Disparities are significant in the GPI of urban and rural schools: the national GPI for urban primary schools in 2012/13 was 1.057 while that of the rural schools was at 0.997.

On learning outcomes, on average, boys are outperforming girls in PSLCE rates. However, studies are showing an emerging trend where girls are outperforming boys in the lower grades of primary school, i.e. (Early Grade Reading Assessments (EGRA) 2010 – 2012). Household surveys conducted also show that girls are more likely to receive extra tuition support than boys (e.g. EGRA Impact Evaluation Household Survey). Some of the efforts to address equity at primary level include School meals, cash transfers (keeping girls in schools), mother groups and role modelling.

2.1.3.2 Quality and Relevance

Primary School Teachers

The number of primary school teachers in both public and private schools has increased from 53,031 in 2011/2012 to 56,534 in 2012/13, representing an increase of 7%. In public primary schools and religious schools the number of teachers has increased by 7% from 51,529 in 2011/2012 to 55,262 in 2012/13. In 2012/13, the proportion of female teachers across all primary schools on Malawi was 40%. At primary school level all teachers are general class teachers, that is, they can teach all subjects in any standard. However, efforts are made that trained teachers under EGRA programme teaching standards 1-3 remain with the same classes to maximise impact on student reading achievement. A declining PTR reflects output from increased teacher training and given that 7,147 newly qualified teacher trainees were employed after the 2012-13 EMIS data collection, this large increase in qualified teachers will be seen in 2013/14 data.

Table 2: Trend in Primary qualified and unqualified pupil to teacher ratios

Teachers			
	PTR (Prim-National)	PqTR (Prim-National)	PqTR (Prim-Rural)
2008	78	90	97
2009	81	92	98
2010	80	91	97
2011	76	92	96
2012	74	95	98

Source: EMIS 2012

Pupil Qualified Teacher Ratio (PqTR)

The PQTR has increased from 92:1 in 2011/12 to 95:1 in 2012/13, despite the target of 60:1 by 2017. In order to achieve that target an additional 17,085 primary school teachers would have to enter the workforce up to 2017. In 2012-13 the PQTR for rural schools was 99:1 compared to 75:1 for urban schools. Although the government is deploying more teachers to rural schools and setting incentives for their retention by paying rural teacher allowances, rural areas are still relatively understaffed.

Provision of Teaching and Learning materials (Learner Textbook Ratio)

ESIP II stipulates a student to textbook ratio of one to one for all subjects across all standards. In 2012-13 the recorded stock of textbooks was low, particularly since the delivery of 9 million primary school textbooks from India was distributed to schools in the last two quarters of the financial year

The pupil textbook ratios are getting worse: for example the situation for Mathematics books in standards 3, 4 and 7 is 6:1. For English textbooks, in standards 5 and 6 the ratio ranges between 4:1 and 6:1. A number of innovative projects are underway focusing on mother tongue language instruction. These will need to be evaluated, scaled up and integrated into the primary school curriculum. Nationwide, the student to text book ratio for Chichewa has increased to 1:1 in standard 1. This is a result of 1 million textbooks recently printed and distributed.

Overall, it is currently difficult to provide an accurate TLM gap at primary level due to lack of comprehensive data on the already procured and distributed TLMs. There is need for a comprehensive exercise to be determined on how many schools have received the TLMs and how many are remaining using the Zonal EMIS officers. Decentralization of the TLM proposed in ESIP II will significantly help to improve the situation regarding the gap in TLMs as head teachers are in the best position to know the textbooks required in their schools. Regular evaluation of schools' expenditure of textbook funds will also improve reliability of statistics on textbook requirements.

Learning Outcomes

National Examination Performance

The most used output indicator is the Primary School Leaving Certificate of Education (PSLCE). The PSLCE pass rates have been declining each year between 2006/07 and 2011/12 from 74.4% in 2006 to 68.9% in 2011. Boys have been performing better than girls and the gap between the two is wider in 2011/12 than it was in 2006/07.

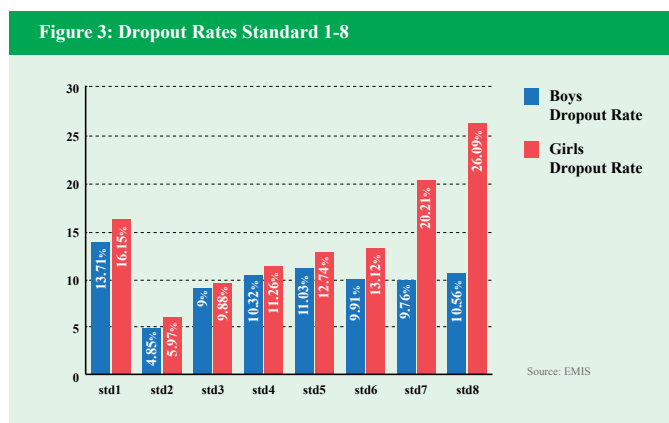
Performance of the International/Regional Assessment (SACMEQ II&III)

The results of the regional standardised test to measure the attainment of cognitive skills in primary education by SACMEC shows Malawi performing consistently well below the regional average. Malawi came 14th out of 14 countries in reading English and 13th out of 14 countries in mathematics in 2000. No progress was measured in the follow up SACMEC exercise in 2007/8 with male learners outperforming female learners by an average of 10 test score results in literacy and by an average of 12 test score points in numeracy. The results of SACMEQ IV are expected mid 2014.

Early Grade Reading Assessment (EGRA)

Results from several Early Grade Reading Assessments show that while overall reading performance remain low, proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text have improved from a mean score of 0.8 in 2010 to 1.3 in 2012 and that Standard 4 learners have improved from 11.5 in 2010 to 15.4 in 2012 at national level. The percentage of teachers demonstrating essential skills in teaching compared to baseline has also increased from 21.6% in 2010 to 70.2% in 2012. Further improvements are required, including scaling up of early grade reading interventions. Large absolute and relative gains were achieved in schools that participated in the Maziko a Kuwerenga “Foundations of Literacy” (MaK) programme. This programme needs to be scaled up and integrated into the national curriculum.

Internal Efficiency of Primary Education System



Dropout and Repetition Rates

Figure 3 shows dropout rates by standard and gender. Here it shows that in standard 7 and 8, dropout rates for girls reached 25%. Next to high dropout rates, high repetition rates are a further sign of a highly inefficient primary schooling system. On average, the repetition rate has increased from 19% to 24.1% for girls between 2008 and 2013

and from 20% to 25% for male learners in the course of the same time period.

Survival Rates in primary education

Primary completion is a major EFA goal. As table 3 shows, only 47% of pupils from the 2007 standard 1 cohort progressed to standard 6 within expected years. This is because each year between 3-15% of pupils drop out, depending on the standard, while between 14-15% failed to progress to the next standard and had to repeat the year.

Table 3: Cohort progression of 2007 standard one cohort

	2007	2008	2009	2010	2011	2012
	standard 1	standard 2	standard 3	standard 4	standard 5	standard 6
Totals	845,631	662,957	621,892	504,139	426,138	348,370
New entrants	637,846	529,940	496,866	424,130	359,556	299,724
Repeaters	207,785	133,017	125,026	80,009	66,582	48,646

Source: ESIP II cohort progression model

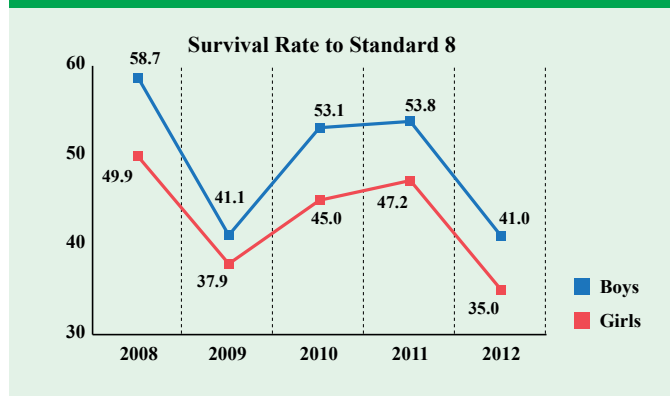
Table 4 shows that the Standard 8 survival rate was 35% for girls and 41% for boys. An average survival rate of 38% thus suggests that an estimated 62% of standard 1 entrants in 2012 will not survive the primary school cycle within 8 years.

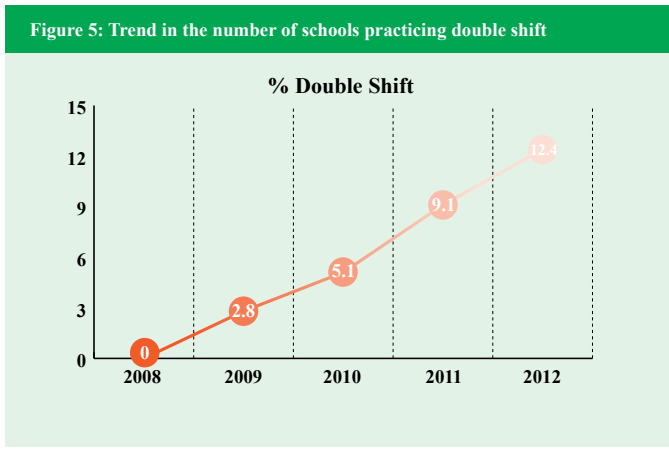
Double Shifting

Double shifting provides a cost-effective measure to reduce either (1) pupil-classroom ratios, by relying on the same infrastructure to teach separate classes in the morning and the afternoon or (2) reducing pupil-teacher ratios by having one teacher teach two separate classes per day.

The percentage of primary schools that are practicing classroom double shifting has been increasing significantly since the system was introduced in 2009/10, while teacher double shifting has reduced over time due to the low value of current double shifting allowance and an increase in the number of qualified teachers employed.

During ESIP II, a comprehensive study will be undertaken to assess the current implications of double shifting on class size and pupil-teacher ratio, which will ensure that double shifting is used most effectively. Increasing the double shift allowance during the ESIP II period will ensure that teachers are incentivized to commit to this approach.

Figure 4: Primary School Survival Rates



2.1.3.3 Governance and Management

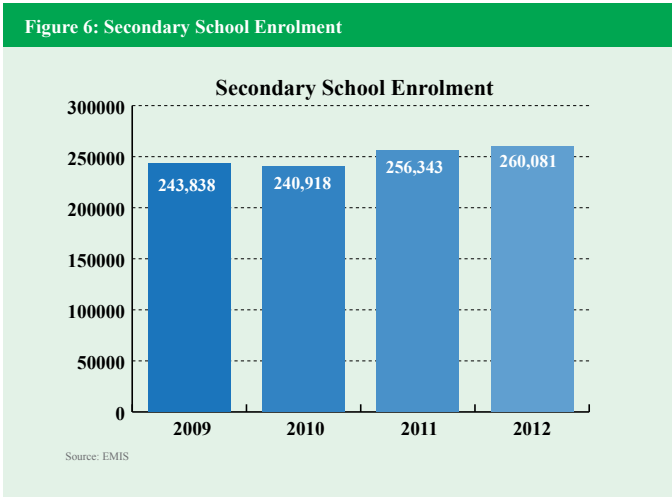
In 2012-13, the Primary School Improvement Programme (PSIP) has been rolled out to an additional 10 districts covering a total of 24 districts by the end of the academic year. This has been the most innovative development in governance and management of the primary education sector in Malawi since it transfers autonomy in planning

and implementation of priorities together with resources to the school level. All 3,754 primary schools in the 24 districts have been receiving a grant for the implementation of School Improvement Plans directly into the school’s bank accounts in the course of the 2012-13 financial year. Primary schools are mandated to allocate 40% of this school budget to activities relating to access, 50% to quality and 10% to governance. Following an evaluation of PSIP in 2014, a number of modifications will be made which will make the scheme more equitable.

2.2 Secondary Education

2.2.1 Access and Equity

Secondary enrollment in Malawi is significantly low. Over the past five years period total number of secondary schools has declined from 1160 to 1015 in 2012, mainly due to a decline in the number of private secondary schools which decreased from 372 in 2008 to 159 in 2012. On the other hand public secondary schools have increased from 788 in 2008 to 856 in 2012. Access to public secondary schools is very restrictive as it is based on selection with a transition from primary to secondary education of just 32%.

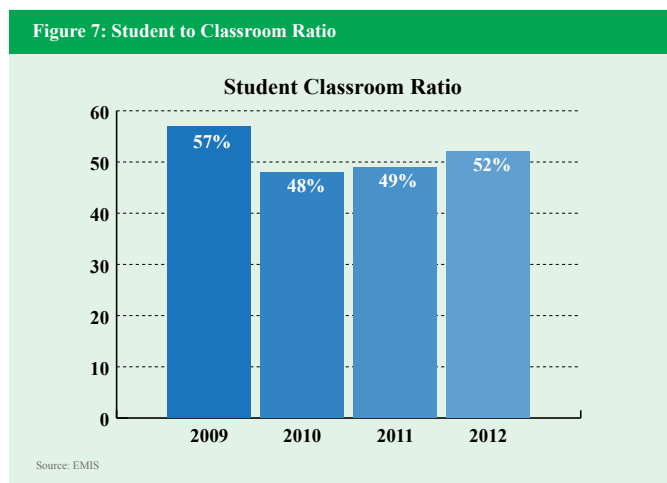


Enrolments at Secondary Level

Secondary enrolment is well below the NESP target of 486,706 (2012/13: 260,000 students with an additional 47,998 learners enrolled in open schools administered by the Malawi college of distance education (MCDE) and run in off peak sessions at secondary schools).

Classroom pupil ratios are on average 60:1 EMIS data for 2012/13 as compared to NESP target of 40:1 students by 2017.

Enrolments by Gender and Gender Parity Index



Secondary school enrolment continues to be dominated by boys: for every 200 students there are 118 male students and 82 female students in 2012/13. However, overall progress from 2009 to 2012/13 indicates that GPI has increased by 0.03, this has been accompanied by a decline in the female dropout rate, which may have been driven by the secondary school bursary and cash transfer programme. Currently, the secondary school Gender Parity Index (GPI), is at 0.82.

Construction and Rehabilitation of Infrastructure

The pupil classroom ratio is 52:1 against the target of 40:1. New secondary schools are being constructed and CDSSs rehabilitated. In addition, new hostels for girls are being constructed in remote areas. The ministry has also constructed secondary school teachers' houses by the 2012/13 financial year. However, there is still a gap in provision of teachers' houses at secondary level and housing for secondary school teachers also remains a challenge, especially in the rural areas. Currently, there are 11,701 teachers against 3,416 teacher houses implying that the teacher house ratio is 4:1. This sometimes limits the number of teachers that can be sent to a school, especially those in the rural areas.

Special Needs Learners

People living with disability constitute 3.8 percent of the population of Malawi and 2.2 percent of total learners enrolled at primary education. Only 1.1 of secondary students are identified as disabled. In the last financial year, 2012/13, 1500 learners have been identified as learners with special educational needs. This is more than the planned output number (1000) in the budget and work plan for the year 2012/13.

Cash transfers and Secondary School Bursaries.

In an attempt to increase access and retention in secondary education, the bursary secondary school bursary had a total of 14,846 beneficiaries across the four standards.

To increase learner retention, a cash transfer was introduced nationwide for Form 1, piloting two amounts of cash transfers in a randomised controlled trial in order to establish the minimum amount necessary to keep learners from dropping out of school. In the course of the introduction of cash transfers for the financially most vulnerable students, the selection process was improved but the introduction of new selection forms together with more rigorous checks and balances lead to a very slow selection process in 2012-13. The data of all applicants was entered into an electronic databank and the budget for cash transfers allowed the selection of 2,305 cash transfer beneficiaries. Unfortunately cash transfers were not paid till the very end of the financial year. Given that budget utilization for bursaries and cash transfers was 90% and 78% respectively at the end of the 2012-13 financial year, not all selected beneficiaries had benefitted by the end of the academic year.

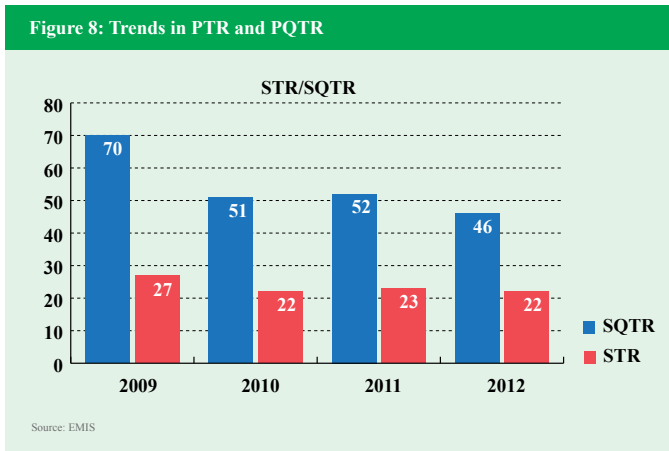
Provision of Secondary Education by Private Sector

Enrolments in private secondary schools increased from 15.1 percent in 2010 to 17.9 percent of total secondary enrolment in 2011 having declined from 31.2 percent in 2008. While it is government policy to promote the growth of the private sector, a more rigorous regulatory system has seen the closure of some private schools.

2.2.2 Quality and Relevance

Upgrading of Teachers

Currently, there is a great shortage of qualified science teachers in secondary schools. There are 2,631 qualified science teachers and 895 teachers that are qualified scientists but do not have teaching qualifications.



The ESIP II will therefore focus on improving student-teacher ratios in science subjects as the new curriculum is more focussed on the sciences. More science teachers will be trained during the ESIP II implementation period. Current science teachers will be adequately oriented on the new curriculum particularly on how to use science kits under the new SCAR.

It should be noted that the SQTR has improved from 70:1 to 46:1 and the STR from 27:1 to 22:1 from 2009 to 2012. The target for 2017/18 are 40:1 for SQTR and 10:1 for STR.

The modes of upgrading under-qualified teachers to Diploma level include the upgrading of teachers in the CDSSs through distance education model; the University Certificate in Education (UCE); the Strengthening of Mathematics and Science in Secondary Education programme (SMASSE), and of recent, a Home Economics programme. This is expected to increase quality of teachers and learning outcomes of students.

Provision of Teaching and Learning Materials

Teaching and learning materials availability varies between schools, in particular between conventional schools and CDSSs. Schools were provided with some teaching and learning material like textbooks in 2012, but not adequately. The distribution of the materials has been lumped to two schools per cluster because of lack of resources. Most Secondary schools last received library books in 2004 under the Secondary Education Project (SEP). There continues to be a shortage of textbooks in the language subjects and science. A needs assessment for TLM requirements by schools is outstanding. Schools have advocated for orientation of teachers in the use of the textbooks. Consumables for laboratories and technical subjects are also in short supply.

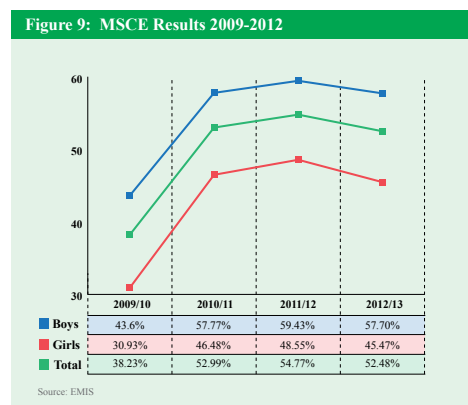
Schools that offer technical subjects have some dysfunctional / non-functional equipment for both metalwork and woodwork. Equipment for such subjects was last delivered to these schools in 2008 and was not adequate to meet the needs of the schools. Given the investment required to offer technical subjects properly the Ministry needs to review the strategy on technical subjects.

Provision for SNE

Learners with special needs are mainstreamed with the rest of the learners in some selected schools. Teaching and learning materials for special needs learners are in short supply since secondary schools were not catered for under the Grant Support to the Education Sector II (GES II) which provided learning materials to primary schools. This is being addressed through the procurement plan for 2011 – 2013, which has an item for the purchase of Braille textbooks (1,100) for Secondary Schools. Regular teachers are not trained to work with learners with special needs learners. There are no indicators set to monitor and evaluate implementation performance for this group. However, during the ESIP II, the MoEST will assess which indicators can be adopted to track progress for special educational learners are concerned at secondary education level.

Examinations

Two examinations are held at secondary level: the JCE and the MSCE. Overall the pass rates have increased although not satisfactory. Male pass rates were higher (77%) than female pass rates (66%). In 2012/13, 52.48% students who sat for the Malawi School Certificate of Education MSCE passed the exam. This pass rate is slightly lower than 2011/12 and 2010/11 pass rates. Overall male students continue to perform much better than female students. The four year time series data in the figure below indicates that more than 50% female students who sat for MSCE exam failed to pass the exam.



Dropout rates: In 2012, a total share of 8.1% girls and 6.6% boys dropped out of secondary schools. Reasons mentioned for dropping out are often due to financial concerns (55% of boys, and 33% of girls that dropped out). For girls, 25% of dropouts are due to pregnancy and 16% due to early marriages.

Repetition rates: The poor JCE and MCSE results are also reflected in the repetition rates which range between 1% and 12% depending on the form. Repetition is highest in the two examination years.

2.2.3 Improving Governance and Management

A number of planned activities aimed at improving governance and management of the system were envisaged and these included training of headteachers and members of School Management Committees (SMCs). Very little was reported on in the training of headteachers. Some training of SMCs was organised and done at the Division level but this did not cover all the schools because of inadequate funding. As a result SMCs were not very active for lack of training. Decentralization will be the key reform area to improve governance and management of secondary education.

2.3 Teacher Education

2.3.1 Access and Equity

Enrolment into Primary Teacher Education

The NESP target for Pupil to Qualified Teacher Ratio (PQTR) is 60:1. To achieve this the recruitment – the recruitment of teachers has been increased by training additional teachers in Open and Distance Learning (ODL) in addition to the conventional (IPTE) mode of training, constructing five new Teachers Training Colleges (TTCs) and by striving to enhance the quality of teacher training at the colleges as well as the supervision of student teachers during their practice year.

In 2012/13, MoEST recruited 4,318 IPTE student teacher trainees out of which 2,243 were female, representing 52% which is a good development as these will act as role models in the rural areas. On top of the conventional teacher training, 6,028 ODL III students were recruited entering their first year of training in 2012-13. Out of the ODLIII cohort only 38% are female despite the fact that the entry criterion for selection was lowered from a credit to a pass in English in order to attract more females to the programme. Given that the system also had 3,895 IPTE⁷ and 5,521 ODLII students in their second year of teacher training in teaching practice schools throughout the country the total number of teacher trainees in 2012-13 came to 19,762.

Enrolment into Secondary Teacher Training

Secondary school teachers are trained in universities and College of Educations through conventional and Open and Distance Learning (ODL) modes. Only 43.5 percent secondary teachers are trained (EMIS, 2013). Some who qualify do not enter the teaching profession.

Construction and Rehabilitation of Infrastructure

Construction and rehabilitation of infrastructure for Teacher Training has been ongoing. 5 TTCs are being constructed in: Chiradzulu, Rumphu, Chikwawa, Phalombe and Mchinji and a Special Needs Education College in Lilongwe.

2.3.2 Quality and Relevance

Provisions of Learning and Teaching Materials

In 2012/13 the Ministry of Education ordered 325,000 PCAR books (Teachers' Guides and Learners' Books) for use in the 592 Teaching Practice Schools by the IPTE conventional students. Additionally MIE developed school experience journals in support of the conventional student trainees during their teaching practice year.

Continuous Professional Development

In 2012/13, 60 TTC Tutors upgraded from Diploma to Degree level; over 2,000 underqualified teachers in Community Day Secondary Schools upgraded to Diploma level and 40 unqualified secondary school teachers enrolled for University Certificate in Education.

Through the Malawi Teacher Professional Development Support (MTPDS) activity MoEST implemented CPD in the teaching of reading and instructional leadership for Standards 1-4 teachers. In total 33,437 teachers were trained who then used those skills to teach 4,188,677 students. Of these teachers, 32.1 percent demonstrated essential skills in teaching reading, a 10 percent improvement from the baseline. Under the Early Grade Reading Assessment (EGRA), 2,637 primary school teachers were trained in these enhanced literacy teaching methods.

Another form of CPD has been carried out through the diploma in special needs education at Montfort College, which is targeting primary school teachers. 320 students were enrolled at Montfort in 2012-13.

MoEST has implemented Strengthening Mathematics and Science in Secondary Education (SMASSE) in which on average 2,800 secondary school teachers were trained annually last 4 years in 'student-centred' approach. The Ministry now runs INSET as a recurrent programme. JICA supports action research to enhance collaboration and peer learning among teachers and to collect good teaching practices to improve INSET.

Dropout from teacher training

On average, 87.4% of all IPTE students complete their two-year course (12.6% dropout), while 76.5% of ODL students that start the course qualify as primary teachers (23.5% dropout rate). Pregnancy is reported as the most frequent reason (65%) for dropout. But most pregnant student teachers do return to college in the following academic year.

Academic staffing levels at public TTCs

Table 4 below shows the academic staffing levels in public TTCs over the three years. The numbers in the table show that there has been an overall increase in number of staff (both male and female) over the years. However there has been no significant change in the number of female staff. From 2011/12 to 2012/13 the total number of staff increased by 7% while the total number of female staff increased by 5%. This is driven by the low intake of female students studying for the B.Ed (Primary Education) programme at Domasi College from where the bulk of staff in TTCs emanate.

Table 4: Staffing Levels in Public TTCs

Public TTC	2010/2011			2011/2012			2012/2013		
	M	F	%F	M	F	% F	M	F	% F
Total	164	76	32	198	106	35	181	102	36

Source: EMIS 2010, 2011 and DTED

2.3.3 Governance and Management

TTCs come under the management of DTED and the Directorate of Human Resources.

Private Sector involvement in Teacher Education

One of the ways in which NESP promotes increased teacher training is to encourage the creation and operation of private teacher training colleges throughout the country. In 2012-13 GoM contributed towards the running costs of the DAPP teacher training colleges. DAPP also constructed a new TTC with capacity of 64 students in T.A. Kamingosibande in Mzimba District in the 2012/13. In total, for the year 2012, as shown in table 5, the private sector was responsible for training 16% of all college-trained teachers, and 8.5% of all teachers trained in Malawi.

Table 5: Percentage of Qualified Teachers in Private TTCs of Total Qualified Teachers (2012)

Annual Teachers Qualified in 2012	
Private IPTE Teachers	733
Public IPTE Teachers	3,864
ODL Teachers (Public)	4,025
ALL TEACHERS	8,622
% Private of Total IPTE Teachers	15.9%
% Private of Total Qualified Teachers	8.5%

Source: MoEST (2013) "Medium-Term Projections on Teacher Training; Demand, Supply and Funding"

Partnership Agreement between TTCs and teaching practice schools

In the course of the 2012-13 MoEST has been working on a partnership agreement between the TTCs and the teaching practice schools. The aim is to improve the added value of the teaching practice year by enhancing the professional support of students who are in the field and by strengthening the communication and coordination between TTCs and teaching practice schools. The agreement has been drafted with stakeholder involvement and sets the regulatory framework by formalizing interactions and mandates of the TTCs as well as the teaching practice schools.

Financing

TTCs face major financial challenges which have seriously affected the functioning of the colleges. Payment processing has been decentralised and catering services outsourced in selected TTCs.

2.4 Tertiary Education

2.4.1 Technical and Vocational Education and Training (TEVET)

Technical and Vocational Training is delivered by 7 technical colleges country wide. TEVETA is regulatory authority as well as a department for technical and vocational training. The technical colleges as well as the respective directorate have been moved from MoEST to Ministry of Labour at the start of the 2012-13 financial year.

Over the years there has been limited infrastructure expansions to accommodate more learners in technical colleges due to limited development funding under either the Ministry of Education, Science and Technology and Ministry of Labour. This, coupled with unavailability of well organised open and distance learning have been the constraints to increase enrolment in TEVET programmes.

Enrolment

Analysis of enrolment trends in the sub-sector has been constrained by lack of reliable data for the subsector for both public and private institutions. Of the seven public technical colleges three are grant-aided and 4 are private. Public technical colleges enrol two types of students – regular students recruited and supported by Technical Entrepreneurial, Vocational Education and Training (TEVETA), and parallel students who are recruited directly by the colleges. 8356 students are enrolled in technical college: the GPI being 0.54.

The strategies adopted by the Ministry to improve access and equity in technical and vocational training include: rehabilitation of technical colleges, construction of lecture rooms, workshops and laboratories for expanded TEVET coverage; construction of a new technical colleges and the introduction of mobile TEVET units.

Four (4) technical colleges namely; Nasawa, Salima, Soche and Lilongwe will be supported through the Higher Education Science and Technology (HEST/ADB) project. The table below presents enrolments with respect to the field of study. It is evident that most female students enrol in administrative courses, tailoring and design. Machine woodwork and bricklaying which continue to be male dominated. Data for 2012/13 was unavailable.

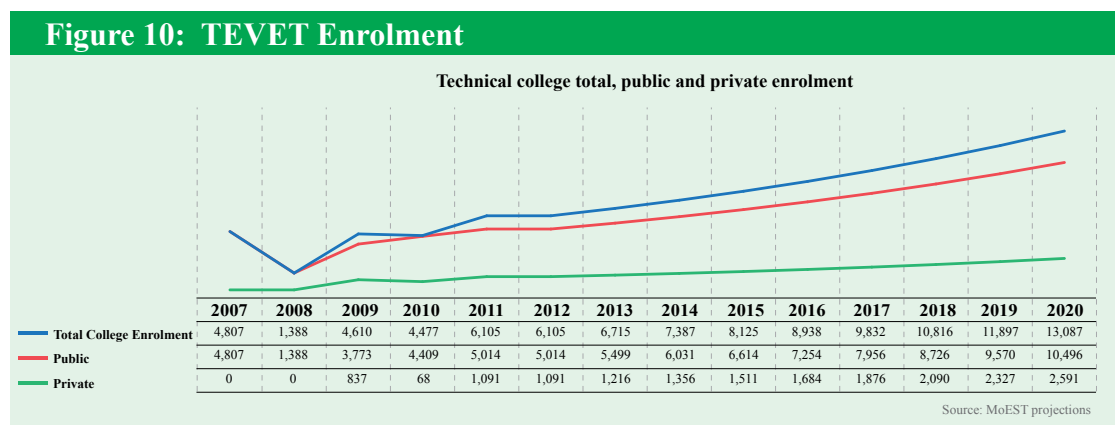
Table 6: Enrolment of Apprentices into CBET Trades: 2008-2011

Trade	2008	2009	2010	2011	Total	% Female	% Total
Administrative Studies	131	132	167	143	573	71.0%	15.1%
Automobile Mechanics	77	78	188	100	443	23.0%	11.7%
Bricklaying	97	77	213	175	562	11.6%	14.8%
Carpentry and Joinery	132	114	289	224	759	10.8%	20.0%
Electrical Installation	20	20	118	101	259	29.3%	6.8%
Fabrication and Welding	35	31	105	90	261	13.0%	6.9%
Food Production	0	0	0	42	42	47.6%	1.1%
General Fitting	80	41	0	35	156	17.3%	4.1%
Machine Wood Work	10	0	9	20	39	2.6%	1.0%
Motorcycle Mechanics	0	0	0	20	20	30.0%	0.5%
Painting and Decorations	20	21	20	36	97	25.8%	2.6%
Plumbing	36	22	54	20	132	28.0%	3.5%
Printing	25	26	25	42	118	23.7%	3.1%
Refrigeration and Air Conditioning	20	16	20	89	145	40.7%	3.8%
Tailoring and Design	0	0	123	15	138	58.7%	3.6%
Vehicle Body Repair	15	16	15	10	56	14.3%	1.5%
Total	698	594	1,346	1,162	3,800	27.8%	100.0%

Source: TEVET

Projections in TEVET Enrolments

As can be seen from the figure 10 below, the sector is envisaging an enrolment increase into technical colleges up to 11,000 students by 2018. This implies an increase of over 60% in comparison to enrolment of 6,700 students in 2013, which is a very ambitious target.



Under-funding to the sub-sector has prevented the public system to adequately provide the inputs needed to improve and sustain quality in its institutions.

There is an acute shortage of instructors in technical colleges in Malawi. In 2011, there were a total of 175 male instructors and only 39 female instructors in the Technical colleges in Malawi.

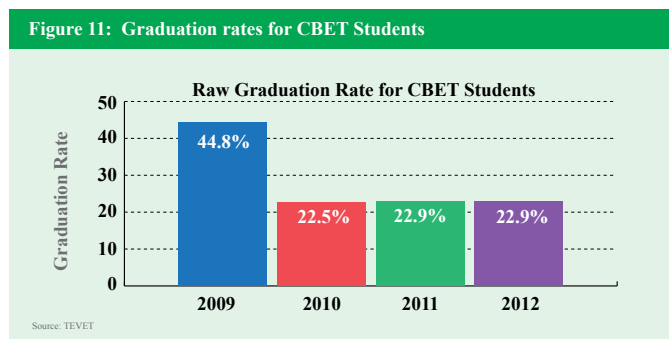
As a result the student to instructor ratios are quite high resulting into poor quality of graduates from the colleges. See table 7 below.

Table 7: Staffing levels at Technical Colleges

Sex	Year					
	2007	2008	2009	2010	2011	2012
Male		91	57	107	175	175*
Female		18	21	25	39	39*

Source: MoEST

Lack of formalized regular contact with the private sector has also limited the relevance of the curriculum to the needs of the labour market. The institutions face staffing problems because of the absence of a formalized tutor training programme in the country. Over the course of ESIP II, TEVET will therefore focus on training and recruiting 20 additional instructors every year.



Most of the equipment and materials in the workshops are outdated and do not match with the needs of the current industry. This will eventually compromise the quality of graduates from the technical colleges. It is expected that some interventions like the HEST project, will subsequently improve the quality of technical

and vocational and entrepreneurial training in the country. In addition, a curriculum review for TEVET will further ensure that vocational training is most relevant for the labour market.

It can be seen from the above that graduation rates for Competency-Based Education and Training (CBET) have been low hovering around 22% from 2010 to 2012. This could be attributed to the shortage of qualified instructors, outdated and inadequate equipment and outdated TEVET curriculum. The TEVET Policy has been reviewed in 2013, the Act is under review. Current projects within TEVET also provide promising improvements; the curriculum is being reviewed and additional information will be available once the Labour Information Management System has been finalised.

In 2012, Technical, Entrepreneurship and Vocational Education and Training was relocated under the Ministry of Labour from the Ministry of Education. The relocation of sub-sector back to Ministry of Labour has resulted in challenges in getting progress reports of the activities in the sub-sector.

2.4.2 Higher Education

The recent (2013/14) study on higher education summarises the issues as follows:

Overall, the Malawian higher education system displays a mixed performance.

The supply of qualified graduates is highly inadequate, both quantitatively and qualitatively. The tertiary gross enrolment rate is 0.4% – among the lowest in Africa. In terms of quality and relevance of the programs offered by the university sector, available evidence indicates that the limited expansion of enrolment has not been based on labour market needs and that the universities have few linkages with the private sector in the area of program development or curriculum review. The research output of the two public universities is small. The quality assurance system is still under-developed. The governance system needs to be revisited to bring in other stakeholders outside government like the private sector and civil society organisations. The relationship between the Ministry of Education and the public higher universities does not reflect an appropriate balance between the needs for institutional autonomy and the necessary accountability requirements. As far as financing is concerned, even though the government of Malawi spends a relatively high proportion of its education budget on higher education (28% in 2010), the higher education system does not have sufficient resources to sustain enrollment growth and improve quality. Finally, from an equity viewpoint, students from the high income groups are disproportionately represented in higher education (91%). Public funding of universities is therefore regressive, considering the low level of tuition fees paid by the students and the low rate of student loan repayment. Seen through the equity filter, the enrolment data by socio-economic status show that 91.3 percent of those enrolled in universities comes from the richest quintile of the population while only 0.7 percent come from the poorest quintile, confirming that most of the students enrolled in higher education come from well-to-do families. Important disparities can also be seen as far as gender equity is concerned. Even though female enrolment grew from 3,025 in 2008 to 4,504 in 2011 as a consequence of the Government’s affirmative policy in favour of girls, Malawi is still far from achieving gender parity. At 45 female students per 100,000 inhabitants, the rate is much lower than that for males which averages 86 students per 100,000 inhabitants. The gender parity index (proportion of females over male students) was 0.34 in 2011. The average proportion of females averaged 45 percent in private institutions while that for public institutions averaged 35 percent.

Employers express concern over the relevance of the programs offered. The overall distribution of enrolment by field of study has generally not been aligned with those areas that are critical for the economic development of Malawi. For example, enrolment is relatively low in engineering, business, ICT and Tourism, areas that are considered vital for Malawi's growth prospects. In addition, with the shift from the Board of Governors of the TEVET agency to the University of Malawi, technician programs in core skills development areas have been neglected, or entirely abolished, leaving a gap in the skills development structure. Consequentially, sector analysis has found severe skills gaps in the key growth areas of the country, including mining, agriculture, tourism and the construction industry, that are not being addressed through the universities or the TEVET sub-sector. There is need to conduct tracer studies and to regularly update curricula with the active participation of the private sector.

Another important governance issue is the lack of coordination between MoEST and the authorities in charge of post-secondary vocational education. This results in a fragmented tertiary education system with insufficient articulation among the various types of providers, lack of coherence in the curriculum across institutions, and little intra-system student mobility.

2.5 Support Services

Besides the core education sub-sectors, MoEST also has a vital sector of supporting services, that include:

- 1) Administration, Policy, Planning and Budgeting
- 2) Financial Management
- 3) Human Resource Development
- 4) Procurement
- 5) Schools' Inspection and Advisory Services

2.5.1 Planning and Management

The SWAp approach.

The MoEST has been the lead ministry in implementing the SWAp. Annual Joint Sector Reviews are now institutionalised, backed up by a SWAp Secretariat, a Sector Working Group and 10 Technical Working Groups. Not all TWGs are working as planned but with determined leadership from the ministry and commitment from development partners (esp. in providing technical assistance) the TWGs can play a key role in sub-sector development. See Annex 1.12

Decentralisation

With the re-instatement of district councils following the election of May 2014, local government is expected to get an injection of public involvement in district affairs, previously dominated by ministerial technocrats. While this new situation will take time to settle, the potential for finding ‘local solutions to local problems’ is greatly enhanced. Currently, the situation with regards to the division of labour between central and district authorities is as follows:

Central Authority	Local Gov't, Council Secretariat	Other Organisations
<p>Whole sector (excluding early childhood)</p> <ul style="list-style-type: none"> • Setting policy and standards • Regulation, monitoring, inspection and evaluation • National projects • Human resources (hiring, firing promotion and transfers) • Payroll • Capital investment / expenditure (incl. contracting, procurement) • Teaching/learning materials (e.g. text books) • Management of donor funds <p>Secondary/tertiary education</p> <ul style="list-style-type: none"> • Recurrent expenditure and procurement • Data collection • Monitoring standards 	<p>Whole sector (excluding early childhood)</p> <ul style="list-style-type: none"> • Planning (participatory) and budgeting • Monitoring examinations • Teacher loans (incl. secondary) and allowances <p>Primary education</p> <ul style="list-style-type: none"> • Recurrent expenditure and procurement (except text books) • Data collection • Monitoring standards • Capital investment via LDF and CDF • Allocation of school bursaries and some capital investment, e.g. desks; oversight school management committees • Pupil enrolment and transfers • Informal involvement in secondary exams, school management issues, etc. 	<p>Whole sector</p> <ul style="list-style-type: none"> • School management committees/PTAs: some functions related to school (fundraising, budget, expenditure, civic education, oversight, etc.) • Early childhood development Centres (e.g. playgroups, nursery schools, childcare centres) run by NGOs, faith-based organisations, the private sector and communities: all functions relating to the centre

The Planning Calendar

The Planning Directorate is the heart of ministry as it negotiates with all the ministry directors on fundable activities and the Ministry of Finance which allocated funds often on pre-determined ceilings without much regard for the needs of the sector.

The planning process is informed by the EMIS and M&ESIP II sections so that a) accurate data informs unit costs and b) evidence can inform policies and strategies.

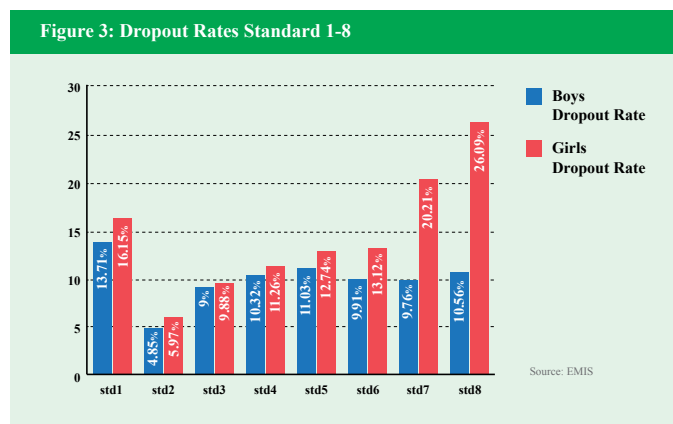
YEAR	DECEMBER – JANUARY		FEBRUARY – MAY		JUNE - JULY		AUGUST – NOVEMBER	
Activity	Strategic Planning		Annual Budgeting preparation exercise.		Consultation and Approval (MoF provides budget ceilings)		Review and Analysis	
Detail	Policy review: recommendations from ASR Presentation of options Prioritising Resource envelope (MTEF)		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		Directorate 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	
MOEST/DP sector dialogue	Policy and Planning Committee (PPC)		Policy and Planning Committee (PPC)		Policy and Planning Committee (PPC)		Policy and Planning Committee (PPC)	
MOEST/DP planning	SECTOR WORKING GROUP MEETING		SECTOR WORKING GROUP MEETING		SECTOR WORKING GROUP MEETING		SECTOR WORKING GROUP MEETING	
MOEST/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

2.6 Cross Cutting Issues: Gender

There are many reasons for gender discrimination in education opportunities for girls. Many are cultural but one could also point to the lack of a dynamic and focused strategy to ensure gender parity and equality.

Girls' primary school enrolment has almost reached parity with that of boys (50.1% girls and 49.9% boys – EMIS 2012: p10). The proportion of girls in grade 8 increased from 26% in the 1980s to 46% in 2012 (EMIS 2012:p30).

Despite gender parity at primary level, the numbers of children accessing education in Malawi are usually high at the beginning of primary school and reduce greatly towards upper grades and girls enrolment reduce more than boys. Girls' survival rate from the first to eighth grade of primary school is only 35 percent, compared to 41 percent for boys. From 2008 to 2012, there is a decrease in survival rates in Grade 5 by 15% (from 73.6 to 59) and Grade 8 by 15% (49.9 to 35) meaning that fewer girls are surviving to upper classes.

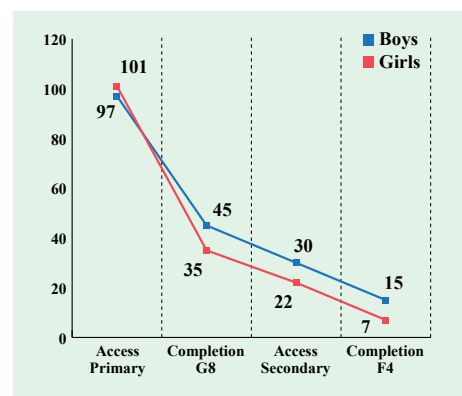


Widespread gender disparities are manifest at upper levels of primary, secondary and tertiary levels. Female students drop out at higher rates and complete school at lower rates than their male counterparts. Less than 20 percent of secondary school aged children are in secondary school and for every 100 boys only 82 girls are enrolled at the secondary level – Gender

Parity Index (GPI) of 0.82, EMIS, 2012: p61 (calculated percentage of girls' total enrolment over boys).

At secondary level enrolment decreases towards upper classes. In 2011, out of the students in form four, 42% were girls and 58% were boys and similar trend is seen at 2011 MSCE results that show a percentage of 48.55 and 59.43 for girls and boys completing secondary school. This indicates a drop in the GPI from 1.03 at the beginning of primary to 0.73.

Children from poor households are almost unrepresented at secondary level with a net enrolment of 3.2 against 29.8 of children from the highest quintile. The cost and limited provision of secondary level education are important barriers as is violence against girls and risk of early and unwanted pregnancies. The safety of girls in CDSS and inadequate life skills building are other pertinent factors that hinder girls' access.



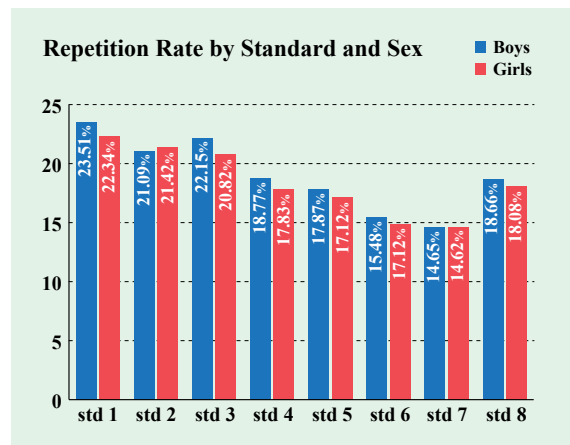
Female students drop out at higher rates than their male counterparts, particularly at the upper primary and secondary levels. At primary and secondary levels, 13% and 14.45% of all girls drop out respectively versus 10% and 10.55% for primary and secondary boys. Data indicates that girls in the lowest quintile have the highest dropout rate of 21.2% at STD 8 (MDHS 2010: p16).

Recent enrolment trends in higher education are improving especially at the University of Malawi, which has a lower female entry of 6%⁸ while Teachers Training colleges had a higher number of female students by 6% compared to male students in the 2012 entry. Public and private technical colleges and private universities show a 30% gap with lower female intake.

The public technical and vocational skills training institution (TEVET) enrolled a 70:30 ratio for all occupations for boys to girls except for the traditional female occupations of secretarial, and Tailoring and Design which is 30:70 for boys to girls. Children from poor households are almost absent at University level, which is made up of 0.7% students from the poorest quintile while 91% are from the richest quintile. Trends show that when female students are supported, they do as well as male students.

Education outcomes

Learning outcomes show lower performance of female compared to male students. Girls' performance in primary reading and mathematics assessments, and national examinations lags behind boys. Girls' national examinations pass rates are 13 digits lower than boys at the end of primary and secondary school. This implies fewer girls receive Primary School Leaving Certificates than boys and fewer girls are accepted to merit based, higher quality Secondary Schools. Worse still, due to low acquisition of reading skills, more girls drop out by Standard 6, without basic reading competences.



Intersection of gender with social economic status, and location (in particular rural and remote areas) highlights a triple handicap for female learners. Girls from rural and poor households face the greatest barriers to school access and retention. Access to each level suffers even more from location and income disparities. The difference in the primary completion rate is 14% between boys and girls, yet 34% between urban and rural students. And the disparity is still greater at 44% between the richest 20% of the population and the poorest 20%. Primary and secondary school data indicate that children from the poorest households are underrepresented at the primary level and are close to absent at the secondary level. Because 84 percent of Malawi's population lives in rural areas and 63 percent of the population lives in poverty, being female, rural and poor is a triple handicap in Malawi.

The Malawi National Girls' Education Strategy identifies three main factors that explain the gender-disparity in education outcomes. First, socio-cultural elements have a strong direct impact; many girls drop out of school due to forced marriages and early pregnancies, duties in the household can lead to absenteeism and lack of concentration in class; these result in girls' repeating grades or dropping out of school (MoEST, NES). Indirectly, however, cultural views also influence teacher behaviour; girls are often perceived as 'less able' so that they receive fewer teacher assistance and are more likely to have to repeat a grade because of cultural bias.

Yet, having to repeat also signals to the family that the repeating student is unsuccessful and does not benefit from being in school, thus contributing to dropout rates (MoEST, Medium Term Projections 2013b).

Secondly, school infrastructure and facilities are not always adequately equipped for girls. For instance, the absence of toilets and water creates unhealthy and uncomfortable environments especially for girls due to menstrual hygiene. The school's placement would also fall under this category; long distances to school also affect girls in particular as parents may be less inclined to send girls to school or wait until they are older to safely travel to school.

Thirdly, economic factors also provide a significant barrier to girls' education. As households have to decide which children bring higher returns to the family's scarce resources, girls are often disadvantaged through lower parental contributions. Hence, it is vital to ensure that girls have sufficient funds for essential items, such as for female hygiene and are provided with the necessary learning materials (such as pens and notebooks).

Section 3.5.3 provides a comprehensive list of factors that ESIP II uses to address these three main issues raised above.

PRIORITY POLICY REFORMS AND PRIORITY PROGRAMMES

3. Introduction

ESIP II sets out a number of priority reforms to improve the quality of education, preferring to tackle a few key areas with a good probability of success rather than attempting all needed reforms at once.

Accordingly, in preparation for ESIP II, all education sectors were required, through the SWAp Technical Working Group mechanism (where possible), to review their areas of responsibility by carrying out a three-phased exercise in order to achieve greater coherence between their major sectoral challenges, the policies required to address them and the programmes needed to put these priorities into effect. Given the human and financial constraints of the ministry, the policy ‘priorities’ and ‘programmes’ were restricted to only the most essential ones.

The full list of departmental priorities can be found in annex 1.1 to 1.12. This chapter selectively brings together priorities of departments for each of the five education sub-sectors (Basic Education, Secondary Education, Teacher Education, Higher Education, Support Services). This approach best reflects overlapping responsibilities, priorities and requirements that separate departments face within the same sub-sector.

3.1 Basic Education

The priorities of the Basic Education sub-sector can be divided into four policies: factors directly concerning pupils, issues around teacher management, internal efficiency concerns and improved governance through decentralisation.

3.1.1 Policy 1: Ensure 50% of children reach Std. 4 literacy/numeracy by 2017.

The core objective of basic education is to ensure that Malawi’s children are able to read, write and attain numeracy. These skills are as vital in life as they are in future learning. For example, children first need to ‘learn to read’ before they can ‘read to learn’. Accordingly, the focus lies with ensuring that at least 50% of children will reach the base-level of Std. 4 literacy and numeracy by 2017.

Basic Skills Test

The main focus in ESIP II is placed on literacy and numeracy levels from Std. 1 to 4. Hence, MoEST will scale up and integrate the “Maziko a Kuwerenga” (Foundations of Literacy) program into the national curriculum. To evaluate progress made on ‘early grade’ reading and mathematics, Monitoring Learning Achievement (MLA) and Early Grade Reading Assessment (EGRA) will be relied on primarily. Eventually, these tests will be integrated into a national assessment that will be adopted at Std. 4 level. This national standardized test will be similar in nature to the existing PSLCE, but undertaken focus on key learning outcomes. The MLA assessment will be adjusted to assess Std.4 level literacy and numeracy to a sample of Std. 4 to Std. 8 students.

Time Spent Learning

The main strategy to increase learning at early standards is to lengthen the school day. Currently at only 3 hours daily for lower standards. During ESIP II, the school day will be extended by an hour; a curriculum covering 4 hours with a greater focus on literacy and numeracy. To ensure improved attendance by teachers and pupils, a national cooperative strategy is to be developed with Districts, Head teachers and representatives from Parent-Teacher Associations. The Teachers Union of Malawi will be key in the implementation of teacher management reforms, especially in ensuring that teachers are motivated and are attending classes when the school day is extended by an hour.

Availability of Teaching and Learning Materials

A vital prerequisite to improved learning is the availability of sufficient teaching and learning materials and so a pupil-textbook ratio of 1:1 is still targeted. Yet, besides textbooks, greater attention should also be paid to supplementary material (items such as ‘workbooks’ tends to be more important for early standards), which are currently undersupplied. Schools will know their own needs and requirements best and so this will be improved by providing funds directly to schools to allow them to select and purchase their own TLMs through school-level procurement (see policy 4.3). This is already the case for other items such as chalk, pens and papers, currently purchased through school grants under the Primary School Improvement Program (PSIP). To ensure textbooks are not only available, but also optimally used, greater emphasis will be placed on monitoring textbook storage and usage, in line with DIAS guidelines.

Classroom Availability

To provide a better learning environment for pupils, additional classrooms are required. While the extent of classroom construction is largely dependent on resource availability (see Chapter 5 for more details), an incremental movement towards a pupil-classroom ratio of 60:1 is still aspired. In addition, to better utilize the current classrooms, double-shifting will be incentivized by raising teachers' double-shifting allowances. Then, classrooms should not only be available for higher standards and so better communication and school monitoring should ensure that lower standards will also be taught in classrooms. On average, an annual target of 1,500 classrooms is aspired to achieve the target of a 90:1 PCR by 2017/18. This will be complemented with a focus on double shifting to ensure infrastructure is used optimally. In addition, head teachers will be asked to prioritise new classrooms for lower standards to complement ESIP II's focus on early grade learning.

Ensure Inclusion of All Learners

To improve transition and continuity between learning phases from ECD, primary and lower secondary, a select number of pilot schools will be established that provide a 'cluster-system', offering clear links between levels of education. To formalise ECD and further improve the transition towards primary education, ESIP II strongly advocates for integrating ECD activities within the Ministry of Education, Science and Technology. ESIP II will also continue the focus of ESIP I to include all pupils, focusing on girls' education and special needs learners (see 3.6).

To ensure that 50% of children will reach Std. 4 literacy/numeracy by 2017, it is also vital that out of school children receive complementary basic education (CBE). However, the current modality of CBE is not cost-effective; MoEST will explore other modalities to deliver CBE with a unit-cost that matches that of primary schools. Additionally, given that ESIP II's reforms should drastically reduce repetition and dropout rates, the need for CBE will be reduced likewise over the course of ESIP II.

3.1.2 Policy 2: Attain a Motivated, High-Performing Teaching Staff

Learning always starts with a motivated teacher that has the appropriate skills, resources and incentives to deliver the curriculum. Yet, the current framework for the assessment and promotion of teachers is unclear and inadequate. An external study will therefore identify which factors will motivate and support high-performing teachers. This will feed into the launch of a new, comprehensive and transparent framework on teacher promotion routes and assessment used by the Teacher Service Commission. Alongside rewards, TSC will also offer clearer disciplinary measures, especially related to teacher attendance. Information on teacher attendance is to be further institutionalised through community monitoring and incorporated into EMIS.

In terms of teacher numbers, ESIP II reiterates previous targets of a 60:1 PTR. While previously financially unattainable, lower repetition (see next section) means MoEST is on track. Yet, national average hides large disparities between districts and schools (especially urban/rural), and within schools (early standards have significantly higher PTRs). Hence, ESIP II will ensure teachers are deployed where needs are highest and introduce a one-off redeployment of teachers from urban to rural areas. To incentivize placements in rural areas and hard-to-fill posts, more teachers' houses will be built (conditional on funding, see Section 5). Additional ideas that are considered include making a two-year posting in rural areas a prerequisite for further promotion.

3.1.3 Policy 3: Increase Internal Efficiency of Primary Education

The high current repetition rate in primary education is not effective at improving students' learning achievement, is wasteful and ultimately financially unsustainable. A 2011 circular thus stated that repetition rates should be reduced, from an average of 22% to a mandated cap of 10% per class. To improve primary education's internal efficiency, implementing this circular will be one of the main priorities of ESIP II.

To ensure all actors understand and support the measure to reduce repetition rates, a national implementation strategy will be developed with all education stakeholders, including DEMs and head teachers. To support adherence to the circular, abiding schools receive 'top-ups' to their PSIP grant and remedial education is offered to low-performing students in selected pilot schools (as alternative to repetition). All head teachers of schools that do not progress to the 10% target face disciplinary measures.

By ensuring that children are able to read, write and count at an earlier age (through ESIP II's focus on early grade learning), primary pupils will be more confident learners and demonstrate to their parents that their educational investment will pay off. Together with other investments, this will ensure that average dropout rates for all standards will be reduced by one-third, to 6% for boys and 8% for girls. Survival rates are targeted to be a quarter higher by the end of ESIP II (from a base of 31% in 2013 to 42% in 2017).

3.1.4 Policy 4: Improved management/resource delivery through higher school-funding and decentralised procurement of teaching and learning materials.

To ensure resources are delivered in the most cost-effective, efficient and transparent way, school-based management is the solid foundation of ESIP II.

Resources permitting, funding for PSIP is scaled upwards and a continued central focus will be placed on training School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) on finance and procurement. A ‘needs-based’ element is introduced in school grant allocations, so that schools with a higher pupil-teacher ratio will be able to hire additional contract teachers and those with fewer facilities can spend more resources for infrastructure. To increase transparency and accountability of school-resources, head teachers will be texted with their school’s entitlement and a similar statement will be placed in the local newspaper (as is done for LDF projects).

Central procurement of primary textbooks has led to large delays. On average, 2 years were needed to complete a procurement cycle, leading to rising pupil-textbook ratios for several years followed by textbook oversupply in years proceeding. Therefore, under ESIP II a pilot will start to fund textbooks through PSIP bank-accounts. Schools can purchase books directly following Malawi’s tried-and-tested model of ‘district book fairs’ used in secondary education. This will ensure that adequate textbooks are available at the start of the school year and that textbook supply better matches the pupil requirements in primary schools. If successful, the pilot will be scaled up, making school-based procurement the primary modality for TLM provision.

3.2 Secondary Education

Secondary education has three main reforms goals. First, given very low transition rates from primary to secondary education, a number of policies are adopted to increase access. Second, to improve on both the quality and equity of secondary schools, a policy will be adopted to reduce distinctions between conventional secondary schools and community day secondary schools. Third, to improve secondary school management.

3.2.1 Policy 1: Improving Access to Secondary Schooling

Depending on efficiency improvements in primary schools (e.g. repetition, dropout and promotion rates), demand for Form 1 places will lie somewhere between 165,000 and 200,000 places. Given the current availability of only around 80,000 Form 1 places, MoEST aims to double Form 1 enrolment during ESIP II, and add an equal number across Form 2-4 (a total 320,000 additional secondary school places). The only way such a scale-up is affordable is by relying on various interrelated proposals.

To optimally utilize the secondary school infrastructure and increase access, it is vital that all schools enrol pupils to full capacity. For instance, there are many schools that are not currently teaching Form 1 to Form 4, while they have the infrastructural capacity to do so. Ensuring that all such CDSSs are complete (i.e. teach all Forms) would open up around 5,000 additional places (out of which 150 Form 1 places).

The most significant way MoEST will increase access is to drastically expand double shifting. While currently available in only 5 conventional secondary schools, this method would provide huge potential across the country. The expansion of double shifting will be done incrementally. In 2015/16, double-shifting shall be expanded to all government day schools, opening up around 30,000 additional places (of which, an additional 7,500 Form 1 places). To ensure pupils make it home in time early enough, those living furthest away from schools will be entitled to be taught in the morning.

Then, by 2016/17, double-shifting will also be expanded to all government boarding and religious schools. This would open up around 27,000 government and 38,000 religious additional places, out of which 16,250 Form 1 places. Because bedding capacity is limited, boarding schools will select pupils in their local constituency to be taught for morning classes while boarding pupils get taught in the afternoon.

Lastly, in 2017/18, double-shifting could be expanded to all large (over 200 pupils), higher-quality CDSSs. Given the high current pupil-classroom ratios in many CDSSs, double-shifting will not heavily expand access but will improve quality – providing an opportunity to restrict pupil-classroom ratio to 50:1, so that some current pupils will move to the afternoon classes. This is expected to open around 45,000 additional places (11,000 of which are Form 1).

To implement double-shifting properly, a small revision/restructuring of the curriculum might help to ensure teachers have sufficient time to deliver required lessons. Teachers also need to be adequately compensated for their double work-load through a double-shifting allowance. Teaching and Learning materials could be shared between both shifts, but do lead to increased wear and tear, hence requiring additional funds for replenishment. Selected schools might also need upgraded infrastructure to ready themselves for double-shifting (e.g. sanitation). In some cases the additional procurement of bicycles might be required to accommodate children living in extremely rural areas.

Lastly, with adequate oversight, open and distance learning offers a further cost-effective way to further improve transition rates and will be scaled up for an additional 33,000 pupils every year from 2015 onwards.

3.2.2 Policy 2: Improving Quality and Equity in Secondary Schooling

There are many small community day secondary schools that are relatively costly to run (in terms of teachers and teaching and learning materials) and of low quality. Hence, minimum requirements will be established for community day secondary schools in terms of enrolment and pupil-teacher ratio (comparable to requirements for conventional schools and ‘upgraded’ CDSSs). A full follow-up study will evaluate which schools should be upgraded, which should be shut down and absorbed in other regional schools, and which should be incentivized to enrol additional pupils.

To improve capacity of CDSS, increase quality and entice students to attend, selected CDSSs are planned to be upgraded (upgrading depends on funding availability, see section 5). Once a constituency-wide CDSS is completed, the smaller, lower-quality public schools in the neighbourhood will be closed down, their teachers redeployed to the CDSS and the teaching and learning materials moved. Initial estimates suggest upgrading 120 CDSSs will bring a cumulative 72,000 additional secondary school places. Lastly, financial resources permitting, 3 additional government day schools are also constructed under ESIP II. Table 8 provides an overview of reforms affecting access. This suggests an additional 321,500 places can be provided under ESIP II. This would effectively double secondary school enrolment over the course of ESIP II.

Table 8: Key Secondary School Reforms Affecting Access

Policy Reforms	Impact on access			
	2015/16	2016/17	2017/18	Cumulative
1. Utilize schools to full capacity	5,000			5,000
2. Double shifting in all possible schools	30,000	65,000	45,000	140,000
3. Scale up Open and Distance Schools	33,000	33,000	34,000	100,000
4. Upgrade 120 CDSSs	24,000	24,000	24,000	72,000
5. Build 3 gov't day secondary schools			4,500	4,500
Total	92,000	122,000	107,500	321,500

3.2.3 Policy 3: Improving Secondary School Management

To ensure CDSSs will have adequate operational resources, they will be financed by enrolment rather than receive a lump-sum. Low-capacity, informal CDSSs are low-quality and cost-ineffective and will be shut down once neighbouring schools have the capacity to absorb their students. The increase in enrolment will be accompanied by adequate compensation for teachers and teaching and learning materials.

To further improve school independence and choice over TLMS, textbook funding will be devolved entirely to secondary schools during the course of ESIP II, thus financially supporting the successes of the ‘district book fairs’. This will be accompanied by an increase in the Textbook Revolving Fund (TRF), allowing schools to raise additional money from pupils to purchase textbooks.

Lastly, the Secondary School Curriculum and Assessment Reform (SSCAR) will be further implemented. Given its focus on science, teachers will receive additional in-service training and funds earmarked for science equipment, ‘starter packs’ and mobile science laboratories.

3.3 Teacher Training

The challenges of teacher training differ substantially between the primary and secondary sub-sector. While quality is a key constraint for primary, secondary is preoccupied with both increase of access to and quality improvement of teacher training. These are discussed in turn.

3.2.3 Policy 1: Increasing the Quality of Primary Teacher Training

Over the period of ESIP I, the main purpose of primary teacher training has been to increase output as much as possible so as to reduce the pupil-teacher ratio. As a result, MoEST is currently on track to meet PTR 60:1 by 2017. Indeed, over the last few years MoEST trained so many teachers that it has been unable to recruit them all, given its constrained recruitment budget from the Ministry of Finance. Accordingly, in an effort to reduce the cost of teacher training, MoEST will introduce tuition fees and other cost-sharing measures. These cost savings will then be reinvested into teacher recruitment to increase the teacher absorption rate and further allow MoEST to reduce its PTR. Cost-sharing will also increase the quality and motivation of student teachers by ensuring only the most motivated student teachers will apply to become teachers; teacher training will be viewed as investments into student teachers' future rather than a temporary benefit offered by TTCs, as is currently sometimes the case. Motivated, needy students will be ensured access through a bursary scheme. Additional funding will also contribute to student-teacher quality as more resources can be spend on pupils to best instruct them on subject-knowledge and teacher practice. To improve the governance and management of teacher training colleges, all non-core activities (catering, cleaning, security etc.) will be outsourced so that TTCs can focus on their core function of training Malawi's teachers. To further assist them in this, a Teacher Education Management System (TEMIS) will be rolled out to provide better information on student-teacher numbers, grades and ultimately employment.

MoEST is also looking towards the future, by constructing five additional teacher training colleges; two anticipated for completion in 2015 and three others by the end of ESIP II. Cost-sharing will ensure such teacher training colleges will be financially viable. Given MoEST's investment in college-based teacher training and ensuring high quality teacher training, the ODL program will be phased out by 2015/16. To ensure that very rural teaching positions are still filled, teachers posted in hard-to-reach places for at least two years will be prioritised for promotion.

During the period of ESIP II, the qualification of primary teacher training shall be evaluated, to possibly move from a certificate to a diploma. This decision would also necessitate the corresponding upgrading of lecturers in teacher training colleges.

3.2.3 Policy 2: Improving Access to Secondary Teacher Training

To increase the total number of available secondary school teachers, two new TTCs will be constructed dedicated solely to secondary school training. As more trained teachers are available, teaching in secondary schools can be further restricted to only include those with diplomas (currently only 43.5% of teachers). In addition, Open and Distance Learning (ODL) will be continued as a modality to provide in-service training for secondary teachers.

3.2.4 Policy 3: Improving Quality of Secondary Teacher Training

To improve quality of lesson delivery of serving teachers, in-service training on mathematics and science under the successful SMASSE programme will be further supported and extended to other subject areas. Moreover, ‘student-centred’ teaching and learning will be further implemented in pre-service and in-service training of teachers.

3.4 Tertiary Education

3.4.1 Technical and Vocation Education

Over the course of ESIP I, TEVET moved away from the Ministry of Education and towards the Ministry of Labour. Since then, cooperation between different education institutions has been reduced. TEVET continues to focus on increasing access to technical colleges, including through a newly devised Open and Distance Learning (ODL) project. By further strengthening industry participation in provision of TEVET, technical colleges are made more labour-responsive. Lastly, TEVET is seeking to provide a more coordinated policy and regulatory framework, partly by promoting inter-ministerial communication and more stakeholder involvement.

Additional policies for other higher education institutions (universities) all relate to governance issues: adopting a ‘Higher Education Act’, improving financial resource mobilisation and introducing a comprehensive management information systems.

3.4.2 Policy 1: Adopting a new ‘Higher Education Act’

Currently, each public higher education institution is governed by its own act rather than a single overarching policy and regulatory framework. As part of the proposed Higher Education Act, there will also be a National Qualification Framework that better allows the Directorate for Higher Education to ensure quality higher education.

3.4.3 Policy 2: Improving Financial Resource Mobilisation

To ensure greater availability and sustainability of financial resources for public higher education institutions, it is key that financial resource mobilisation of self-generated funds improves. In part, this will be done by ensuring that student loans will all be repaid (its institutional mechanism is integrated in the Higher Education Act) and reinvested in higher education. In addition, revenues could be raised by collecting a share of the consultancy payments made by university staff. To incentivize such behaviour, higher education institutions should receive their financial allocation as a matching grant for their own resource mobilisation.

3.4.4 Policy 3: Introducing a Comprehensive Management Information System

The independent nature of universities has contributed to a situation where even basic information on student enrolment is not centrally collected and thus difficult to attain. To ensure that the Department for Higher Education can meet standard information requirements, a management information system is to be introduced that will cover information on all students, human resources and assets across all universities.

3.5 Support Services

Besides its implementing directorates (Primary, Secondary, Teacher Education, TEVET and Higher Education) operating at central, divisional and district sub-offices, MoEST also has a number of servicing directorates that underpin the system. These ensure that services are planned and budgeted for (Planning & Budget Department), delivered on time (e.g. through efficient and timely procurement), and that quality standards are maintained (DIAS, MANEB, MIE, etc.). For a full overview, please see Annex 1.7 to 1.12. Five key policy reforms that will occur during ESIP II are highlighted here, related to Planning, Finance, Human Resource Management, DIAS and Cross-Cutting Issues.

3.5.1 Planning Department

To facilitate the general focus of ESIP II to decentralize and empower schools directly, the Planning Department is engaged in a large IT infrastructure project to provide servers to all education departments and institutions, thus connecting divisions, districts and teacher training colleges with MoEST headquarters. This allows all actors to directly access and update vital information over the MoEST network, including real-time figures on enrolment, teacher postings and training. The planning department will also place a greater focus on budget monitoring at the district- and school level to ensure improved financial accountability.

3.5.2 Finance

Over the course of ESIP II, the finance department will decentralize all salary and other non-central payment requests to the district level, thus severely reducing delays and errors in salary payments and other financial transactions.

3.5.3 Human Resource Management

To provide a better oversight to the number of teachers employed, their posting and salary grade, human resources will digitalise all its recordkeeping and introduce a 'Human Resource Management Information System' (HRMIS). This will reduce delays in salary grade adjustment and provide better records of reposting.

3.5.4 Inspection and Advisory Services

Because improvement of learning outcomes is the main objective of ESIP II, DIAS has a key role to play. The core of the learning experience is the curriculum and the delivery of that curriculum depends on teachers using appropriate pedagogic skills. Schools need professional support in order to reach their goals and this is provided through the network of supervisors and advisers under the authority of DIAS.

During the implementation of ESIP I there existed a huge capacity gap in the area of school inspection and supervision. The major thrust in ESIP II is the improvement of inspectorate and advisory services through the institution of critical supervision of schools and colleges. This new direction is being taken in order to make head-teachers, principals and other school personnel take on more responsibilities in supervision and setting up of standards for school practice. The Directorate intends to provide professional support to the advisors, head teachers and senior teachers at the school, Teacher Development Centre (TDC) and Cluster levels. This means therefore that the use of the Teacher Development Centres and Cluster centres for the primary and secondary schools respectively will be strengthened. On the other hand, the inspectors will monitor the quality of education, though through increasing application of school self-evaluations. The Directorate's programmes will be enhanced through (i) strengthening of Inspectorate and (ii) decentralizing functions.

Improvement of curriculum, availability of instructional materials and assessment

ESIP I saw the conclusion of Primary Curriculum Assessment Reform (PCAR) roll out and the start of Secondary School Curriculum and Assessment Reform (SSCAR) process. During the implementation of ESIP II MoEST must deal with the following: (i) the excessive content in most syllabi with few teaching materials that relate content to the daily experiences of children in their environment; (ii) the poor mastery of the language of instruction (English) at secondary and higher levels by both students and teachers; and (iii) the tendency to promote rote learning rather than critical thinking, enquiry and creativity, (iv) the examination system which mostly evaluates lower cognitive abilities such as recall and comprehension and leaves out the higher abilities such as analysis, synthesis and problem-solving, and (v) the high failure rates in externally-set examinations at primary and secondary levels.

Promoting and developing language skills: mother tongue and English.

MoEST introduced the use of local language in Standards 1 to 4 in 1996. The advantages of using the child's home language as the first medium of instruction, is now well-recognised. The use of the child's first language builds a strong cognitive foundation for the learner. In the course of implementing ESIP II, the following policies are to be revisited: (i) Chichewa as the medium of instruction in primary schools from standard 1 to 4, (ii) English as the medium of instruction from standard 5 in primary through secondary and higher education and (iii) Chichewa and English both taught as subjects throughout the school system.

3.6 Cross-Cutting Issues

Special Needs

Over the course of ESIP II, MoEST will formulate and introduce an integrated 'Inclusive Education' strategy. A targeted in-service training will ensure that teachers will understand and promote Inclusive Education practices, while a special needs institute will be constructed in Lilongwe to ensure the total number of special needs teachers are increased. Resources permitting, additional provision of teaching, learning and assessment materials including specialised equipment shall also be scaled up over the course of ESIP II.

School Health and Nutrition

While MoEST notes the crucial importance of school feeding to improve the quality of learning in primary schools, the current mode of delivering school meals to schools is not the most cost effective. To ensure that more schools can feed their children at the lowest cost, MoEST will refrain from central purchasing of foodstuff and instead outsource this task to specialised agencies (e.g. Mary's Meals and WFP), and to local providers at the district-level. In addition, the time spent preparing and serving out school meals should not come at the expense of teaching time; clear agreements will be made with contracted agencies to guarantee school feeding will not cause disruptions in learning. Additional surveying of learners' time spent learning (see policy 1.1) will ensure that this agreement will be adequately realised.

Gender

The current National Education Sector Plan includes various proactive measures, particularly in support of adolescent girls, including upgrading school facilities and building hostels for girls in community secondary day schools to limit the distance they must travel, and instituting a 50:50 enrolment quota system for girls and boys in all government secondary schools.

In 2013, The Malawian Parliament passed the Gender Equality Law in February 2013, which criminalizes harmful traditional practices and promotes equal access to education. More recently, a Presidential Initiative on Girls Education Task Force aimed to galvanize response at local level by mobilizing traditional chiefs in advocating for girls' education access and completion. Chaired by a traditional chief, the committee is housed within the Presidential Initiative on Safe Motherhood. It comprises of chiefs and education experts. The aim of the committee is to bridge the gap between policy and implementation at the grassroots with citizenry taking agency for girls' education. It aims at institutionalizing promotion of girls' education in cultural institutions and mobilizing resources to support girls' education.

Civil society organisations working on girls' education have come together since 2010 with the MOEST and development partners to form a Girls Education Network with the purpose of consolidating efforts towards girls' education including recommendation of policy direction. It has worked on a number of national key issues on girls education e.g. developed a manual for training mother groups, worked on the girls' education communication strategy, on the girls' education strategy, and on national awareness international day of a girl child.

In May 2014 a consultancy on Gender Tool for Education was carried out as part of the The United Nations Girls' Education Initiative (UNGEI) in collaboration with the Global Partnership of Education. GPE's approved 2012-2015 Strategic Plan identifies girls' education as a priority. The Strategic Objective 2 (SO2) states that: "All girls in GPE-endorsed countries successfully complete primary school and go to secondary school in a safe, supportive, learning environment". This Gender tool will be used in assessing all MoEST activities and in developing Annual Programs of Work (PoW).

The abovementioned collaborative efforts of the Government of Malawi and civil society organisations culminated in one ambitious and comprehensive document to improve girls' education: the **Malawi National Girls' Education Strategy (NGES)** (see section 2.6). This document played a central role in the development of ESIP II and has informed many of its key reforms. We will now discuss these major reforms using a gendered lens.

The **Malawi Girls Education Strategy** identifies three main factors that explain the gender-disparity in education outcomes. First, socio-cultural beliefs in the traditional role of a girl in Malawian society often have a direct impact on girls' attendance and attention in schools, for instance through community pressures towards marriage, early pregnancies or household duties. Indirectly, these beliefs also influence teacher behaviour to invest less time and effort into girls and to make them more likely to repeat a year due to cultural bias. In response to these issues, ESIP II provides two overall responses.

1. **Directly addressing negative cultural values in the community**

Community values are difficult to influence through central planning. Hence, ESIP II holds that the best solution lies with empowering the schools directly (indeed, the title of ESIP II) and ensuring they provide tailor-made solutions to improve girls' education.

- **Through PSIP, schools allocate funds for programs to reduce gender-based violence and retain girls** (e.g. provide trainings). This provides the best point of contact to ensure that schools are respectful towards girls.
- **Ensuring sufficient female teachers are employed** will make the school environment more gender-sensitive and offers girls a role-model in the school.

- **Continued focus on Mothergroups in primary schools** to provide counselling to girls and address potential conflicts with the teachers or school management.
- **Further sensitisation on MoEST’s Readmission Policy** at divisional, district and school levels to ensure that girls who have dropped out (e.g. due to pregnancy), are welcomed back to school. Adequate provision of safe spaces for breastfeeding in the school environment will ensure effective readmission.

2. Reducing the negative implications of selected traditional values

While cultural beliefs of girls’ education are difficult to change, the negative implication of these values can be diminished. For instance, as NES states, while in Malawi “girls are socialized to be subservient and complementary to males”, it notes that “early exposure to education for development in the Northern region seems to have moderated the effect”.

- **Focus on early grade learning** will ensure girls can read, write and count at an earlier age, which will give them the confidence to continue learning and will highlight to parents that their daughter’s investment in education is worthwhile.
- Because girls tend to drop out of school earlier, **ESIP II’s investments in lower standard teachers, textbooks and classrooms** is particularly beneficial for girls.
- **A mandated cap of 10% repetition** will make sure that girls are less likely to repeat due to social stigma. The adjoined focus on remedial education will then also ensure that low-performing girls will receive the special attention they require.

Secondly, school infrastructure and facilities are not always adequately equipped for girls. For instance, the absence of toilets inhibits girls to ensure menstrual hygiene and creates an unhealthy environment. ESIP II will tackle this through targeted investments.

- **Sanitation facilities (latrines/urinals)** will be provided in 40% of primary schools, which will also help ensure that boys and girls have separate hygiene facilities.
- An additional **60 Girls' hostels will be constructed**, which will provide accommodation while also ensuring that girls in Community-Day Secondary Schools (CDSSs) have adequate sanitary facilities
- **Low-quality, informal CDSSs with inadequate facilities will be shut down** and its pupils will be absorbed into higher-quality neighbouring schools.
- If distance to schools increases through integration of CDSSs, girls' attendance will be ensured by **piloting the provision of bicycles to reduce travel time.**

Thirdly, economic factors also provide a significant barrier to girls' education, as girls often receive lower parental contributions than boys and might thus have insufficient funds for essential items, such as for female hygiene or learning materials (e.g pens and notebooks). ESIP II attempts to tackle these issues through a variety of means.

- **Primary School Improvement Grants (PSIP)** reduce the informal cost of primary education by supplying pupils with items such as pens, notebooks and uniforms, as well as goods required to assist girls' retention (e.g. female hygiene products).
- **Continuation of Bursaries and Cash Transfers** ensures that poorer girls are still able to attend secondary school and fund their required education expenditures.

In sum, by keeping an explicit focus on improving girls' education while developing its targeted and general policy reforms, MoEST believes that ESIP II will not only improve the general quality of education, it will also reduce gender disparities and accordingly offer an important contribution to realising Malawi's National Girls' Education Strategy.

4.1 Introduction

A primary concern with implementing ESIP II is funding uncertainty. ESIP I offers a good overview of potential challenges faced by education sector resource management. After the ‘Joint Financing Agreement’ (JFA) and Memorandum of Understanding (MoU) were signed between the Ministries of Finance, MoEST and Development Partners (DPs), a number of priority areas were identified as eligible for direct support through the ‘pool fund’. However, when prices of goods and services rose due to the Kwacha devaluation in 2011/12 Financial Year, many ‘eligible’ ESIP I activities were no longer affordable. This was followed by a year of high donor funding, and financial management mainly concerned issues of ‘underutilization’ of budget support – it generally takes several years to shift priorities and have the key institutions in place to absorb financial resources. However, once operationalized in 2013/14 and MoEST was ready to scale-up expenditure, Malawi was hit by financial mismanagement, which prompted most DPs to withhold funding and ultimately abandon sector budget support.

Going into ESIP II period, it is very unclear whether the ‘pool financing’ arrangement will continue due to some financial management issues within the GoM. On the other hand, discrete support will definitely continue in the education sector as DPs have always used this approach in the past which doesn’t necessarily depend on the GoM financial management issues. At this point, it seems highly probable that DPs will mostly adopt the project support framework (Discrete) which makes it very difficult for the GoM to plan around such resource flows as the funds are mostly utilized outside GoM’s systems. However, it is still unclear regarding the level of financing to be expected from DPs. Discrete financing makes it technically difficult to determine donor funds flow over the ESIP II implementation period as resources are outside GoM systems. The MoEST still believes that ‘pool financing’ offers predictability and gives the MoEST some discretion on how to use the resources. Thus the MoEST still prefers this approach and would like to emphasize on the need to continue with this approach.

The ESIP II financing framework has adopted a medium-term financial planning model². The expenditure framework is based on three ‘funding scenarios’ (high, medium and low funding) with different assumptions about DP and GoM contributions. Then, financial implications for major cost-drivers under ESIP II were calculated using MoEST’s Cohort Progression Analysis model.³ The total expenditure for all targets were then balanced out with the scenarios’ revenue projections to provide the financial projections for all education sub-sectors in Malawi.

² An ‘idealised’ budget that calculates full resource requirements with a ‘gap analysis’ between current and required resources is unhelpful because it is financially unrealistic (excessive requirement) and provide no clear guidance on prioritization and so unclear how to scale funding up or down.

³ This model links demographic-based enrolment figures with efficiency data (promotion, repetition, dropout, and transition) to project medium-term resource demands in primary and secondary education.

4.2 Funding Scenarios

The financial projections in ESIP II are guided by three ‘funding scenarios’: high, medium and low funding. We will now discuss each of these scenarios in turn.

4.2.1 High Funding Scenario

Over the years, a number of DPs have provided direct support to the education sector. Within the SWAp framework, the following are the partners contributed to the ‘pool fund’; the World Bank, the Global Partnership for Education (GPE), DfID, KfW and Unicef. More recently, additional DPs (the Norwegian government and the European Union) have expressed interest to support the education sector. Under the high scenario, as shown in table 18 below, these donors are expected to jointly provide around USD\$250 million over the course of ESIP II period. Yet, other funders such as JICA and African Development Bank have also provided discrete (‘off-budget’) financing to development projects directly, which, at 2013/14 levels, would offer an additional USD\$80 million to education. In this scenario, the total education sector would move from MK100 billion in 2013/14 up to MK165 billion by 2017/18. The key assumptions under this scenario are;

- (i) Continued ‘Pool Financing’ including GPE grant
- (ii) Continued Discrete support
- (iii) Continued Sector Budget support
- (iv) Increased funding from the GoM

Table 9: Financial Overview - High Funding Scenario (USD ‘000 and MK Million)

High-Funding Scenario	2013/14	2014/15	2015/16	2016/17	2017/18	Cumulative '14-'17
Government of Malawi	169,655	163,506	161,733	173,850	192,769	691,858
Donors – Sector Budget Support	68,426	62,250	62,250	62,250	62,250	249,000
Donors - Discrete Dev'tmt (Part 1)	29,793	22,914	23,743	21,979	12,564	81,200
TOTAL EDUCATION FUNDING (USD ‘000)	267,874	248,670	247,726	258,078	267,583	1,022,058
Government of Malawi	62,399	78,973	85,945	100,798	118,958	384,674
Donors – Sector Budget Support	25,167	30,067	33,080	36,093	38,414	137,653
Donors - Discrete Dev'tmt (Part 1)	10,958	11,068	12,617	12,743	7,753	44,181
TOTAL EDUCATION FUNDING (MK Million)	98,524	120,108	131,642	149,634	165,126	566,509
Exchange Rate MWK – USD	367.8	483	531.4	579.8	617.1	N/A

4.2.2 Medium Funding Scenario

In the second scenario, as shown in table 19, it is assumed that DPs will reduce sectoral budget support as a response to the financial mismanagement issues by the GoM. This would in turn affect both the number of DPs contributing as well as the amount that the Ministry of Education will receive. While some choose to stop contributing completely, part of the reduction will be offset by continued support to discrete development projects. Hence, under this scenario, sectoral donor support is estimated at around USD\$69 million over the course of ESIP II, with an additional USD\$30 million in discrete funding. In total, this scenario projects total education spending to rise to around MK146 billion by 2017/18.

Table 10: Financial Overview - Medium Funding Scenario (USD '000 and MK Million)

Medium-Funding Scenario	2013/14	2014/15	2015/16	2016/17	2017/18	Cumulative '14-'17
Government of Malawi	169,655	163,135	175,475	175,082	189,283	702,976
Donors – Sector Budget Support	68,426	31,125	31,125	31,125	31,125	124,500
Donors - Discrete Dev't (Part 1)	29,793	17,519	4,248	15,856	16,182	53,805
TOTAL EDUCATION FUNDING (USD '000)	267,874	211,779	210,849	222,063	236,590	881,281
Government of Malawi	62,399	78,794	93,248	101,513	116,806	390,361
Donors – Sector Budget Support	25,167	15,033	16,540	18,046	19,207	68,827
Donors - Discrete Dev't (Part 1)	10,958	8,462	2,258	9,193	9,986	29,898
TOTAL EDUCATION FUNDING (MK Million)	98,524	102,289	112,045	128,752	145,999	489,086
Exchange Rate MWK – USD	367.8	483	531.4	579.8	617.1	N/A

4.2.3 Low Funding Scenario

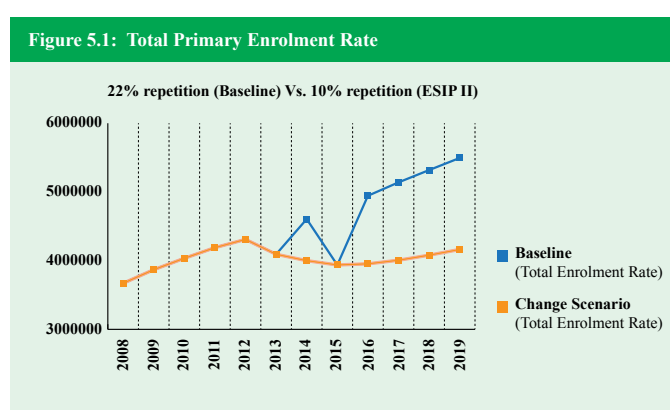
This Scenario assumes drastic reductions in DP disbursement to the education sector overall. Assuming minimal continued discrete support, total education funding would move from MK100 billion in 2013/14 up to MK135 billion by 2017/18. In USD terms, however, this would mean that Malawi's education sector funding would shrink by around 20% over the course of ESIP II period.

Table 11: Financial Overview - Low Funding Scenario (USD '000 and MK Million)

Low-Funding Scenario	2013/14	2014/15	2015/16	2016/17	2017/18	Cumulative '14-'17
Government of Malawi	169,655	168,126	189,604	176,993	186,822	721,544
Donors – Sector Budget Support	68,426	10,000	10,000	10,000	10,000	40,000
Donors - Discrete Dev't (Part 1)	29,793	23,359	5,665	21,141	21,576	71,741
TOTAL EDUCATION FUNDING (USD '000)	267,874	201,485	205,268	208,133	218,398	833,285
Government of Malawi	62,399	81,205	100,755	102,620	115,288	399,868
Donors – Sector Budget Support	25,167	4,830	5,314	5,798	6,171	22,113
Donors - Discrete Dev't (Part 1)	10,958	11,283	3,010	12,257	13,315	39,865
TOTAL EDUCATION FUNDING (MK Million)	98,524	97,317	109,080	120,676	134,773	461,846
Exchange Rate MWK – USD	367.8	483	531.4	579.8	617.1	N/A

4.3 Financial Projections by Sub-sector

As can be seen from the previous section, different assumptions about DPs' contributions will have serious implications for the funding available within ESIP II period. Accordingly, for most activities aspired to in ESIP II, whether or not they will be implemented and to what degree will differ largely from scenario to scenario. Different policy-directives will have different implications on costs. Each of the scenarios have been costed out in detail, as provided in Annex 6.1 to 6.3, but are discussed in brief throughout this section.



General Policy-Directives

A number of policy-directives are assumed to hold for all three scenarios, but have very serious cost-implications. Enrolment is the key variable influencing costs. For instance, as set out in a 2014 policy-brief by MoEST's planning department⁴, reducing repetition rates from 22% to 10% would reduce the number of primary school students over

the course of ESIP II (see figure 5.1). This, in turn, would reduce the cost of attaining a Pupil-Teacher Ratio of 60:1, a Pupil-Textbook Ratio of 1:1 and to move towards a Pupil-Classroom Ratio of 60:1. Initial figures suggest this cost-saving can be as high as 30% of the Basic education sector's budget.

Besides reduced repetition, primary enrolment is also affected by the decision to move towards a gross and net enrolment rate of 100% by 2017. Hence, while the focus is to increase retention of school-aged children, under-aged children will be excluded from public schools, while over-aged children will be fast-tracked through primary school (partly by reducing repetition rates in schools).

4

MoEST (2014) "Medium-Term Projections on Basic Education; Enrolment Rate, Finance & Internal Efficiency"

For secondary education, ESIP II provides an ambitious plan to increase access through a number of plans. Firstly, by ensuring that all capable schools will optimally utilize school facilities and cater to Form 1- 4, this would increase the number of pupils by around 5,000 annually. The accompanied costs are reflected only by enrolment-related expenditure such as teaching and learning materials. Secondly, the major strategy to increase access will be to introduce double-shifting in all possible schools. Yet, rather than doubling expenditure, such a policy will reduce the secondary school cost per pupil, as teachers can teach twice the students without doubling their salary⁵, while teaching and learning materials (TLMs) can be shared between school shifts.⁶

Lastly, to facilitate the general focus of ESIP II to decentralize and empower schools directly, MoEST is engaged in a large IT infrastructure project to provide servers to all education departments and institutions, thus connecting divisions, districts and teacher training colleges with MoEST headquarters.

4.3.1 High Funding Scenario

Table 14 provides an overview of how funds will be allocated under the high funding scenario, broken down by the major programs; Basic, Secondary and Tertiary education (Higher Education & TEVET) and Administration and support services. It also shows the breakdown by economic classification. Clearly, under high funding scenario, less than half of all funding goes to personal emoluments (salaries), while other recurrent transactions lies around 20% and development expenditure makes up just below 12% of education expenditure.

5 Teachers can expect a monthly 'double-shifting allowance' of MK30,000 to compensate their extra efforts.

6 Sharing TLMs between shifts will require additional resources are to be earmarked for TLM replacement.

Table 12: Annual Financial Projections (MK'000) - High Funding Scenario

Education Sub-Sector	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION	51,373,736	65,661,974	72,891,389	81,553,794	91,597,808
Early Childhood Education	51,405	51,405	51,405	53,975	56,674
Complementary Basic Education	1,392,044	1,392,044	1,392,044	1,392,044	1,392,044
Primary Education	43,769,975	60,200,162	67,409,977	76,049,008	86,284,889
Primary Teacher Training	6,160,313	4,018,363	4,037,964	4,058,766	3,864,201
SECONDARY EDUCATION	14,330,116	20,137,982	26,811,886	30,277,333	34,539,616
Secondary Education	13,079,857	18,755,058	25,366,715	28,761,081	32,942,137
Secondary Teacher Training	1,250,259	1,382,924	1,445,171	1,516,251	1,597,480
TERTIARY EDUCATION	30,173,614	30,893,481	32,250,564	33,707,863	35,238,254
Higher Education	29,673,614	30,318,481	31,618,064	33,012,113	34,472,929
TEVET	500,000	575,000	632,500	695,750	765,325
ADMINISTRATION AND SUPPORT	2,646,991	3,414,364	3,463,833	3,633,899	3,749,969
TOTAL REQUIRED RESOURCES	98,524,458	120,107,802	135,417,672	149,172,889	165,125,647
Personal Emoluments (PE)	44.92%	46.66%	47.32%	49.40%	51.67%
Other Recurrent Transactions (ORT)	22.70%	19.45%	19.86%	19.83%	19.93%
Development Expenditure	6.99%	12.43%	12.86%	11.75%	10.36%
Subvented Expenditure	25.38%	21.46%	19.96%	19.02%	18.04%
TOTAL REQUIRED RESOURCES	100.00%	100.00%	100.00%	100.00%	100.00%

4.3.1.1 Basic Education

As DPs increase their contribution, the main benefit will rest with the Basic education sub-sector. Accordingly, expenditure for both Early Childhood Development (ECD) and Complementary Basic Education (CBE) will be maintained at 2013/14 levels and for the former is adjusted upwards slightly in the latter years. Expenditure for primary education will double over the course of ESIP II with significant amounts going into teacher salaries to accommodate all required, double-shifting allowance, PSIP expenditure, teaching and learning and lastly construction of physical infrastructures.

4.3.1.2 Secondary Education

As the Secondary education subsector is expecting a considerably increase in its expenditure, moving to around 250% of 2013/14 expenditure. Major adjustments made are all related to addressing the critically low access to secondary education in Malawi. Thus Most of the resources will be directed towards' double-shifting teachers, teaching and learning materials including science kits and science 'starter packs', upgrading of CDSSs, construction of new TTCs and offering bursaries to needy students.

4.3.1.3 Higher Education and Administration/Support Services

In the Higher Education Subsector, the major focus under the ESIP II is development through various on-going projects like; Higher Education for Science and Technology (HEST), the Malawi University of Science and Technology (MUST) and the Lilongwe University of Agriculture and Natural Resources (LUANAR). Funding for administration and Higher Education expenditure for administration and other support services is adjusted annually for inflation.

4.3.2 Medium Funding Scenario

Table 17 below provides an overview of the expenditure by sub-sector under the medium funding scenario. Here, a higher percentage of spending goes to salaries and the core functions of universities, with only around 16% available for other recurrent transactions and 7% for development.

Table 13: Annual Financial Projections (MK'000) – Medium Funding Scenario

Education Sub-Sector	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION	51,373,736	55,177,142	60,019,099	70,358,243	81,347,977
Early Childhood Education	51,405	43,531	42,403	46,355	49,663
Complementary Basic Education	1,392,044	851,369	829,306	873,399	901,832
Primary Education	43,769,975	51,386,843	56,313,450	66,473,061	77,460,285
Primary Teacher Training	6,160,313	2,895,399	2,833,940	2,965,427	2,936,197
SECONDARY EDUCATION	14,330,116	16,988,599	21,416,651	24,995,723	28,995,511
Secondary Education	13,079,857	16,108,392	20,527,721	24,033,061	27,970,325
Secondary Teacher Training	1,250,259	880,207	888,931	962,662	1,025,186
TERTIARY EDUCATION	30,173,614	26,911,118	27,434,633	29,930,479	32,004,806
Higher Education	29,673,614	26,370,091	26,854,924	29,266,557	31,259,641
TEVET	500,000	541,028	579,708	663,922	745,165
ADMINISTRATION AND SUPPORT	2,646,991	3,212,636	3,174,722	3,467,664	3,651,186
TOTAL REQUIRED RESOURCES	98,524,458	102,289,496	112,045,104	128,752,109	145,999,480
Personal Emoluments (PE)	44.92%	52.12%	53.03%	55.23%	57.49%
Other Recurrent Transactions (ORT)	22.70%	16.48%	16.66%	16.24%	16.01%
Development Expenditure	6.99%	7.43%	7.94%	7.26%	6.42%
Subvented Expenditure	25.38%	23.97%	22.37%	21.27%	20.08%
TOTAL REQUIRED RESOURCES	100.00%	100.00%	100.00%	100.00%	100.00%

4.3.2.1 Basic Education

Assuming a lower contribution from DP funding, expenditure on Early Childhood Development (ECD) and Complementary Basic Education will be reduced. For Primary education, funding is generally held constant at 2013/14 levels, while increases are mainly found to accommodate additional teachers. Wherever possible, PSIP funding is earmarked and so while other areas see a reduction in their expenditure, PSIP goes from 25% of recurrent expenditure to 35%. However, expenditure on teaching and learning materials would be reduced, while this impact will hopefully be offset by increased efficiency offered by school-based procurement of textbooks. To further incentivize lower repetition rates, the pilot on remedial education starts in 2015. An additional 1,400 classrooms and 960 teacher houses will be constructed during the ESIP II period. Special needs education will see a small rise in expenditure for supplies and funding will be made available for the construction of a special needs institute.

Enrolment in Primary teacher training colleges will be restricted solely to the number of teachers required to meet the 60:1 PTR, thus considerably lowering operational funding for TTCs. Funding for special needs training and in-service training will be held roughly constant at 2013/14 funding levels.

4.3.2.2 Secondary Education

For Secondary education, a small increase in expenditure can be expected under the medium-funding scenario. Most importantly, community-day secondary schools can see a significant increase in their operational budget. Double-shifting will be institutionalised in schools, but this might have to be restricted initially to government schools only. Funding available for teaching and learning materials will stay roughly comparable to that of 2013/14, yet because this will go directly to schools this might have a larger effect than previously. Science kits and starter packs will be procured for government schools and the number of bursaries and cash transfers also increases slightly. In terms of development, 60 Community Day Secondary Schools (CDSSs) will be upgraded, 30 Girls' hostels will be constructed, 30% of all CDSSs will receive sanitary facilities (latrines/urinals) and special needs learners will benefit through 10 additional Resource Centres, during ESIP II period.

Secondary teacher training funds are maintained at 2013/14 levels and construction will begin on one new secondary teacher TTC. In-service training for teachers will also stay at similar levels to 2013/14.

4.3.2.3 Higher Education/Administration

All developmental expenditure on higher education for the three universities will be scaled back to its bare minimum, with the exception of rehabilitation of current public universities. Administrative expenditure is adjusted annually for inflation. This Scenario seems like a more practical way to deal with the prospective considerable reductions in DP financing over the entire ESIP II period. However, this would affect implementation of key programmes in their entirety.

4.3.3 Low Funding Scenario

Lastly, expenditure of the different sub-sectors for the low-funding scenario can be found in table 23. As can be seen at the bottom of the table, as DPs significantly reduce their contribution, almost all expenditure will go to salaries (Personal Emoluments) and core university functions (Subvented Expenditure). The average share for other recurrent transactions is down to around 13% while development remains below 3%. Unsurprisingly, this scenario's policy priorities mainly reflect the activities that can no longer be undertaken.

Table 14: Annual Financial Projections (MK'000) – Low Funding Scenario

Education Sub-Sector	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION	51,373,736	51,621,694	58,078,267	65,908,456	75,499,900
Early Childhood Education	51,405	41,124	41,124	43,180	45,339
Complementary Basic Education	1,392,044	417,613	417,613	438,494	460,419
Primary Education	43,769,975	49,026,905	55,473,461	63,270,378	72,827,071
Primary Teacher Training	6,160,313	2,136,052	2,146,069	2,156,405	2,167,072
SECONDARY EDUCATION	14,330,116	15,972,717	19,922,095	22,110,638	25,020,358
Secondary Education	13,079,857	15,484,687	19,427,502	21,609,268	24,511,992
Secondary Teacher Training	1,250,259	488,030	494,594	501,370	508,366
TERTIARY EDUCATION	30,173,614	26,308,370	27,615,453	29,022,752	30,503,143
Higher Education	29,673,614	25,733,370	26,982,953	28,327,002	29,737,818
TEVET	500,000	575,000	632,500	695,750	765,325
ADMINISTRATION AND SUPPORT	2,646,991	3,414,364	3,463,833	3,633,899	3,749,969
TOTAL REQUIRED RESOURCES	98,524,458	97,317,145	109,079,648	120,675,746	134,773,369
Personal Emoluments (PE)	44.92%	57.59%	58.74%	61.06%	63.31%
Other Recurrent Transactions (ORT)	22.70%	13.50%	13.45%	12.64%	12.10%
Development Expenditure	6.99%	2.43%	3.03%	2.78%	2.49%
Subvented Expenditure	25.38%	26.48%	24.78%	23.52%	22.11%
TOTAL REQUIRED RESOURCES	100.00%	100.00%	100.00%	100.00%	100.00%

4.3.3.1 Basic Education

Early Childhood Development (ECD) will be reduced by 20% of its 2013/14 amount, while Complementary Basic Education sees its funds reduced by 70% of its 2013/14 expenditure. This essentially implies shutting all but the most essential centres for out-of-school youth.

PSIP will have to be reduced by 40% of 2013/14 amount and teaching and learning materials would see a 50% reduction of 2013/14 figures. Only 450 new classrooms and 300 teacher houses will be constructed under ESIP II and only 25% of public schools will receive sanitation facilities. Special needs equipment funding is further brought back to 20% of its 2013/14 amount and no special needs institute would be constructed.

A third of all primary teacher training colleges would be almost incapacitated. Construction on all primary school TTCs would halt and the on-going construction of Phalombe and Chiradzulu TTC would not be completed. Funding for in-service training will be held constant at 2013/14 funding levels.

4.3.3.2 Secondary Education

Given its current low funding, Secondary Education will be relatively hardest hit by the low-funding scenario, as it will have to maintain its continued reliance on low-quality CDSSs without being able to increase their operational budget. Moreover, other government schools will have to cut back expenditure by 20% in relation to 2013/14, despite yearly increasing costs of water and electricity. There will be no construction of new secondary schools, only 24 CDSSs will be upgraded and 24 Girls' hostels built during ESIP II. Teaching and learning materials will further be reduced by 50% of its 2013/14 amount and no extra funding will be available to implement the Secondary Curriculum Reform (SCR). Funding for Open and Distance Schooling will also remain at 2013/14 levels and there will be no construction or rehabilitation of special needs resource centres.

Secondary teacher training funding will be cut to 40% of its original funding, essentially making these TTCs (e.g. Domasi College) mostly self-sustaining on student contributions. Continuous Professional Development will also be scaled back to under 20% of its 2013/14 funding level.

4.3.3.3 Higher Education/Administration

All developmental expenditure on higher education will be halted, with the exception of rehabilitation of current public universities. Administrative expenditure is adjusted annually for inflation.

Clearly, this scenario would almost certainly cripple the education sector and adversely affect learning outcomes at all levels.

4.4 Drafting a new Joint Financing Agreement

It has been fully highlighted in the preceding sections that the degree to which ESIP II can be implemented depends critically on the amount and type of funding that will be provided by DPs. Accordingly, it is vital that the operationalization of ESIP II should be based on an inclusive new 'Joint Financing Agreement' (JFA) that best aligns MoEST priorities with DP funding. This section highlights the funding modalities and operational procedures that will be followed throughout ESIP II, followed by a number of 'lessons learned' on sectoral support that should be incorporated into the new JFA.

4.5 Funding Modalities

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. ESIP II will thus be financed by domestic resources as well as development partners' aid flow. Development partners will provide timely, transparent and comprehensive information on aid flows over the ESIP II framework to enable MoEST 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.

4.5.1 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.

4.5.2 Sector Budget Support/Pool Support

Funds will be channelled through the Ministry of Finance to the Ministry of Education and District Assemblies using GoM systems and procedures. These funds can be linked to the achievement of specific outcomes, as agreed between the Government, donors and other stakeholders. The funds will be used towards activities defined in the annual PoW, as guided by the strategic priorities of the ESIP.

4.5.3 Donor Program Support

To accommodate donors that have to refrain from using Malawi government financial systems, an agreement can be drafted between MoEST and a donor on a key policy program to support particular institutions directly that would have conventionally been financed through Pool Support. An example would be for a donor to directly support primary schools by financing a part of PSIP straight to the school bank accounts. To ensure these key programs will not be undermined by short-term funding dynamics (often problematic for project support), multi-annual contracts will oversee funding and coordination between MoEST and donor parallel financing system.

4.5.4 Donor 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 MoEST will govern the modalities of the specific projects.

4.6 Guidelines for a New Joint Financing Agreement

As recent events have substantially reduced donor confidence in Malawi government financial systems, many donors may be tempted to move away from direct government support and instead revert back to project funding. However, such a decision would both be against the spirit of the Malawi Development Assistance Strategy and seriously undermine the future of Malawi's education system (as shown in the low funding strategy), depriving core functions of much-needed resources. Instead, it is vital to find strategies that will accommodate donor concerns about leakage while simultaneously funding government priorities. As such, a new Joint Financing Agreement will likely be broader in focus to include other subsectors, and incorporating not only DPs commitment to Sector Budget Support, but also those focussed more on Program Support through discrete means.

In conclusion, ESIP II is providing an ambitious agenda for policy-reform while also focusing on what is feasible given financial constraints. Yet, it is only through a coordinated effort between the Ministry of Education and its Development partners that will Malawi can best move towards quality education for all.

MONITORING AND EVALUATION

5.1 Overview

The ESIP I Review noted that while ESIP I had drawn from lessons-learned from previous reform activities, it was itself an “over-ambitious document which although it identified the priority areas to be covered in its implementation, the targets that were set for both the reform agenda and sub-sectors were over-ambitious in terms of the capacity of the implementation entities and the resources allocated to the activities were not adequate to achieve all the objectives of the priority areas.” The net result is that not all the objectives and targets set for the period were realized. Most importantly all the indicators that were to measure progress of achievement were not recorded during the period. M&E activities were also constrained for lack of baseline data in some of the indicators, thereby making it difficult to measure the achievements adequately.

The ESIP I review also noted that there has not been effective sharing of results and that information collected has not been analysed and used to inform sector decision-making processes. The TWG and SWG activities did not update the indicators as expected. Attempts to comprehensively update achievement of indicators and targets were done only at the JSR, meaning that there was no systematic formative evaluation that would guide implementation of the ESIP from one quarter to another.

In order to address these constraints, the M&E framework has been adjusted significantly. Three major elements ensure that the M&E framework is more realistic, more implementable and better integrated with the rest of ESIP II. Firstly, each indicator is linked to a policy reform in ESIP II to explain how the proposed indicator improvements will be realised. Secondly, the framework has incorporated process indicators; to not only highlight a policy’s final impact (which is often far removed, and influenced by many factors), but also the progression to implement policy reforms (reflecting MoEST’s dedication to reform). Thirdly, the number of indicators is reduced to include only the absolute essential, while targets are set to realistic and manageable levels.

5.2 Monitoring & Evaluation (M&E) Framework

Objectives

To capture progress on major policy reforms through the collection of key process and outcome indicators: To measure whether ESIP II is moving in the right direction to implement vital policy reforms, while simultaneously evaluating their impact to improve education outcomes, the M&E framework highlights a number of critical process and outcome indicators.

To identify new, vital areas for monitoring and evaluation activities: Certain key indicators required to measure ESIP II's progression are new and will have to be developed. Accordingly, wherever vital information is currently unavailable, the M&E framework will highlight it, to ensure adequate time and effort is dedicated by all relevant actors to prepare, develop and implement the required new research, surveys and M&E activities.

Matrix of Indicators

The ESIP II elaborates on a number of key policy reforms for all the sub-sectors, with explicit links to expected activities and procedures, outputs produced and outcomes realised. This section presents a matrix of indicators, providing the following information for each indicator:

- The sub-sector;
- The related ESIP II policy-reform;
- The indicator to be measured,
- Baseline value for the year 2012 and actual value for 2013;,
- Target figures for 2014, 2015, 2016 and 2017
- Data Source. In certain cases, specific comments are included related to additional surveying requirements or to highlight process indicators.

Table 15: Key Indicators

SUB-SECTOR	Policy Reform	Indicator	2012	2013	2014	2015	2016	2017	Data Source
			Baseline	Actual	Target				
BASIC EDUCATION	1.1 Ensure 50% of children reach Std. 4 literacy/ numeracy	% Std. 4-8 children with Std. 4 literacy	22%	22%	25%	35%	42.5%	50%	EMIS (Requires Survey)
		% Std. 4-8 children with Std. 4 numeracy	22%	22%	25%	35%	42.5%	50%	EMIS (Requires Survey)
		National Std. 4 Basic Skills Test Implemented	N/A	N/A	N/A	Developed	Training Done	Implemented	DBE
		Average Learning Time for Lower Standards	3 hours	3 hours	3 hours	3 hours	4 hours	4 hours	EMIS (Requires Survey)
		Pupil-Textbook Ratio	7:1	7:1	3:1	2:1	1:1	1:1	EMIS
		% of Schools with Only School-Based Textbook Procurement	0	0	2%	10%	50%	100%	DBE (Process Indicator)
		Pupil-Classroom Ratio	107:1	107:1	104:1	98:1	94:1	90:1	EMIS
		Number of Classrooms Constructed	1100	1100	1500	1500	1500	1500	EMIS
		Gender Parity Index (primary enrolment)	1.01	1.01	1.02	1.02	1.02	1.02	EMIS
		% SNE learners enrolled	2.24%	2.0%	2.1%	2.2%	2.3%	2.4%	EMIS
		Number of Pilot Schools with ECD involved in Cluster System	0	0	0	0	100	200	DBE (Process Indicator)
	% of Children Enrolled in Std. 1 with prior ECD experience	30%	30%	32%	34%	37%	40%	DBE	
	1.2 Attain a Motivated, High-Performing Teaching Staff	Net Enrolment Ratio (NER) Boys	86%	87%	88%	92%	93%	94%	WMS
		Net Enrolment Ratio (NER) Girls	86%	87%	88%	90%	91%	92%	WMS
		Gross Enrolment Ratio (GER) Boys	206%	195%	180%	167%	138%	110%	WMS
		Gross Enrolment Ratio (GER) Girls	209%	195%	182%	170%	145%	120%	WMS
		Primary pupil qualified teacher ratio (PQTR)	95:1	76:1	81:1	74:1	81:1	60:1	EMIS
		New framework for teacher assessment and promotion implemented	N/A	N/A	N/A	Developed	Implemented	Implemented	DBE (Process Indicator)
		Average daily hours 'Time on Task' for Lower Standard Teachers	3 hours	3 hours	3 hours	4 hours	5 hours	5 hours	EMIS (Requires Survey)
	1.3 Increase Internal Efficiency of Primary Education	Dropout Rate Boys %	8.57%	9.5%	8.5%	7.5	7%	6%	EMIS
		Dropout Rate Girls %	12.34%	12.00%	11%	10%	9%	8%	EMIS
		Repetition Rate Boys %	25.00%	19.00%	19.00%	15%	13%	10%	EMIS
		Repetition Rate Girls	24.10%	18.25%	18.25%	14%	12%	10%	EMIS
		Survival rate to standard 8 (boys)	0.41	0.35	0.38	0.41	0.43	0.45	EMIS
		Survival rate to standard 8 (girls)	0.35	0.27	0.3	0.33	0.37	0.4	EMIS
		Primary completion rate	0.5	0.52	0.54	0.56	0.58	0.6	EMIS
		PSLCE Pass rate (Male) (2011)	74.9%	79.9%	81.0%	82.0%	83.5%	85.0%	MANEB
	PSLCE Pass rate (Female) (2011)	61.8%	71.17%	74.0%	76.0%	78.0%	80.0%	MANEB	
	1.4 Improved management through higher school-funding	% School Management Committees (re) trained in finance and procurement	100%	100%	25%	50%	75%	100%	DBE (Process Indicator)

Section D: Monitoring and Evaluation

SUB-SECTOR	Policy Reform	Indicator	2012	2013	2014	2015	2016	2017	Data Source
			Baseline	Actual	Target				
SECONDARY EDUCATION	2.1 Improving Access and Equity to Secondary Schooling	Transition rate %	30%	33.0%	36%	40%	45%	50%	EMIS
		% of Secondary Schools with Double Shifting	0%	1%	20%	30%	40%	50%	DSE
		Number of CDSSs Upgraded	6	6	30	30	30	30	EIMU
		% of Secondary Schools with Open and Distance Learning	11%	11%	12%	12%	16%	20%	DSE
		Gender Parity Index (secondary enrolment) All schools	0.82	0.85	0.89	0.93	0.96	1.0	EMIS
		% SNE learners enrolled	1.12%	1.09%	1.15%	1.17%	1.18%	1.20%	EMIS
		Net Enrolment Ratio (NER)	29%	33.20%	37.40%	41.60%	45.80%	50%	EMIS
		Gross Enrolment Ratio (GER)	41%	48.80%	56.60%	64.40%	72.20%	80%	EMIS
		Number of students who received bursaries	0	8,085	12,000	12,000	12,000	12,000	DSE
	2.2 Improving Quality in Secondary Schooling	Total Student: Science Teacher Ratio	63:1	63:1	60:1	56:1	53:1	50:1	EMIS (Requires Survey)
		MSCE Pass Rate (Male)	54.9%	57.7%	59%	61%	63%	65%	MANEB
		MSCE Pass Rate (Female)	48.6%	45.5%	49%	53%	57%	60%	MANEB
	2.3 Improving Secondary School Management	% of Schools with Only School-Based Textbook Procurement	1%	1%	20%	60%	80%	100%	DSE (Process Indicator)
TEACHER TRAINING	3.1 Increasing the Quality of Primary Teacher Training	% of Student-Teachers with +70 Score in Mathematics and English	10%	10%	14%	18%	22%	25%	DTED
		Number of TTCs for Primary School Teachers Constructed	0	0	2	1	0	3	EIMU
		% of TTCs with outsourced catering, security, gardenings and cleaning	16.7%	33.3%	50%	100%	100%	100%	DTED (Process Indicator)
		Introducing a Teacher Education Management Information System (TEMIS)	N/A	N/A	Developed	Implemented	Implemented	Implemented	DTED (Process Indicator)
	3.2 Improving Access to Secondary Teacher Training	Number of TTCs for Secondary School Teachers Constructed	0	0	0	0	1	1	EIMU
TERTIARY EDUCATION	4.1 Technical and Vocational Education	% of Secondary School Graduates Enrolled in TEVET	3%	3%	3.5%	4.0%	4.5%	5%	TEVETA
	4.2 Adopting a new 'Higher Education Act'	Higher Education Act adopted and implemented	N/A	N/A	Tabled	Adopted	Implemented	Implemented	DHE (Process Indicator)
	4.3 Improving Financial Resource Mobilisation	Average self-generated funds as % of total funds	12%	12%	15%	22%	25%	28%	DHE
	4.4 Introducing Management Information System	Introducing a Higher Education Management Information System (HEMIS)	N/A	N/A	Prepared	Developed	Implemented	Functional	DHE (Process Indicator)

5.2 Risk Analysis

Economic performance is critical as it will determine the fund availability to the sector, despite general government support to the sector. In addition, the Malawi budget is highly dependent on development partner support (40% of total budget). Recent financial crises have undermined confidence in the government's management and accountability. It will be critical that the government maintains its current levels of budget allocation to the sector, and in the event of improving economic performance, of increasing the share. High inflation rates and weakness of the Kwacha increases prices especially in construction, leading to downsizing of targets.

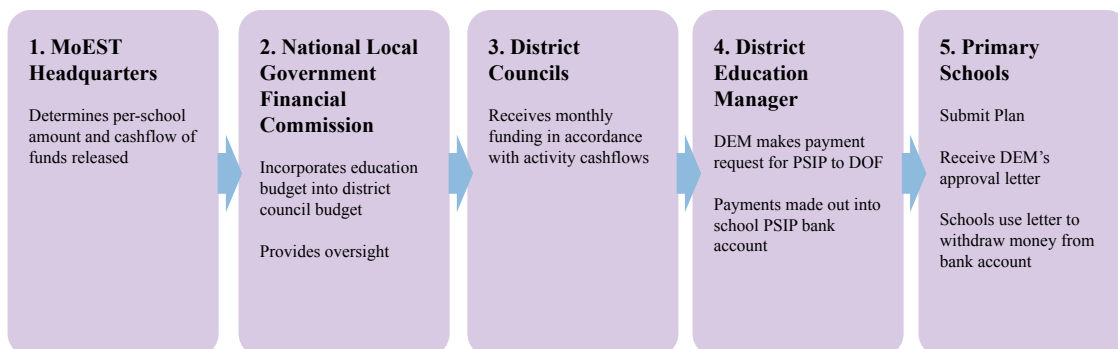
While reforms are seen as necessary, the ability of the ministry to convince all stakeholders to ensure successful implementation is a cause of concern. The MoEST will have to engage more openly with other stakeholders in the sector. An example of this is given by the case of reducing repetition rates; while this is considered for its wastage by MoEST, popular perception (parents and teachers) supports repetition in the belief that repetition is necessary. MoEST has failed to get its arguments across to the public.

5.3 Decentralisation

PSIP: The PSIP is probably the most radical policy change in Malawian education over the past few decades. It has the potential of making a big impact on school management and performance. An evaluation was carried out (April/May 2014 – draft report awaiting finalisation) and it provides insights into the risks in successfully implementing the programme.

There are five stages – each stage having the potential for delays/mismanagement:

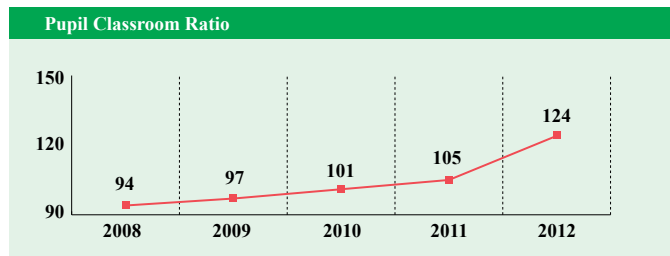
Figure 12: Five separate funding stages of the Primary School Improvement Program.



Because education is the biggest sector in Malawi and heavily decentralized, the percentage of district funding coming from education is so large that it becomes very tempting for district councils to ‘share’ education’s resources with other sectors with less funding.

The DEM is no longer a signatory to the District bank account, and instead has to make a formal payment request to the district Director of Finance (DOF). This means that DEMs have lost a lot of their influence and, at times, are at the mercy of their district council to receive any funding. Yet, when the DEM expects funding abuses of the council, it might be scared to speak – and no clear channels are available where DEMs can report problems.

The previous system where DEMs have their own bank account should be restored. DEMs should once again become the signatory for any education expenditure. There should be a clear channel where DEMs can report problems. Districts should be integrated into the national IFMIS, with education funding clearly identifiable.



Critical changes to the implementation to make it more equitable are being implemented from next year. The base rate of 600,000 per school will remain with an additional 300 per pupil for schools with an enrolment over 1,000. Of the remaining

funds: 10% will be allocated for utilities, 40% on the basis of pupil classroom ratios and 50 on the basis of pupil teacher ratios.

Procurement: this has been the real ‘thorn in the side’ of the system for many years, in particular with respect to addressing the critical shortage of classrooms.

To provide construction at lower cost and reduced time, MoEST has chosen to outsource the primary and secondary construction programme to Local Development Fund which will assist the pupil classroom ratios.

The major risk area could be the failure of the MoEST to implement the agreed reforms. There is always the residual opposition to change as well as the fear of failure in any new venture. One of the major reforms proposed for ESIP II is the devolution of TLMs funds to the school level (building on the PSIP approach). However, liberalising primary textbook development, production and distribution will be a difficult undertaking. While there is a precedent in the secondary textbook reform programme, the primary sector presents its own unique challenges. ESIP II proposes a piloting of the new policy but this will require careful preparation and technical advice. A Steering Committee should be established as soon as possible to develop the pilot. The main stakeholders to be represented would be a) MoEST/Planning b) MIE, c) Publishers Association of Malawi and d) independent technical adviser (part-time, donor assisted). There would need to be changes in some of the current legal provisions, the modifying of mandates of MoEST directorates (e.g. DIAS would revert to its role of curriculum development, textbook monitoring and usage), MIE negotiating current copyright ownership etc. If successful, this reform will have a major impact on school accountability and performance.

5.4 Education in Emergency

Education in Emergency is an emerging issue and did not feature in ESIP I. Malawi is exposed to hazards which include drought, floods, stormy rains, strong winds, earthquakes, landslides, accidents, HIV and AIDS, fires, epidemics and pest infestations.

At national level there is the Department of Disaster Management Affairs (DDMA) in the OPC (Office of the President and Cabinet). DDMA held a workshop for the Malawi Institute of Education (MIE) at which it was agreed that Disaster Risk Management would be addressed at all levels of the system in general and through national curricula in particular.

MoEST has already made a policy statement of DRM preparedness, response and recovery required during any emergencies in the implementation of ESIP II:

- (i) MOEST will make the necessary preparations to ensure that teaching and learning sessions continue to be held for primary, secondary and college learners in areas affected by emergencies.
- (ii) MOEST shall ensure the mainstreaming of disaster risk management in curriculum development, planning and budgeting in order to reduce the impact of disasters and ensure sustainable development in the country (iii) MOEST shall ensure fire risk may be reduced with building codes that limit use of combustible construction materials, and government inspection of compliance with electrical, gas, and building safety regulations.

Finally, by focusing on Empowering the School, it is expected that the MoEST's policy on Violence Against the Child (VAV) will be adhered to in order to make schooling an enjoyable and challenging experience.

Table 16: Risks associated with ESIP II key reforms

	NESP/ESIP 11 Strategy	Outcome Indicator	Rationale	Risks
1	Access & Equity	Enrolment GPI	Through school initiatives to keep girls in school and prevent gender-based violence	Communities not mobilised on this issue
2		% of Enrolment is Orphaned, Vulnerable or Special Needs Child	Through school initiatives to assist OVC school attendance	School Management Committee training not addressing this issue
3		Pupil-Classroom Ratios	Through maintenance and upgrading of classrooms	LDF strategy not working as planned
4	Quality & Relevance	Pupil-Teacher Ratios in St.1-4	Through redeployment of teachers, recruitment and employment of teaching assistants	Lack of capacity and commitment to push the reforms
5		Pupil-Textbook Ratios	Through direct purchasing of textbooks	Delay in getting the Pilot off the ground.
6		Repetition Rate	Greater inputs lead to higher-quality teaching, reducing repetition rates	Will need a strong communications and information strategy
7		Dropout Rate	Targeted school initiatives/ higher-quality teaching reducing dropout rates	EGRA/EGMA if scaled up should address high repetition at lower grades.
8		PSLCE Pass Rate	Greater inputs lead to higher-quality teaching	Greater accountability for SMCs could help.
9		Secondary School Transition Rate	Greater inputs lead to higher-quality teaching	Delays in reform implementation, esp double shifting and upgrading CDSSs
10	Governance & Management	SMC is well staffed, financially trained and meets regularly	District trainings on school-based management and financial record-keeping	Cuts in ORT will affect this program
11		Finance committee is well staffed, financially trained, good record keeping and meets regularly	District trainings on school-based management and financial record-keeping	As above
12		Procurement committee is well staffed, financially trained, good record keeping and meets regularly	District trainings on school-based management and financial record-keeping	As above
12		PTA is well staffed, financially trained and meets regularly	District trainings on school-based management and financial record-keeping	As above; for smaller schools PTAs and SMCs should be merged.
14		Mothergroup is active and has large number of members	District trainings on school-based management and financial record-keeping	Lack of support from community.

ANNEXES

Annex 1: Sub-Sector Situation analysis, Priority Policies and Programmes

Annex 1.1 Basic Education: (Primary and CBE)

1. Situation Analysis

Access	Equity	Quality	Management	Finance
Malawi has made great strides in enrolment in primary education since the introduction of free primary education in 1994. However high drop out and repetition mean survival rates are low.	Basic education in Malawi remains inequitable though steps are being taken to address this. Gender parity in school enrolment has been achieved up to Standard 6 yet only 1 in 4 girls complete primary school. The CBE programme addresses out-of-school youth but is not yet at scale. Equitable performance remains a concern with respect to girls, special needs, socio-economic status and rural disparities.	Quality has failed to keep pace with access and learning outcomes are low.	Primary School Improvement Programme (PSIP) was successfully piloted and expanded however risks derailing if proper M & E mechanisms are not in place. SWAp mechanisms not functioning at capacity.	As the largest Ministry in Malawi, MoEST finances are complex. Budgetary execution is erratic. Slow release of funds and unexpected reductions from budget reduce efficiency.
		Learning: PSLCE pass rates declined from 74.4% in 2006 to 68.9% in 2011. Malawi was lowest in reading and second lowest in maths out of 14 countries tested by SACMEQ (2000).	PSIP: PSIP covered 24 districts by end 2012/13. However, all schools in all Districts are now receiving grants at the minimum of K600,000.	Decentralisation: More efforts are being made to Shift resources from MoEST to districts to increase efficiency. Improved budget utilisation from 66% in 2010-11 to 88% in 2012-13
Enrolment: GER 116% 2012-13. NER increased from 79% in 2006/7 to 86% in 2012-13.	Gender: Overall Gender Parity Index was at 1.01 in 2012-13, but only 0.86 in Std 8. No gender gap in NER in 2012-13. Gender gap in PSLCE wider in 2011 than 2006. There are Gender gaps in dropout at all standards.	Teachers: PTR 78:1 in 2008, 74:1 in 2012. PQTR 90:1 in 2008 and 95:1 in 2012. In 2012 PTR was over 100 in standards 1 and 2. Successful ODL approach to teacher training was adopted to address the critical shortage of qualified teachers. Potential gains will be lost if ODL teachers cannot be accommodated on the payroll**. Only 40% of primary teachers are female***.	Procurement: For some teaching and learning materials, decentralised to district level	
Dropout: Aggregate rates increasing from 10.5% for girls in 2008-9 to 12.3% in 2012-13 and from 6.7% to 8.6% for boys.	Out of school: An Estimated 300,000 children of school age range are out of school*. Overage children in classes disposed to drop out. A total of 21,545 children are accessing CBE across 12 districts with 52.4% girls.	TLMs: The Textbook-Learner ratio in Mawas at 1:4.2, and in Engat 1:3.3 in 2012. Distribution goes through procurement cycles rather than regular replenishment. There is need to track and monitor delivery of TLMs to classrooms.	Teacher management: Payroll, promotion, deployment, attrition, arrears represent a large proportion of the work of Basic Education Department.	Allocation: Basic Education recurrent expenditure in 2012-13 at 40.8% of total – below target of 58.5%
Survival: To Standard 8, stood at 35% for girls and at 41% for boys in 2012.	Special Needs: Inclusive policy requires operationalising. People with disabilities constitute 3.8% of the population in Malawi; but only 2.2% of primary school learners are PWD.	Repetition: Girls: 24.1% in 2013 (19% in 2008). Boys: 25% in 2013 (20% in 2008).	Accountability: Accountability relationships not well defined as system more deconcentrated than devolved.	Teacher management: Weak systems for payroll, promotion, payment of arrears, deployment and attrition reduce overall efficiency in MoEST.

Access	Equity	Quality	Management	Finance
<p>Repetition: Repetition rates are increasing- Girls: 24.1% in 2013 (19% in 2008). Boys: 25% in 2013 (20% in 2008). According to SACMEQ 60% of learners repeat at least 1 standard before completing Standard 6.</p>	<p>Geographical disparities: There are differences in urban/rural provision and performance. PQTR in rural schools stood at 99:1 compared with 75:1 for urban schools in 2012/13. Overall, there is insufficient analysis and attribution of differences in district performance.</p>			<p>Unit Costs: Unit cost to meet standards stipulated for PTR, PCR & PBR would be K38,257 per learner but actual figure in 2013/14 budget only 39% of this at K14,789. For the first five years of basic education, the unit cost to meet required standards is K46,123 which is 1.8 times higher than the unit cost for CBE of K25,368.</p>
<p>Classrooms: PCR increased from 105:1 in 2011-12 to 124:1 in 2012-13. 1034 classrooms and 133 teachers' houses were constructed through LDF in 2012/13 however concerns raised over quality of structures. It is estimated that to reduce PCR to 60:1 in 2020 an additional 3,400 classrooms are needed per year. And 42,267 teachers' houses are currently needed.</p>				<p>1) Need for gender-based budgeting 2) sources of funding for recurrent and capital budgets (govt, donors, private)</p>
<p>External efficiency: A total of 150,000 learners passed PLSC in 2012 but there were only 60,000 secondary places available. This represents places for only 40% of those learners that passed.</p>				

2. Priority Policies

	Priority Policy	Current policy	Desired policy	Immediate strategy	Medium strategy	Long term strategy
1	To provide all Malawian children with education to reach agreed learning standards in basic education	Focus on access to schooling and no measurement of learning or acquisition of basic skills in early standards	Standard measures of learning for all children in early standards	Increase provision of TLMs; strengthen transitions through cluster approach	Increase length of school day; institutionalise learning assessment at Standard 4	Make education more inclusive with a focus on Early Childhood Education
2	To maintain a motivated, high performing teaching staff through robust teacher management	Unclear teacher career path, uneven deployment within districts and within schools, no reliable measure of teacher attendance	Deployment of teachers meets PTR needs in all standards and teacher attendance tracked	Common assessment and promotion guidelines agreed, Revised deployment guidelines agreed; measure of teacher attendance agreed	Reduce PTR and PCR; agreed teacher career path; on-going monitoring	equitable distribution of teachers through robust data management systems
3	To increase internal efficiency of primary education	Lack of formal policy on repetition, retention and no provision for remedial education	Repetition reduced to 10% and remedial education introduced for weakest students	National policy on repetition, remedial instruction is agreed with all stakeholders	Policies on repetition and remedial education are actioned at school level.	Elimination of repetition and dropout through improved quality of service delivery.
4	To improve resourcing and governance at school level through decentralised school funding, teacher pay and TLM provision	Some degree of decentralisation through school grants under PSIP	School level management of resources and procurement of TLMs. Increased efficiency and regularity of teacher pay through decentralised payroll	Agreement on revised textbook policy, pilot of decentralised teacher pay undertaken.	increase length of school day; institutionalise learning assessment at Standard 4	complete decentralisation of service delivery

3. Priority Programmes

	Policy	Objective	Strategies	Indicators	Baseline 2013/14	2014	2015	2016
1	To provide all Malawian children with education to reach agreed learning standards in basic education	Ensure 50% of children reach literacy and numeracy standards at standard 4 by 2017	1. Increase time spent on learning through lengthening school day and increasing attendance of teachers and students	Length of school day	3 hours daily stds 1 -4, unreliable data on teacher and student attendance	School day increased by 1 hour in grades 1-4. Curricula review Stds 1-4. Update guidelines on contact hours. Communication strategy developed. Reliable data collection methods developed for std / T attendance	Schools in 34 districts implement extended school day in standards 1-4. Basic undertake M & E.	Schools in 34 districts implement extended school day in standards 1-4. Basic undertake M & E.
			2. Ensure out of school children have access to complementary basic education	All children access education through formal / informal methods.	300,000 out of school learners; 600 CBE centres	1,380 additional CBE centres operational, 41,400 additional students	1380 additional CBE centres operational, 41,400 additional students	1380 additional CBE centres operational, 41,400 additional students
			3. Increase textbook/ reading material availability	Pupil textbook ratio, supplementary reading material ratio	1:3.1 in English, 1: 3.3 Maths (EMIS 2012). Supplementary: no data.	1:3 in English and Maths.	1:1 English and Maths. 1:10 supplementary reading materials.	1:1 English and Maths. 1:5 supplementary reading materials.
			4. Improve and institutionalise measurements of learning at Standards 4 & 8 at school / district level	Annual measure of learning at Stds 4 and 8 at school and district level	Annual EGRA sample data for reading, SACMEQ and MLA sample data for literacy and numeracy	Development of school based testing instrument, training facilitators, pre-testing, piloting	Testing undertaken at school level in all 34 districts.	EMIS data includes measures of learning disaggregated by district.
			5. Support cluster system to improve transition and continuity between learning phases from ECD, primary and lower secondary	Increased transition rates at pilot schools at key stages	Weak links (if at all) exist between different stges of education	Linkages established in pilot schools between ECD, primary and lower secondary	Links increase transition rates between levels of education.	Links increase transition rates between levels of education.
			6. Ensure classrooms are used for early grades of primary to ease congestion and reduce PCR in first 3 grades	PCR in first 3 grades	108:1 in 2013 EMIS	100:1 in 2014 EMIS	95:1 in 2015 EMIS	80:1 in 2016 EMIS
			7. Reduce class size through double shifting	PCR in first 3 grades	108:1 in 2013 EMIS	100:1 in 2014 EMIS	95:1 in 2015 EMIS	80:1 in 2016 EMIS
			8. Ensure inclusion of all learners in basic education	NER, GPI, NER special needs group	Number of special needs learners	90089 in 2012/13	10% increase	20% increase

	Policy	Objective	Strategies	Indicators	Baseline 2013/14	2014	2015	2016
2	To maintain a motivated, high performing teaching staff through robust teacher management	To ensure teachers have the appropriate skills, resources, incentives and are deployed in sufficient numbers at appropriate levels and locations to effectively deliver the curriculum	1. Develop a common framework of assessment of teachers and promotion routes	Framework agreed and in use.	No framework in place.	External study completed Identifying motivating factors of teachers	Framework agreed on teacher career path on basis of study and consultation.	Framework in use.
			2. Ensure sufficient teachers' houses in rural areas and hard-to-fill posts	Increase in availability of teachers' houses in rural locations.	45,000 houses needed as per 2013 ESPR		Plan for location of teachers' houses agreed on basis of study and consultation.	Construction plan in use and new construction located on this basis.
			3. Reach agreement between MoF/ IMF that the teacher wage bill is aligned annually with projections on PQTR 60:1	PQTR	76-1	68-1	64-1	60-1
			4. Ensure teachers are deployed in sufficient numbers between districts and schools	PQTR disaggregated by location	76-1	68-1	64-1	60-1
			5. Ensure teachers are deployed in sufficient numbers in the early standards	PTR in early grades	EMIS 2012 Std 1 = 153:1, Std 2= 114:1, Std 3= 89:1	Std 1 = 110:1, Std 2= 95:1, Std 3= 70:1	Std 1 = 95:1, Std 2= 85:1, Std 3= 65:1	Std 1 = 75:1, Std 2= 65:1, Std 3= 60:1
			6. Improve teacher attendance through community monitoring	Improved teacher attendance	No reliable data	Baseline data on teacher attendance	Dependant on baseline	Dependent on baseline

	Policy	Objective	Strategies	Indicators	Baseline 2013/14	2014	2015	2016
3	To increase internal efficiency of primary education	Reduce repetition to 10% by 2017	1. Develop a national policy on repetition targets agreed by MoEST, DEMS, PEAs, TUM and education stakeholders and with monitoring framework.	Policy developed with stakeholder buy-in	2011 circular on repetition not implemented	Policy developed	Policy implemented	policy implemented
			2. Communicate repetition strategy to all education stakeholders	Education stakeholders implement new strategy	No strategy	Strategy developed	Strategy implemented	Strategy implemented
			3. Develop strategy with key stakeholders on remedial instruction for weakest students	Strategy adopted by education stakeholders	No strategy	Strategy developed	Strategy implemented	Strategy implemented
			4. Use CBE to provide accelerated learning to over age children	Increased provision of CBE	600 sites	800 sites	1000 sites	1200 sites
			5. Incentivise reduction in repetition by increasing PSIP grants to schools achieving greatest % reduction in repetition	Schools receive incentives on basis of reduced repetition	No incentives	Incentive policy developed	Policy implemented	policy implemented
			6. Pilot remedial education in 6 sites on basis of greatest reduction in repetition	Pilot undertaken in selected sites	No remedial education	Remedial pilot developed	Pilot implemented	Results disseminated
4	To improve resourcing and governance at school level through decentralised school funding, teacher pay and TLM provision	To deliver resources in the most cost-effective, efficient and transparent way to schools and build school capacity to manage them	1. Decentralize payroll management to the districts	Pilot decentralised payroll in selected sites	Central payroll	Pilot underway in Blantyre, Lilongwe, Zomba, Mulanje, Kasungu, Mzimba.	Pilot implemented	Results disseminated
			2. Strengthen school-based management	% of schools receiving training on finance and procurement, reduce PTR through contract teachers	Baseline awaiting results from PSIP study	Dependent on baseline	Dependent on baseline	Dependent on baseline
			3. Decentralize procurement of teaching and learning materials	Pupil Book Ratio (PBR)	Centralised book procurement at primary level	Liberalise book policy for primary school textbooks	Pilot school-based procurement of TLMs	Results disseminated

Annex 1.2: Secondary Education

1. Situation Analysis

Access	Equity	Quality	Management	Finance
Secondary Directorate has implemented the 50-50 Selection Policy and provided bursaries and Cash Transfers to vulnerable children. However, high drop- out rate especially for girls persists and completion rates are low.	Secondary education works hard to achieve gender parity in the priority areas.	Quality has been achieved at slow pace due to lack of classroom space, TLMs such as textbooks and laboratory equipment.	Training of Headteachers is an area of priority in the smooth running of secondary schools. 25 Headteachers were trained in school management with the financial assistance from JICA . There is need to train more headteachers in school management at all levels.	Unexpected omissions in funding in some months and erratic funding to the directorate derails some of the much valued activities and reduce efficiency.
	This has been achieved in the form one selection using the 50-50 selection criteria for day secondary schools.			
	Construction of 18 additional girls hostels of which 8 are functional and the remaining 10 are in the final phase awaiting hand over. 24 girls hostels are planned for the next phase.	Procured 822,00 textbooks, 30,000 desks and 15,000 mattresses. These have been distributed to schools but they are not enough. There is need to add more in all areas and to be distributed in good time.	A few discipline cases have been processed by MOest due to late submission of cases by headteachers and divisions. Only 25% of the cases have been handled in 2013 and the remaining 75% are either referred back or remain pending. Divisions and headteachers need to be sensitized on the importance of handling discipline cases with urgency.	Shift of resourcing from MoEST to management of secondary schools at district level will increase efficiency.
	Gender. GPI.83	Construction of toilets and boreholes for CDSs is in progress in the 10 Districts by UNICEF	Teacher motivation Training of teachers to obtain UCE offered by Mzuni and Chancellor College.	Allocation:
Secondary:	Gender gap is wider at JCE 2010/11. 10.75% to 14.98%. And narrower at MSCE in 2010/11. 11.29% dropping to 10.88%.	Phase 1:	There are 767 non- education diploma teachers and 725 non- education degree teachers who need to be upgraded to UCE level. As they cannot be promoted without UCE.	With the present allocation of 35,161,155 there is need for virement for some activities in ESIP II for the Directorate to run efficiently
GER: 21.7 NER: 14.4	Gender gap in drop-out rate at all levels of secondary education is not favouring the girl child. To intensify the formation of mother groups in day secondary schools and girls clubs at all levels with the aim of building a solid foundation for Adolescent Reproductive Health and guidance & counselling in secondary schools.	83 pit latrines 48 Water Points (boreholes)		Teacher management

Access	Equity	Quality	Management	Finance
GPI: 0.83				Need to improve on systems for promotion of teachers stagnant at the same grade for more than 5 years of service, payment of arrears, deployment and attrition reduce overall efficiency in MoEST.
Selection into Form 1:	Out of school			
A total of 61,930 students were selected into Form 1 in the PSLCE out of the 150,276 who passed representing a selection rate of 41.2%, 60 of these were students with special needs.	These are mainly girls who dropped-out due to pregnancy and are not aware of the re-admission policy. Re-admission policy needs to be revisited and advocate for sensitization of Headteachers, teachers, parents and communities on the policy.	Teachers		
A total number of 88,346 students did not make it into secondary school which clearly indicates that the transition rate into secondary school is pathetic.		There has been no recruitment for the past two years. 221 non-serving teachers(TI) have been recruited in 2014 and have been deployed to Divisions		
Bursaries and cash transfers		Curriculum. Secondary School		
i. A total of 68 students comprising 34 boys and 34 girls were selected and awarded bursaries to study at Kamuzu Academy.		Curriculum & Assessment Review (SSCAR) underway. Implementation is expected to roll out in a linear mode as follows:		
ii. Ordinary bursaries: A total of 14,559 students comprising 6,247 girls and 7,313 boys were awarded bursaries in public schools.		Form 1 September, 2014		
iii. Cash transfers: A total of 2,754 students comprising 1,744 girls and 2,754 benefitted from cash transfer programme.		Form 2 September, 2015 Form 3 September, 2016 Form 4 September, 2017		
Dropout: In 2011/12, 8.1% girls and 6.6% boys dropped out of school due to various reasons		There is an acute shortage of science teachers for Chemistry, Agriculture, mathematics, Biology and Physical Science. We need 10,373 teachers' Available: 2,102 Demand: 8,283		
Repetition: 5.4% boys and 6.9% girls repeated in 2012/13				

Access	Equity	Quality	Management	Finance
<p>Completion rate: Urban areas have better access to all levels of education than students from rural areas in lower and upper secondary. The lower secondary completion rate is only 16% and the upper secondary completion rate is at 6% only in rural areas against the 42% completion rate for lower and upper secondary in urban areas.</p>				
<p>Construction/rehabilitation of CDSS</p>				
<p>A total of 11 CDSSs will be completed in 2013/14 by JICA</p>				
<p>More secondary schools are needed especially in the urban areas where population growth is rapid.</p>				
<p>To increase number of double-shift secondary schools in the cities. The proposed secondary schools to be considered for double-shift are:- Kabwabwa, Chichiri, mlodza, Chankhanga, Nsalura, Luchenza, Tsabango, Njili, Mpondasi, Nchalo and Dzumila.</p>				

2. Priority Policies

Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long term strategy
Improve resourcing and management of TLM provision	TLMs procured centrally	Decentralised procurement of TLMs	Build capacity for Head teachers on procurement procedures of TLMs	Pilot decentralised procurement of secondary school TLMs through existing cost centres	Roll out decentralised of TLMs to all
Improve qualified teacher management and deployment	No clear cut policy, current practice favours urban against rural	Equitable deployment of teachers in urban and rural areas	Deliberate recruitment of newly qualified teachers on a contract to teach in rural schools	Construction of teachers houses in rural areas	Construction of teachers houses in rural areas
			Increase rural allowance for secondary school teachers (to make it higher than primary teachers)	Provision of solar power to schools Provision of safe water points in schools	Provision of solar power to schools Provision of safe water points in schools

3. Priority Programmes

Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target	Target	Target	
					2014/15	2015/16	2016/17	
Increase enrolment rates for secondary schools	To improve transition rate from primary to secondary school	Turning some schools to double shift	% Increase in the transition rate	39.64%	42%	45%	50%	
		Rehabilitation and of expansion of CDSSs	-Number of students accessing secondary education					
	To provide equitable access to secondary education including to the vulnerable and those with special needs,	Provide bursaries and cash transfers to needy students identified in standards 6.						
		Construct new day secondary schools						
		Construct additional classrooms.						
		Construct girls hostels in day secondary schools						
		Maintain, rehabilitate and refurbish existing schools to make them user friendly for students with special needs.						
		Construct resource centres for students with special needs.						
		Construct and rehabilitate sanitary facilities in both CDSSs and other day secondary schools						
		Implement the 50/50 Form 1 Selection Policy in district boarding secondary schools						
-Decentralise the procurement and distribution of TLMs to secondary schools	Capacity building workshops with schools, divisions and districts	Timely procurement and distribution of TLMs	Textbooks =525,000	Textbooks =822,000	Textbks= 12,000	Textbk= 15,00		

Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
					2014/15	2015/16	2016/17
Improve resourcing and management of TLM provision	-Increase the Textbook Revolving fund		Improved Pupil textbook ratio	Desks and chairs= 5,000		Desks and chairs= 35,000	Desk and chairs= 42,000
	-Recruitment and training of Library assistants in schools			Mattresses =8,000	Desks & chairs =30,000	Mattresses= 20,000	
		Meeting with Parent Teacher Association for justification on the increase	Improved library management				
		To conduct cluster based workshops			Mattresses = 15,000		Mattresses= 25,000
	To reduce the qualified teacher pupil ratio to 1:40	To increase the capacity of Training colleges	-Expansion and rehabilitation of the existing colleges	272 teachers deployed	1,200 teachers	1,400 teachers	2,000 teachers
3.Improve qualified teacher management and deployment	To improve the retention of teachers and deploy efficiently	Improving the policies on promotion and CPD	-Organising CPDs for lecturers				

Annex 1.3: Teacher Education and Development

1. Situation Analysis

Issues Sub-sector	Access	Equity	Quality	Management	Finance
Teacher Education	6 public TTCs operational (problems with St- Joseph); Initial capacity (2005) 2,220 students; actual intake 4,360 IPTE students and 12,000 ODL students during several weeks of the year; 300 lecturers	50% of student teachers are female in IPTE; only 38% females in ODL	IPTE curriculum implemented; may need revision	DTED finally received status of Department	Public TTCs operational at the lowest level possible; funds are not accessible for central TTCs due to centralised procedures.
(pre-service)	2 more public TTCs will open 2014/15; planned intake: 840 students annually	ODL programme supplies teacher to disadvantaged rural areas	Certificate level; introduction diploma level pending since...	50% of current established positions filled in DTED; 40% of establishment according Functional Review recommendations filled.	Total approved budget incl. Montfort SNC 5,53 Bn 203/14
	3 more public TTCs will open 2016/17; planned intake: 1520 students	TTCs have inclusive education practices	IPTE T/L-Material (lecturer's books / students' books) for Y1 existing / available, but needing revision and annual reprinting	In some TTCs only Acting Principals and acting HoDs	Budget request for 2014/15 5,92 Bn (+ 7%) plus 3,22 Mio for 2 new TTCs
	7 private TTCs; intake: approx. 800	Private college students in rural TPS do not receive the monthly allowance of 20,000 as students of public TTCs	Assessment system reviewed	Management Handbook for TTCs under review	No funding for private TTCs
	2 more private TTCs to be constructed (DAPP); intake: approx. 200		Programme Handbook revised, needs printing	Relationship between private colleges and government not clearly defined	Low utilization of TTC funds due to centralized system
	Expected output all TTCs (estimate):		IPTE T/L material for Y2 available (School experience journal, mentoring guide)	Partnership Agreement between TTC and TPS established	
	2014: 10,200 + 800 (priv.)		ODL material not always available on time		
	2015: 10,200 + 800 (priv.)		CPD committees established for coordinating CPD for lecturers (needs annual CPD budget)		

Issues Sub-sector	Access	Equity	Quality	Management	Finance
	2016: 11,000 + 900 (priv.)		TPS received materials T/L materials and furniture for students	Board of Governors to enhance communication and collaboration	
	2017: 12,500 + 1000 (priv.)		Mentors and Headteachers trained under new "Mentoring Guide" materials	Networking with SNE institutions at regionally and internationally	
			CPD offered to regular teachers in SNE		
			CHANCO lecturers come for standardisation of results		
			Use of external examiners		
	Montfort TTC for preparing SNE teachers, intake: 250 ODL students and 160 conventional students; output: same after 2 years straining	40% female and 60 % male at Montfort			
	DCE only providing lecturers in 2014 and 2015; thereafter no new lecturers available for two years because recruitment has been suspended (for Oct.2014- only 62 B.Ed trainees and 7 Dip.Ed- repeaters)				
Teacher Education (in-service) - primary	School based CPD recommended (includes all teachers)	Gender balance on CPD participation	No quality control for CPD courses	CPD management not systemic	Funding for CPD provided through DTED and through GIZ
	2 days of CPD provided by DTED	Primary CPD only caters for standard 1-3 teachers	Those attending courses not assessed either on completion or through performance measures	Lack of CPD framework	No funding for private TTCs
	Additional CPD provided by DPs and NGOs (e.g. on EGRA , CFS...)		CPD technical manuals developed	Overlapping of activities of different Departments and Donors / NGOs	Standards 1-3 teachers being funded by USAID
	TDCs in place for CPDs	FAWEMA supporting though "Gender Responsive Pedagogy" concept	CPD committees established for coordinating CPD for lecturers (needs annual CPD Budget		Inadequate funding for sustainability of CPD activities

Issues Sub-sector	Access	Equity	Quality	Management	Finance
Teacher Education (in-service) - secondary	School based CPD recommended for all teachers in all subjects	CPDs only for Maths and Science	No Quality control for School based CPD courses	Currently, only SMASSE programme has a systematic CPD management	Government funded schools have a small allocation for School based CPDs
	SMASSE programme provided to Mathematics and science teachers in all public Secondary Schools		SMASSE programme is assessed through monitoring and evaluation every year after each INSET		SMASSE programme is funded through DTED and JICA
	Secondary Schools Clusters created across the country which covers both private and public secondary Schools in all subjects		No quality control for cluster based CPD		Cluster based CPDs are funded through the Educational Divisions
Teacher Education pre-service	TTCs operational at all times to accommodate IPTE and ODL students	50:50 policy achieved for conventional and ODL programme	Improved Quality	All Management positions filled	Adequate Budgets and availability of funds
	Introduction of tuition fees – including bursaries for needy students		3 years diploma programme developed		Tuition fees to be retained by TTCs
	To improve recruitment process-focus on the right candidates		Improved recruitment process to reduce attrition and increase recruitment of committed and teachers		
	Montfort Special Needs to introduce The rolling cycle of teachers and also subject specialisation				
Primary in-service	Develop a CPD framework for all sectors	All standards 1-8 included in the programme	CPD framework developed for pre-service Teacher Education, primary and secondary Education in-service	CPD committees trained	Improved budget for CPDs
	Continuously develop all teachers and lecturers – including private TTCs	Develop a CPD action plan that targets all teachers.	Monitoring and Evaluation system in place		
Secondary in-service		All subjects covered		Clarification on the role of DTED in secondary Education pr-service and in-service	

2. Priority Policies

	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long term Strategy
1	Increase equitable number of qualified primary, secondary and special needs teachers	Increase equitable number of qualified teachers	Increase equitable number of qualified primary, secondary and special needs teachers	Open 2 more public primary TTCs	Construction of 3 additional public primary TTCs	Construction of 2 more private primary TTCs
		Inclusive education		Continuation of ODL Programme at public primary TTCs		Construction of LLW secondary Teacher Training College
				Continuation ODL Programme at Montfort Special Needs Education College		
				ODL recruitment to achieve 50:50 balance	Construction of a Special Needs Institute	
		50:50 Gender balance				
2	Improve quality management and quality of pre-service teacher education.	Improve governance and management of teacher education	Improve quality management and quality of pre-service teacher education.	Develop additional material for 2 nd year, cross-cutting issues, teaching and learning methods	Reviewing the IPTE curriculum	Diploma programme introduced for Primary Teacher Education
		Include cross cutting issues into the current curriculum to improve the quality of IPTE programme		Review of the assessment framework		Introduction of board of governors in all teacher training institutions
					Review of TTC Management Handbook	
					Implementation of Management Handbook and training of TTC Management	
3	Improve quality of management and quality of in-service teacher education	Primary CPD offered to teachers for standard 1 to 3 in EGRA	Improve quality of in-service teacher education programme at all levels	Development of CPD framework for all sector	Develop CPD programmes for all levels and subjects	Introduction of school based CPD at all levels and all subjects
		Secondary CPD offered to maths and science teachers		Continuation of current CPD programmes		

3. Priority Programmes

	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
						2014/15	2015/16	2016/17
1	Increase equitable number of qualified primary, secondary and special needs teachers	Increase the No. of qualified teacher to reduce the qualified teacher-pupil ratio	Open 2 more public primary TTCs	Pupil-Qualified Teacher Ratio	70:01:00	60:01:00	50:01:00	40:01:00
			Construction of 3 additional public primary TTCs	Pupil-Qualified Specialist Teacher Ratio for special needs students	11:01	10:01	09:01	08:01
			Construction of 2 more private primary TTCs	Gender Parity for all intakes	65m:35f	55m:45f	50:50:00	50:50:00
			Construction of a Special Needs Institute					
			Construction of LLW secondary Teacher Training College					
			Continuation of ODL Programme at public primary TTCs					
			Continuation ODL Programme at Montfort Special Needs Education College					
			ODL recruitment to achieve 50:50 balance (using affirmative action)					

	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
						2014/15	2015/16	2016/17
2	Improve quality management and quality of pre-service teacher education.	DTED through TTCs to train highly qualified teachers	Develop additional material for 2nd year, cross-cutting issues, teaching and learning methods	% of TTC/SNE cohorts with 70+ score on English assessment	% to be checked with MANEB!			
			Review of the assessment framework	% of TTC cohorts with 70+ score on Mathematic assessment	10%	20%	25%	30%
			Review of the IPTE curriculum	% of TTC/SNE cohorts with 70+ score in TP	10%	20%	25%	30%
			Diploma programme introduced for Primary Teacher Education				1 college	some colleges
			Review of TTC Management Handbook	Mgt. of all colleges trained	Reviewed by June 2014			
			Implementation of Management Handbook and training of TTC Management	% of defined standards met	60%	100%	100%	100%
			Introduction of board of governors in all teacher training institutions		0%			100%
3	Improve access and quality of in-service teacher education programmes at all levels	Increase access to Continuing Professional Development (CPD) programmes by all teachers	Continuation of current CPD programmes	% of teachers receiving in-service training	10%	20%	30%	40%
			Development of CPD framework for all sector	% of teachers receiving in-service training per zone	20%	40%	70%	100%
			Develop CPD programmes for all levels and subjects	No of CPD days per teacher per year	3 primary	3 primary	3 primary	3 primary
			Introduce CPD for teachers at all levels and for all subjects		5 secondary	5 secondary	5 secondary	5 secondary

Annex 1.4 : TEVET

1. Situation Analysis

Issues	Access	Equity	Quality	Management	Finance
Sub-sector					
Technical and Vocational Training	7 public technical colleges with total capacity of 2500. Annual intake is 2400.	15% of students in male dominated courses are females.	55 registered private TEVET institutions.	70% of established positions filled in TEVET	FY 2013-14 budgets for public technical colleges were reduced by 19.46%.
	Construction of 1 public technical college will start in 2014 with expected intake of 1500.	85% of students in female dominated courses are females	10 curricula harmonized	All posts of Principals in public technical colleges are filled.	Total approved budget for public technical colleges for FY2003/14 is MK 300,000,000.00
	Expected output for 7 public technical colleges (estimate): 2014: 1,000; 2015: 1,200; 2016: 1,400; 2017: 1,600	Technical colleges have inclusive education practices	Assessment and certification system needs reviewing	All posts of Deputy Principal and HoDs are being filled.(Interviews were conducted)	
	Expansion and rehabilitation of 4 public technical colleges. Intake will increase by 50%.		To introduce technician level courses starting with Automobile Mechanics.	Management Handbook for technical colleges in place	
	700 trainees from informal sector acquired vocational skills.			Guidelines for managing Parallel Programmes being developed	

2. Policies

No	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long term Strategy
1	Increased access to TEVET	Access to TEVET is based on accommodation	Access to TEVET should base on classrooms, workshops and instructors	Expansion and rehabilitation of public technical colleges.	Expansion of TEVET outreach programmes	Construction of 1 public technical college .
				Re-introduction and expansion of TEVET in both primary and secondary levels.	Creation of conducive and friendly environment for female, vulnerable, marginalised and disadvantaged learners	Introduction of provision of TEVET through Open and Distance Learning (ODL)
2	A labour market responsive TEVET	Supply driven TEVET	Demand driven TEVET	Strengthening participation of industry in provision of TEVET	Strengthening participation of industry in provision of TEVET	
				Improvement of quality assurance services		
				Procurement and provision of modern training tools and equipment	Procurement and provision of modern training tools and equipment	Procurement and provision of modern training tools and equipment
				Attachment of instructors to industry		
				Strengthening public – private partnerships in TEVET	Strengthening public – private partnerships in TEVET	
				Conducting Tracer Studies		
3	Coordinated governance and management of TEVET institutions	Uncoordinated TEVET policies and regulations	Coordinated TEVET policies and regulations	Promotion of inter – ministerial communication on TEVET		
				Promotion of coordination among TEVET key stakeholders	Development of supportive legal and institutional framework in TEVET sector	

3. Priority Programmes

No	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target 2014/15	Target 2015/16	Target 2016/17
1	Increasing access and equity to TEVET	To increase opportunities for females, vulnerable, marginalised and disadvantaged groups in TEVET	Intensify career guidance and counseling in schools.	# of schools visited	0	50	50	50
			Create conducive and friendly environment for female, vulnerables, marginalised and disadvantaged learners	% of females, vulnerables, marginalised and disadvantaged learners in TEVET	28%	30%	40%	40%
			Promote infrastructure development in the TEVET sector.	# of classrooms constructed	0	14	14	14
				# of workshops constructed	0	14	14	14
				# of new colleges constructed	0	1	0	0
			Expand TEVET outreach programmes	# of outreach programmes conducted	0	7	7	7
		To integrate formal and in-formal provision of TEVET	Integrate formal and in-formal assessment and certification systems.	# of formal and in-formal assessment and certification systems	3	1	0	0
		To integrate TEVET into the mainstream education system	Re-introduce and expand TEVET in both primary and secondary levels.	# of primary schools offering TEVET	0	0	14	14
				# of secondary schools offering TEVET	0	0	6	6
		2	Improving quality and relevance of TEVET	To ensure that TEVET system produces adequate and relevant skilled graduates to labour market.	Improve quality assurance services.	# of colleges visited	7	30
Strengthen participation of industry in provision of TEVET.	# of industries involved in provision of TEVET				10	20	20	20
Provide TEVET institutions with adequate and relevant training equipment and materials.	# of TEVET institutions provided adequate training equipment and materials				7	4	2	0
Ensure availability of adequate and qualified TEVET instructors.	# of instructors recruited				0	20	20	0
	# of instructors trained				0	20	20	20
To develop a functioning TEVET Curriculum Framework	Establish TEVET curriculum framework.				# of TEVET curriculum framework developed	0	1	0
	Establish a unified TEVET Assessment and Certification Board			# of unified TEVET Assessment and Certification Board established	0	0	1	0
To ensure that technology in training institutions matches with available technology in the labour market	Attach instructors to industry.			# of instructors attached to industries	0	15	15	15
	Conduct monitoring and evaluation of TEVET programmes.			# of monitoring and evaluation visits to TEVET programmes	0	4	4	4

No	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target 2014/15	Target 2015/16	Target 2016/17
3	Improving governance and management of TEVET	To ensure that governance and management of public TEVET institutions is coordinated	Enhance inter – ministerial communication on TEVET.	# of inter – ministerial meetings	0	3	3	3
			Develop supportive legal and institutional framework in TEVET sector	# of TEVET legal and institutional frameworks developed	3	3	2	2
			Strengthen public – private partnerships in TEVET	# of public – private partnerships meetings	3	3	3	3
		To establish and operationalise effective TEVET Information Management System	Conduct Tracer Studies	# of Labour Market Surveys conducted	2	1	1	1
			Strengthen management of TEVET Management Information System (TMIS)	# of TMISs	2	1	1	1
		To develop TEVET system that is capable of promoting innovation and applied research in TEVET.	Promote innovation and applied research in TEVET	# of Research Reports	0	2	2	2
			Develop research findings dissemination system	# of Research Findings Dissemination Systems developed	0	0	1	0

Annex 1.5: Higher Education

1. Situation Analysis

Policy Dimension	Attribute	Measure	2008	2011
Access	Absorption rate	Students enrolled as a percentage of total number of candidates who passed MSCE	29.00%	32.10%
	Enrolment	Students enrolled per 100,000	63	80
Equity	Access based on socio-economic status	Access by the top quintile (20%) as a percentage of total enrolment		91.3
	GPI	Ratio of female to male students	0.54	0.6
	Inclusiveness	Number of people with disability enrolled	Very little	Very little
Quality	External Examination	Programmes with external examiners	Very few	Very few
	Qualified staff	Members of academics PHD as a percentage of the total numbers of academics.		17.90%
	Teaching loads	Student to staff ratio		12:01
	Research Output	Number of publications in referred journals or patents filed	Low	Low
Relevance	Employment rate	Graduates employed		72.20%
Governance	Independence of the Boards	Percentage of non-executive members in the board	>50%	>50%
Management	Gender parity	Numbers of females in management as a percentage of number of manages	Very small	Very small
Finance: Resource Mobilisation	Government funding into HE	Government funding into public HE as a percentage of National Education budget allocation		26%
	Self generated funds	Self generated funds as a percentage of total funding into the public HE.		20%
Finance: Resource Allocation	Method for allocate funds into cost centres		Historical data	Historical data
Finance: Resource Utilisation	Funds used for salaries and student ser	Funds used for salaries and student services as a percentage of total funds allocated		90%
Finance: Costing	Unit Cost	Cost as a percentage of GDP		36%

2. Priority Policies

Ref	Priority Policy Issue	Current Policy	Desired Policy	Implementation	
				Short	Medium
1	Improve Governance System	Each Public higher education Institution is governance by its own Act	All public higher education institutions are govern by a common legislation	Overarching Higher Education Act	
				Overarching Higher Education Act	
				Overarching Higher Education Act	
		Fragment and uncoordinated qualification in tertiary education	National Qualification Framework	NQF	
2	Improve decision making processes	Decisions are mainly through committees	Decision processes should be based on performance and enterprise wide risks	· Train management of effective decision making processes.	
				· Develop a performance system	
				· Develop an enterprise wide risk management system	
				· Develop appropriate policies and procedures for academic planning, control and M&E.	
3	Improve financial management systems	Narrow financial resources mobilization base (mainly government)	Diversify financial mobilization	Train university management on resource mobilisation	Develop incentive policies for resource mobilisation
				Develop a performance based financial allocation model	Incentivise performance
				Develop a framework for rationalisation	Identify centres of excellence
		90% of Financial resources utilized for P&E	Utilize most of the Financial resources on ORT	Train university management on optimum resource utilisation techniques	Develop incentive policies for optimum resource utilisation
4	Improve management information systems	Ad-hoc information requirements	Standard information requirements for students, human resources and asset register.	Develop a data structure, database and information system	Maintain the information system
				Develop an integrated information system	Maintain the integrated information system
		Distributed and incompatible database systems	Centralized/ distributed networked compatible database system	Develop an integrated information system	Maintain the integrated information system

3. Priority Programmes

Ref	Policy	Objective	Strategies	Indicators	2014	2015	2016
1	Efficient and effective Higher Education sub-sector.	Legislate an Overarching Higher Education Bill and National Qualification framework	Consult stakeholders on provisions into the Higher Education Bill and NQF.	Stakeholders Report	√		
			Draft the overarching Bill for Higher Education and the NQF	Higher Education Bill and NQF		√	
			Present the Bill and NQF to parliament	Higher Education Act and NQF		√	√
		Improve decision making processes that are based on performance and associated risks	Train management on effective decision making processes.	30 members of staff trained		√	
			Develop a performance system with accompanied incentives	A performance management system		√	
			Develop an enterprise wide risk management system	Enterprise wide risk management system			√
			Develop appropriate policies and procedures for academic planning, control and M&E	Policies and procedure document	√	√	√
		Diversify mobilization and optimise utilisation of financial resources.	Train university management on resource mobilisation	Trained management		√	
			Develop a public Higher Education financing model that includes performance and incentives.	Higher Education Financing model	√		
			Develop a framework for rationalising programmes offerings in Public Higher Education Institutions.	Framework document	√		
		Standardise the higher education management information system	Standardise data structure for the higher education information system	Standard database	√		
			Standardise generic reports required at various levels	Standard reports	√		
			Develop a networked higher education management information system	Shared education information system for higher education sector		√	√

Ref	Policy	Objective	Strategies	Indicators	2014	2015	2016	
2	Graduates from Higher Education sub-sector with relevant skills for employment and entrepreneurship.	Enhance the relevance of Higher Education programmes to meet the needs of the nation.	Frequent curriculum reviews to include contemporary issues such as entrepreneurship;	Curriculum review reports	√	√	√	
			Conduct tracers studies	Tracer study reports	√	√		
			Enhance industrial engagements	Participation of industry in curriculum reviews and internship		√	√	
		Improve the quality of Higher Education	Train more members of staff up to PhD level	Percentage of members of staff with PhD		√	√	
			Establish centres of excellence for research and development	Number of centres of excellence		√	√	
			Provide seed grants for research and development in key priority areas	Number of grants		√	√	
			Provide infrastructure for teaching and learning (Classroom, labs, workshops, studio, ICT, recreation, and water and sanitation) through PPPs	Number of students per facility		√	√	
3	Equal opportunities to participate in Higher Education irrespective of socio-economic status, gender or disability.	Enhance equal participation in Higher Education irrespective of economic status, gender or disability	Develop and implement bridging programmes for girls and students from disadvantaged families		√	√		
			Develop and implement supporting programmes for retention of girls and students from disadvantaged families in higher education		√	√		
			Provide supporting facilities for people with disabilities in Higher Education institutions		√	√		
		Increase access	Introduce ODL and e-learning based programmes Increase the number of Universities, mainly private universities	√	√	√		

Annex 1.6: Special Needs Education

1. Situation Analysis

Access	Equity	Quality	Management	Finance
In an effort to Enhance learning opportunities for all in Primary, Secondary and Tertiary Education the following has currently been achieved : -Primary School enrolment increased to 93,644 in 2012 from 88,527 in 2011. Secondary enrolment was 659 in 2011 but increase to 2,911 in 2012. We have 61 students in tertiary education in the moment.	As of 2012 there are 49,218 boys and 44,426 girls in Primary Education and 1,495 boys and 1,416 girls in Secondary Education. In Tertiary Education, there are 46 male students and 15 female students.	Quality is more or less compromised due to shortage of Specialist (Special Needs Education) teachers. Increase CPD workshop trainings for regular classroom teachers would help to improve the quality. Only 1000 regular teachers were given CPD trainings in 2012. 15,000 teachers need to be trained by 2017 to alleviate the problem..	Currently only 200 Specialist teachers are being trained per year (100 through ODL mode and 100 through conventional mode. More teachers need to be trained to promote Inclusive Education practices.	Good budget is needed for efficient and effective operations.
Currently we have 130 Resource Centres in the primary education which are not proportional according to the number of learners in the districts nor categories of Special Educational Needs and 25 in the secondary education. According to 2012 EMIS data numbers per category are as follows: Out of 93,644 in Primary Education (431 are Blind, 18,547 have Low Vision, 2,610 are Profound Deaf, 19,522 have Partial Hearing Impairment, 8,816 have Mobility Problem, and 43,718 have Learning Difficulties).	Construction and establishment of more Resource Centres for learners with special educational needs would curb the problem due to increased numbers. Some University Colleges have not yet opened their doors to receive learners with special educational needs. 15 additional Resource Centre per district would assist.	Learners encouraged to pursue education in other districts other than their original (home) districts and face language problems due to mother tongue.	Movement of learners to other districts.	Budgets are affected in the other districts.
School and Community based Advocacy and Early identification and appropriate placement of learners with special educational needs. 1600 learners were identified and assessed in 2012.	400 learners were selected for Secondary Education for the year 2013-2014	Provision of teaching, learning and assessment materials including specialised equipment (assistive devices). This year 500 reams of Braille paper, 30 Perkins Brailers and 50 white canes have been distributed.	Formulation of an Inclusive Education strategy. Maintain, rehabilitate and refurbish existing schools to make them user friendly.	Development Partners need to be involved for technical and financial support
180 Specialist (Special Needs Education) teachers were trained in 2012/13 using ODL mode (90) and Conventional mode (90) of training. Special Needs Education also needs to be expanded to all teachers at all levels.	The intention is to have 50% females and 50% males Specialist trainee teachers. However many lady teachers lack science subjects.	Revise and review the curricula to improve the quality of pre-service teacher education programme in both regular TTCs and Montfort SNE TTC.	Establish a clear career path for Specialist teacher motivation and control of attrition. Strengthened monitoring and supervision.	Well funded activities.

Access	Equity	Quality	Management	Finance
Regular TTCs curriculum has little content on Special needs and Inclusive Education.	Procurement of consultant done for construction of Special Needs Education Institute to offer degrees and diplomas. Increase bed space at Montfort SNE TTC for the mean time.	Teaching and learner achievements need to be improved.	Accreditation for Montfort SNE TTC to offer diplomas to be speeded up. Quality of pre-service education needs to be improved and upgraded.	Sponsor teachers to study for Bachelors in SNE at Catholic University and Domasi College of Education.
CPD on Special Needs Education and Inclusive Education has been given to 1000 head teachers, teachers and primary school advisors (PEAs)	Both male and female regular classroom teachers need to be provided with CPD in Special Needs Education and Inclusive Education, only that there are very few lady teachers in rule areas.	Improved qualified Specialist Teacher- Pupil ratio	Mainstream cross-cutting issues in CPD programmes.	

Priority Policies

	Key Policy Issue	Current Policy	Desired Policy	Immediate	Medium Term	Long term
1	Increased access to education by learners with special educational needs	Learners with special educational needs allowed to attend school	Every person with special educational need encouraged to get educated	Community and school based advocacy	Provision of CPD to head teachers and classroom teachers	Training of Special Needs Education (Specialist) teachers
2	Inclusive Education	All schools accommodate both ordinary learners and learners with special educational needs	Inclusive Education practices strengthened in all schools to avoid segregation of learners with special educational needs	Creation of disability friendly schools and Itinerant teaching programmes	Training of Special Needs Education (Specialist) teachers using ODL mode of training	Providing pre-service training to regular classroom teachers on Special Needs Education teacher training
3	Learner – qualified Specialist Teacher ratio	60 learners to 1 qualified teacher	25 learners to 1 qualified teacher	Sensitization campaigns	Provide CPD for teachers	Train teachers using ODL mode

Priority Programmes

no	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013-2014	Target 2014-2015	Target 2015-2016	Target 2016-2017
1	1. Increase enrolment of learners with special educational needs	1.1 Strengthen school and community based advocacy	1.1.1 Conduct sensitisation workshops on SNE for SMC, PTAs, village heads, social workers and other relevant stakeholders	Number of stakeholders sensitized	3,500 PEAs, members of SMC and PTA, village heads including social workers and other stakeholders	7,000 PEAs, members of SMC and PTA, village heads including social workers and other stakeholders	10,500 PEAs, members of SMC and PTA, village heads including social workers and other stakeholders	14,000 PEAs, members of SMC and PTA, village heads including social workers and other stakeholders
			1.1.2 Carry out routine identification exercises for early detection of learners with special educational needs and provision of intervention	Number of children with SEN detected	1,500 learners detected and supported	3,000 learners detected and supported	4,500 learners detected and supported	6,500 learners detected and supported
			1.1.3 Select and admit legible learners with special educational needs moving into secondary schools	Number of learners with SEN selected and admitted	400 learners selected and admitted into secondary schools	500 learners selected and admitted into secondary schools	600 learners selected and admitted into secondary schools	700 learners selected and admitted into secondary schools
2	2. Improve Quality and Relevance of Education for learners with Special Educational Needs	2.1 Increase number of skilled teachers for learners with special educational needs and specialised teaching, learning and assessment materials	1.1.4 Construct additional Resource Centres	Number of Resource Centres constructed	5 Resource Centres	10 Resource Centres	15 Resource Centres	20 Resource Centres
			1.1.5 Rehabilitate existing Resource Centre to make them user friendly	Number of Resource Centres rehabilitated	50 Resource Centres	75 Resource Centres	100 Resource Centres	130 Resource Centres
			2.1.1 Train teachers for learners with special educational needs (Specialist Teachers)	Number of Specialist Teachers trained	100 teachers trained	150 teachers trained	200 teachers trained	300 teachers trained
			2.1.2 Conduct CPD training for regular and Specialist Teachers	Number of Specialist Teachers undergoing CPD	5,000 teachers trained	10,000 teachers trained	15,000 teachers trained	20,000 teachers trained
			2.1.3 Monitor and supervise schools with learning centres for learners with special educational needs	Number of Schools visited	130 schools	150 schools	170 schools	200 schools

no	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013-2014	Target 2014-2015	Target 2015-2016	Target 2016-2017
			2.1.4 Develop Malawi Sign Language dictionary	Draft Sign Language dictionary developed	5 consultative meetings	3 consultative meetings	Draft Sign Language Dictionary developed	1 Sign Language Dictionary developed
3	3. Strengthen Governance and Management of Special Needs Education	3.1 Initiate policies and improve policy practices	2.1.5 Train Specialist Teachers in Malawi Sign Language	Number of teachers trained in Sign Language	500 teachers trained	600 teachers trained	700 teachers trained	800 teachers trained
			2.1.6 Procure and distribute specialised teaching, learning and assessment materials	Number of learners benefiting	93,000 learners	95,000 learners	97,000 learners	100,000 learners
			2.1.7 Construct Special Needs Education Institute	SNE Institute constructed	Procurement of consultant and making designs	Construction of phase 1	Construction of phase 2	Construction of phase 3
			3.1.1 Develop an Inclusive Education strategy	Inclusive Education Strategy developed	3 consultative meetings	2 meetings for consolidation	Draft Inclusive Education Strategy document	1 Inclusive Education Strategy document
			3.1.2 Disseminate Inclusive Education Strategy	Number of teachers sensitized	3,000 teachers trained	4,000 teachers trained	5,000 teachers trained	6,000 teachers trained
			3.1.3 Disseminate implementation guidelines for Special Needs Education Policy	Number of districts covered	5 educational districts reached	10 educational districts reached	15 educational districts reached	20 educational districts reached
			3.1.4 Review regular TTC curriculum to accommodate more SNE and Inclusive Education issues	Regular TTC curriculum reviewed	5 Consultation meetings	First review of the curriculum	Second review of the curriculum	Final review of the curriculum
			3.1.5 Provide grants for maintenance of Resource Centres	Number of learners benefiting	93,000 learners	95,000 learners	97,000 learners	100,000 learners
3.1.6 Provide mobility support for Itinerant Teaching Programme	Number of bicycles provided	260 push bicycles	300 push bicycles	350 push bicycles	400 push bicycles			

Annex 1.7: School Health and Nutrition

1. Situation Analysis

Issues	Current situation	Management	Finance
Nutrition HIV and AIDS	Less than 20% of schools are implementing school meals programme.	-Government (Not clearly transacted) and Partners sponsored; corn soya blend procured and distributed to schools	Government sponsored (ORT) SHN National Education Budget
	100% Schools have HIV and AIDS clubs	-Strengthens HIV and AIDS school clubs through capacity building of club Patrons and Matrons, exchange visits and lessons of best practices	Development partners WFP; Mary's meals; FISD; RESCOPE and 'Hunger'
	45% Life skills-based HIV and sexuality education done for teachers	-Piloting 12 districts in the integration of TB/HIV screening	TB- Care II project under USAID
	2.5% Teachers Living positively trained in TB and HIV co-infection, and importance of TB screening in four piloted districts only	-Nutrition support randomly done for PLWHIV	NAC Govt. SHN National Education Budget (ORT)
	30% Nutrition support to teachers learners and members of staff living positively	-Training target all teachers; learners; and staff living with HIV both in Primary and Secondary schools	UNICEF; GCYD (Guidance Counselling and youth Development Centre for Southern Africa)
	41 out of all teachers trained to Diploma level in guidance and counselling		
School Health, Water Sanitation Hygiene (WASH); and Education in Emergencies (EiE) promotion	· 89.5 % Schools Urban and 65.4 Rural with improved water source as in 2012	· Conduct stakeholders ToT training in school led sanitations and hygiene	-SHN GVT. National Education Budget
	· 12.6% of schools with basic urinal blocks for girls; 38.9% for boys	· EIMU initial provision and rehabilitation of toilets in schools	- EIMU National Education Budget
	· 23.83% with proper utilisation of WASH facilities in the schools	· Conduct public education awareness and Sanitary hygiene practices	-UNICEF
	· 4.2% schools with hand washing facilities	· Conduct best kept school competitions	- MoH
	· 80% teachers with information in hygiene practices	· All health issues done only require clear coordination	-WHO
	· 95% deworming of learners	· Provision of Vitamin A supplementation to learners	-DNHA
	· 99% oral health for learners		
	· % Provision of HPV for girls (not known)		
	· % Micronutrients supplementation		DODMA
· 60% Senior Education Advisors trained in Education in Emergencies and Preparedness		UNICEF	

Issues	Current situation	Management	Finance
Decentralisation of SHNHA activities	Placement of District School Health and Nutrition Coordinators on administrative arrangement	· All (34) education districts have District School Health and Nutrition Coordinators. administrative arrangement	-SHN GVT. National Education Budget
		· Some school health and nutrition activities are being decentralised to district level from 2014/15 FY	-Part of the SHN GVT. National Education Budget being decentralised to district level from 2014/15 FY
		· Building capacity of district SHN coordinators as they were not oriented or trained on their key roles.	-District implementation Development partners in SHN activities

2. Priority Policies

	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long term strategy
1	Increasing equitable access to primary	Provide school meals programme to selected schools	To provide school meals programme to all schools	-Centralised procurement of corn soya blend	Decentralised school meals programme and home grown school meals	-Community based school meals programme, through home grown model and provision of full balanced meal
					- Upgrade capacity of District School Health and Nutrition Coordinators (DSHNC)	- Upgrade capacity of District School Health and Nutrition Coordinators
					- Capacity building of DSHNCs to handle Decentralised school meals programme and home grown school meals	- Establish District School Health and Nutrition Coordinators' position
2	Improve nutritional status and Psychosocial support to people living with HIV	Improve nutritional status and Psychosocial support to T'LIPO members and learners living with HIV	Improve nutritional status and Psychosocial support to T'LIPO members and learners living with HIV	Strengthen HIV/AIDS clubs at school level	-Nutrition education; Sensitization against stigma and discrimination of Teachers and learners living with HIV in schools	Establish systems to identify and formulate learners with HIV association at district level;
					-Supply Nutrition support to PLHIV monthly	Advocate for early diagnosis of related ailments eg TB to roll out to all the 34 Education Districts.
						-Train leaders/strengthen HIV and AIDS school clubs; by building management skills of club Patrons/ Matrons, exchange visits and regional best practice sharing meetings.

	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long term strategy
3	Improve health status of learners, Develop WASH policy in education sector and strategies for Education in Emergencies (EiE)	Currently there is no clear sector policy/strategy on school WASH	Improve WASH conditions in all schools	-Develop Education sector WASH policy/strategy	-Scale up provision and rehabilitation of WASH facilities and knowledge particularly:	-Advocate for the Familiarization of WASH; and EiE and preparedness in the Education Act
3		no clear sector policy/strategy in EiE	Improve linkages between MoEST and health service providers	-Develop Education Sector EiE policy/strategy	-improved water source; hand washing facilities; basic urinal blocks for both girls and boys; education on proper utilisation skills of WASH facilities in the schools; adequate information in hygiene practices -Improve coordination with MoH, Department of Nutrition on micronutrient supplementation, oral health and deworming	-EIMU to scale up construction and rehabilitation of WASH facilities such as toilets; urinal blocks; and water reserve tanks in schools
		All learners receive health services	Improve capacity in EiE and preparedness	-DSHNA to improve coordination with all 34 education districts other relevant stakeholders in WASH.		Scale up coordination and service delivery of Health services to all school level
				-Develop linkage mechanisms between MoEST and health service providers		
				- Establish EiE clubs		
				-Capacity building of all Education leaders from national to school level in EiE	- National level advocacy and policy to influence revision of minimum marriage age.	
				-Monitoring EiE		

3. Priority Programmes

no	Policy Goal	Specific Objectives	Strategies	Indicator	Baseline 2013/14	Target 2014/15	Target 2015/16	Target 2016/17	
1		Improve equity and access of school health nutrition HIV and AIDS gender special needs education services	conduct physical health assessment	% of schools using SHN booklet	0	30%	40%	50%	
			Facilitating provision of WASH facilities and services in schools	% of schools carrying out WASH interventions		30%	40%	50%	
			Establish and strengthen HIV and AIDS Clubs in primary schools	Number of clubs supported		3500	4350	5300	
			Establish and strengthen TLIPO associations (for primary school teachers at TDCs and Secondary Teachers at district level	Number of TILIPO associations established		230	345	463	
		Improve quality of school health nutrition HIV and AIDS gender special needs education	-Train personnel in school health nutrition HIV and AIDS gender special needs education and in Project management, Monitoring and evaluation systems,	Number of School SHNHA officers Trained		100	100	100	
		Improve governance and management of school health nutrition HIV and AIDS gender special needs education services	-Conduct HIV and AIDS Sector Policies	Number of policies reviewed		1	1	1	
			Commission research in areas of SHNHA	Number of research studies commissioned		1,000	2,000	2,500	
			-Increase the number of educated girls and women	-No of mother groups established.					
			-Establishing more mother groups and other structures.	No of officers sensitized on readmission policy.					
			-Sensitizing officers at division and district level and civil society on readmission policy.	No of TOTs trained.		100	150	150	
			-Training TOTs (SHN coordinators in GBV.	Number of female teachers trained		40	600	1200	
			-Training of female teachers	Mentors placed in schools			See DTED	See DTED	See DTED
			-Placement of more than one mentors per school				1,000	2,000	2,500

Annex 1.8: EIMU

Policy Goal	Specific	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
	Objectives				2014/15	2015/16	2016/17
Provision of standard, relevant and functional educational infrastructures at all levels	-Increased access to education at all levels	Construction of new education facilities at all levels using cost effective technologies and modalities	No of new educational infrastructures constructed	EMIS 2013 database	1,200 primary school classrooms constructed	1,200 primary school classrooms constructed	1,200 primary school classrooms
	- to provide a conducive learning environment at all levels	Provision of adequate furniture and equipment to all new education facilities	No. of Infrastructures rehabilitated and maintained		1000 teacher houses at primary level	1000 teacher houses at primary level	1000 teacher houses at primary level
	-	Construction of educational infrastructures that meet needs of all learners	No. of sanitary facilities and water points established		50% of primary schools with improved WASH facilities	75% of primary schools with improved WASH facilities	100% of primary schools with improved WASH facilities
		Rehabilitation and maintenance of existing educational infrastructures using different approaches I.e PSIP, LDF			20% of primary school infrastructures rehabilitated and maintained	40% of primary school infrastructures rehabilitated and maintained	20% of primary school infrastructures rehabilitated and maintained
		Provision of adequate water points and sanitary facilities			2 secondary schools constructed	2 secondary schools constructed	
					10% of CDSSs and conventional secondary schools rehabilitated and maintained	20% of CDSSs and conventional secondary schools rehabilitated and maintained	30% of CDSSs and conventional secondary schools rehabilitated and maintained
					24 girls hostels constructed in 12 secondary schools	36 girls hostels constructed in 18 secondary schools	
					20% of CDSSs and other day secondary schools provided with sanitary facilities	30 % of CDSSs and other day secondary schools provided with sanitary facilities	40 % of CDSSs and other day secondary schools provided with sanitary facilities
					16 secondary teacher houses constructed	16 secondary teacher houses constructed	
					6 new Teacher training colleges constructed and furnished and equipped		2 private TTCs constructed
					70% of existing TTCs rehabilitated and maintained	85% of existing TTCs rehabilitated and maintained	100% of existing TTCs rehabilitated and maintained
					2 public universities established, furnished and equipped		
					70% of existing public universities rehabilitated	85% of existing public universities rehabilitated	100% of existing public universities rehabilitated

Annex 1.9: Administration

1. Situation Analysis

Issues	Governance	Management	Finance
1. Decentralisation	MoEST has decentralized PE, Construction of primary school infrastructure, and procurement of teaching and learning materials and secondary administration of its functions to the divisions.	<ul style="list-style-type: none"> Procurement of computers and necessary equipment for processing of PE at District Councils Construction of primary and secondary school infrastructure to be done through Local Development Fund Fast track the decentralisation process through consultations with relevant government departments 	<ul style="list-style-type: none"> Fast track procurement and installation of equipment through Ministry of Finance Increase funding to construction Ensure adequate allocation of funds
2. Client satisfaction	The Customer Service Charter has been developed and to be disseminated.	<ul style="list-style-type: none"> Services outsourced for example Landscaping; cleaning services and guard services Renovation at headquarters to provide adequate office space Boarding off obsolete materials/ equipment 	<ul style="list-style-type: none"> Adequate resource allocation to carry out activities

2. Priority policies: administration

No	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long Term Strategy
1	Decentralisation of Primary and secondary Education functions	Partial Decentralisation of Primary and secondary functions	Complete decentralisation of Education functions	Devolution guidelines reviewed	Implementation of the guidelines	On-going implementation of the guidelines
2	Improve service delivery in Education	Unsatisfactory service delivery	Improved Service Delivery	Development of the customer service charter	Disseminate and implement the charter	On-going implementation

3. Priority Programmes: Administration

No	Policy Goal	Specific	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
		Objectives				2014/15	2015/16	2016/17
1.	Enhanced efficiency of Education Service Delivery	To oversee devolvement of education functions to districts councils	Coordinate and strengthen the devolution processes	% of functions devolved	10%	40%	70%	100%
		To meet and satisfy clients demand	Disseminate and facilitate the implementation of service charter	Reduced number of complaints and queries	90%	80%	50%	40%

Human Resource : Situation Analysis

ISSUES	CURRENT SITUATION	MANAGEMENT	FINANCE
Implementation of Decentralisation Policy	Teacher development administrative services not devolved to the district level	Prepare guidelines for devolving teacher development administrative services Develop the capacity for the districts to handle teacher developments	Inadequate financial resources to decentralise
Lack of career path for teaching personnel	No career path and upgrading system for teachers	Develop a policy to guide the establishment of career path for teaching personnel Promote education personnel based on their performance	Lack of funds to facilitate the upgrading of teachers
High pupil Teacher Ratio	inadequate established school teacher positions in accordance to pupil teacher policy	Develop a policy guidelines to guide the creation of teacher positions Disseminate and reinforce adherence to policy guidelines	Lack of funds to create additional school teacher positions

Priority Policies: Human Resource

No	Priority Policy	Current Policy	Desired Policy	Immediate Strategy	Medium Strategy	Long Term Strategy
1	Devolve teacher development administrative services	Partial Devolvement	Complete devolvement of teacher administrative services	Develop capacity for personnel	Create establishments and fill positions	Periodic functional review
2	Establish career path for teaching personnel	No career path for teachers	Established career path for teachers	Develop policy to guide the establishment of the career path	Disseminate and implement career path policy	On-going implementation of teacher career path policy to ensure that the system is in place
3	Reduced pupil teacher ratio	Pupil teacher ratio at 60:1	Pupil teacher ratio at 40:1	Increase number of teachers through Open Distance Learning and Conventional modes	Increase number of teachers through Open Distance Learning and Conventional modes	Maintain number of teachers in the education system

Priority Programmes: Human Resource

No	Policy Goal	Specific	Strategies	Indicator	Baseline 2013/14	Target	Target	Target
		Objectives				2014/15	2015/16	2016/17
1.	Improved teacher development administrative services	To devolve teacher development administrative services to districts	Training of personnel Develop guidelines for devolvement	Number of districts implementing devolved services	0	10	20	34
2	Improved retention of teachers	To establish career path for teaching personnel	Develop policy guidelines for establishment of career path for teaching personnel	Policy guidelines	0	1	0	0
		To reduce pupil teacher ratio	Promote education personnel based on performance	Number of performance based promotions	0	2000	2000	2000
			Develop policy guidelines to guide the creation of teacher positions	Policy guidelines developed	0	1	0	0
			Disseminate and reinforce adherence to policy guidelines	Reports				

Annex 1.10: DIAS

	Key Policy Issue	Current Situation	Desired Policy	Immediate	Medium Term	Long term
1	Systematic and regular inspection of institutions	Inspections done by random sampling (resulting in some schools/colleges not being inspected for many years).	Every school to be visited at least once every two years	Recruit and train more inspectors to increase frequency of inspection visits to schools and colleges.	Develop and implement a new inspection framework based on national education standards	The capacity of inspectors and Advisors improved/ developed
				Provide adequate financial resources for inspection and advisory services	Develop and implement criteria for accreditation and registration of private institutions	Frequency of inspection and advisory visits increased
				Provide adequate transport facilities to increase frequency of inspection visits	Initiate CPDs based on inspection findings	
2	Incorporate national needs in the curriculum	curriculum reviews inconsistent	syllabuses to be reviewed when need arises	monitor implementation of curriculum and provide support	Syllabus committees to review and incorporate national needs	Roll out the reviewed curriculum and monitor implementation
3	Development and implementation of reporting systems	Reports not submitted in time to stakeholders	Timely dissemination of reports to stakeholders for action	Train inspectors and advisors on data analysis and report writing	Provide each inspector and advisor with a laptop to speed up production of reports	utility of the school/ college evaluation findings improved
				Provision of equipment for processing reports		improved coordination and planning of inspection and advisory services at national, division and district
4	Development and implementation of National assessment framework	Assessment framework in the process of being developed	Quality of education monitored on a regular basis at all levels	Institutionalise measurement and monitoring of learning outcomes	Monitoring learning achievement at secondary school level	Monitoring learning achievement at all levels
				Monitoring learning achievement at primary level	Dissemination of monitoring learning outcomes to stakeholders	Dissemination of monitoring learning outcomes to stakeholders.
						improve the level of attainment of learning outcomes of students at all levels

Annex 1.11 EMIS, M&E

Overall Objectives	Situation 2014	Actions to be taken
Monitoring and Evaluation Monitoring and Evaluation is guided by Research Monitoring and Evaluation Framework for the ESIP	<ul style="list-style-type: none"> Lack of M&E officers at division level. Lack of M&E data bank and M&E strategy M&E is de-linked from EMIS Inadequate Human resource and financial capacity is the main challenge for M&E at all level in the sector: Currently the unit has two officers who have not been trained in M&E for the past 7 years. 	There is need for continued SWAP to guarantee resource availability. MoEST to develop an Integrated EMIS/M&E data base (and include the school mapping data set)
EMIS		
collection and compilation of school data	This is being coordinated by the EMIS section in the planning department	There is need to include comprehensive data on higher education and education budgets.
compilation of annual school census reports		
decentralization of EMIS	DEMIS is in place.	This is managed by the DEMS and there is need to closely link this to the central level EMIS
School Mapping	The process of establishing a school mapping structure is almost done.	There is need to involve all planning officials within the Ministry of education to ensure continuity of this programme
Cohort analysis	Cohort analysis has been completed and the programme is up and running.	There is need to involve all planning officials within the Ministry of education to ensure continuity of this programme

Annex 1.12: SWAp

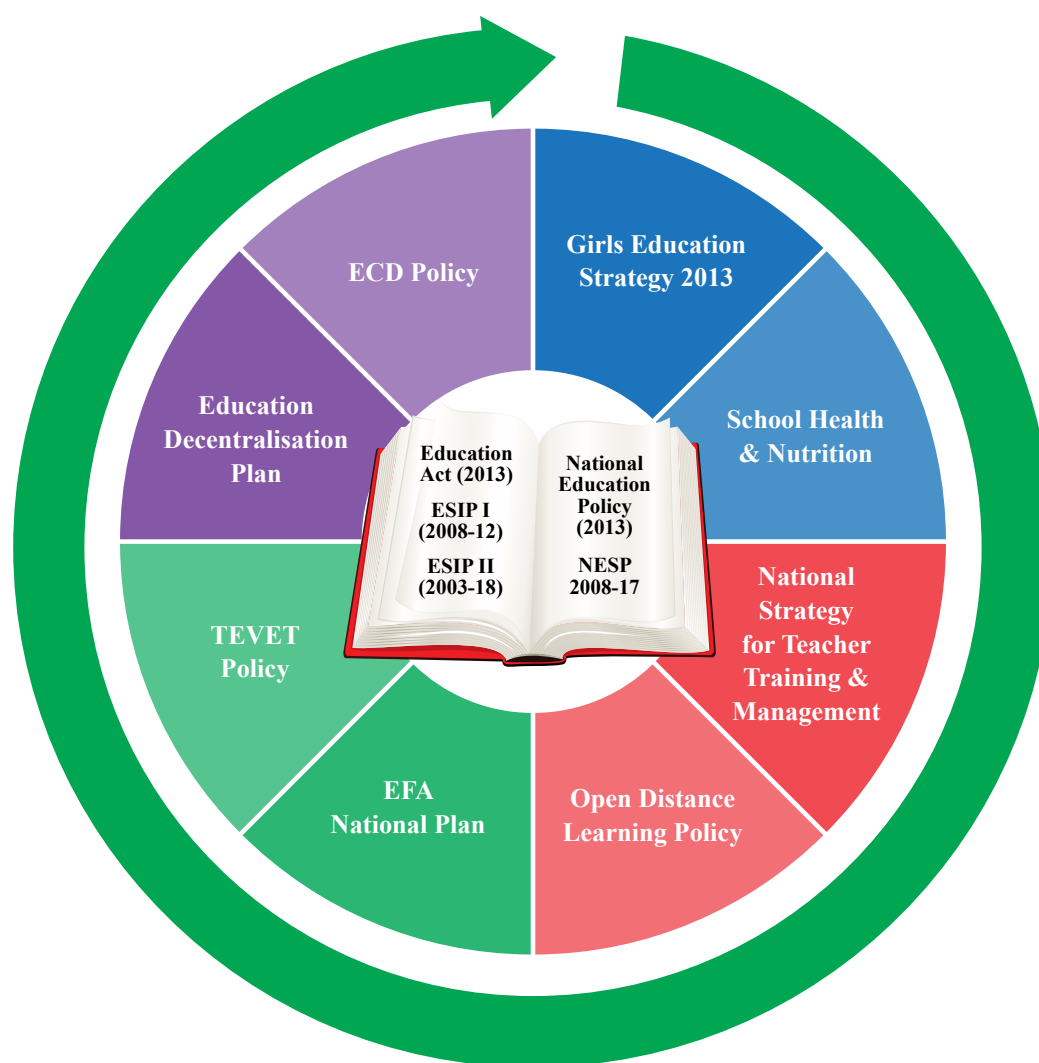
Issue	Current situation	Actions to be taken
SWAp Organisation	The SWAp secretariat is on Administrative arrangement for over 3 years. The MoEST should make the secretariat an established post with the Planning Dept.	There is need to honour the establishment which stipulates that there should be 1 officer at P4, 1 officer at P5, and a secretary at grade J. There is also need for 2 additional staff at P7, one education officers and one economist.
Review of SWAp structures	All System Task Forces were abolished and some turned into TWGs. Number of TWGs moved up to 10 from 8. Some TWGs were reviewed and their mandates broadened. The SWAp Steering Committee still has not taken off.	There is an urgent need to carry out a short, internal evaluation of the SWAp. This could be done by a small team representing the MoEST (Planning), Development Partners (SWG Chair and co-chair), Civil society (Education NGO Consortium) and where relevant (.e.g Teacher Training, TEVET) representatives of the private sector. The evaluation should also develop a Plan B to take into account changes in donor funding modalities so that the key SWAp concepts are not just linked to Pool Funding partners.
Support to Technical Working Groups activities	All TWGs are being logistically supported to conduct their meetings. Most of them are meeting as per schedule	There is a lack of follow-up to the work on many of the TWGs. Recommendations are made without any follow-up actions. TWGs should also play a greater role in identifying research topics and/or studies.
Sector working Group (SWG)	The SWG meets every quarter except for 2013/14 quarter 1 which coincided with a delayed Joint Sector Review meeting. A quarterly report is compiled each time and discussed in the meeting.	JSR recommendations tend to be excessively long and therefore unlikely to be implemented. JSRs should agree on max 3 priority recommendations and pursue these with much greater vigour.

Annex 2: Policy Framework

The education system in Malawi is well founded on a comprehensive Education Act, a national education policy, a 10 year strategic framework, sub-sector policies and five year Implementation Plans.

While these guide the efforts of the ministry, most of the sub-sector policies have not as yet been fully implemented.

The focus on ESIP II will be to ‘re-ignite’ these policies, through better communication strategies, so as to make them tangible at the school level.



June 2014: MoEST (with UNICEF support) will develop an Inclusive Education Policy

Annex 3: Roles and Responsibilities of Organisations engaged in education

Organisation	Responsibility
Ministry of Education, Science and Technology Directorate of Education Planning	Taking the lead in the planning and coordinating of 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, Organising Sector Working Groups for purposes of monitoring implementation Educational SWAp, and GPE targets Hosting annual education sector reviews to check and inform on the achievement of annual targets, Organising for the carrying out periodic research in line with the agreed reform agenda, 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	Monitoring staff performance through an appraisal system, Managing and checking the payroll and comparing it with the staff establishment.
Directorate of Basic Education	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	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	Quality assurance through assessment of student teaching practice and performance in written tests, Establishing and operating the TEMIS, Action research on fundamentals of teaching and learning.
Directorate of Technical And Vocational Training	Collect data on technical education such as staff establishment and quality of teaching and learning through supervision and inspection visits, Setting up and maintaining a TEVET Information Management System as part of a Labour Market Information System. Management of special projects, Monitoring the administration of MANEB examinations Action research on technical and vocational training.
Directorate of Inspection and Advisory Services	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	Managing the HIV programmes which are cross-cutting in all departments and sections of the Ministry of Education, and keeping records of their activities, Managing the progress of T'LIPO organisations.
Directorate of Special Needs Education	Manage access to education for the challenged; and teaching and learning materials deployment to schools, Monitoring implementation of SNE programmes at all levels of the education cycle.
Financial and accounting services	Working with divisional planners to control actual monthly expenditure based on funds emanating from treasury, Monitoring all PSIP project expenditures.
Division Level	Monitoring activates at the secondary level, Monitoring implementation of the bursaries programme at secondary level.
District level	The monitoring at this level will be done by DEMs' offices in collaboration with district monitoring and evaluation officers and PEAs.

Organisation	Responsibility
School level	Assess student performance during lessons as homework and periodic school-developed tests, Maintain school administrative records and teacher performance. 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	Developing and reviewing curricula for primary and secondary schools, Developing of education materials to support curriculum implementation, 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	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	Monitoring societal-rated issues and development/industrial alignment of the learning. Maintaining university level administrative and monitoring and evaluation data, Action research.
National Council for Higher Education	Providing quality assurance in higher education, Maintaining quality and administrative data and information on higher education.
Civil Society (NGOs, FBOs and CBOs) and UN and Donor agencies	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	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	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	Monitoring construction works for education structures, Providing Guidelines for determining progress of construction projects.
Ministry of Economic Planning and Development	Monitoring the Public Sector Investment Programme (PSIP), Monitoring overall MGDS alignment in light of education issues and their development.
Ministry of Health	Monitoring school health and other related issues in line with health policy.
Ministry of Water and Sanitation	Monitoring water and sanitation issues in schools.
Ministry of Local Government	Monitoring the decentralisation of the education sector.
Local Assemblies	Monitoring education development issues at district level and their related financing.
Development Partners	Monitoring implementation of both ESWAp activities and Discrete Projects Financing review studies on different aspects of the education sector

Annex 4: ESIP II Support Documentation

In an effort to make ESIP II more user friendly and concise, only a selection and prioritisation of information, data and analyses are presented in this document. However, the document as a whole is informed by the following studies and reports:

- The Education Act 2012
 - The draft Education Policy (2014)
 - The National Education Strategic Plan (NESP) 2008-17
 - The Country Status Report (CSR) 2010. MoEST/WB
 - Annual EMIS and M&E reports
 - Education Sector Progress Reports (ESSP), annually but especially ESSRP 2012/13
 - Public Expenditure Review (Education) 2013
 - The ESIP I Review (2013)
 - Joint Annual Sector Review Reports (JSRs)
 - SACMEQ III (and earlier) reports
 - Directorate of Planning Analytic Papers (use of Cohort Progression Analysis for Basic Education and Teacher Education sub-sectors).
 - MoEST Capacity Development Strategy and Plan (2013-17) 2013
 - Education Sector Research, Monitoring and Evaluation Framework (2014)
 - EGRA reports
 - The Global Monitoring Report 2014 (provides comparative data on Malawi issues)
 - The Violence Against Children (VAC) study (2014)
- Forthcoming 2014/15
- Learning Outcomes Study
 - SACMEQ IV
 - Education sector Public Expenditure Tracking Study (PETS)

These documents are available from MOEST.

A number of key studies are underway but not available to inform this publication. However, their findings (especially the evaluation of PSIP, the Learning Outcomes study and the Education/PETs) will inform annual work plans and budgets and help to modify/improve specific programme strategies and implementation.

Annex 5: The Planning and Preparation of ESIP II

ESIP II is the last phase of the NESP (2008-17), following on from ESIP I (2008/9-2001/12). ESIP II will therefore have to accelerate progress in order to achieve the targets set by the NESP. In addition, ESIP II sees the country passing the 2015 deadline for the achievement of MDG and EFA goals and objectives. These are great challenges.

The Country Status Report (CSR) document continues to be the main analytic tool for the ministry. However, increasing analytic work from the MoEST's Department of Planning is now providing further insights into the system. Two recent studies in particular – on Access and Efficiency and on Teacher Demand and Supply – have greatly helped in injecting more realism into the planning process.

The NESP was planned at a time when a number of critical elements were not fully developed at MoEST. Education data was not systematically collected, analysed and used for planning. This has now changed: ESIP II is based on a comprehensive EMIS, even if there is still much work to be done on analysis and use in evidence-based planning. However, it is now possible to determine Base Line data and set this against targets for the planning period. An M&E system is also in place to monitor progress on indicators of access, equity and quality.

A major development in recent years is the use of Cohort Progression Analysis (CPA) which enables the ministry to have more exact data on student numbers and projections over the plan period. The CPA also enables the ministry to model the impact of, for example, reducing teacher/pupil ratios. Linked to a realistic costings analysis, it is now possible not only to get much more accurate plans but also to make adjustments in the event of internal and external shocks. By linking demographic-based enrolment figures with efficiency data (promotion, progression and transition, repetition and dropout), this model is particularly useful to project the number of pupils that progress through the school system and, in turn, predict the amount of resources required within the education system.

While the NESP is necessarily more a vision document, defining the overall goals and objectives for the total sector, the ESIPs are intended to be operational, focused on the 'how' of implementation. ESIP II is the basis upon which annual work plans and budgets are developed, which in turn are monitored and evaluated as part of the formative evaluation of the plan.

Early drafts of ESIPs tended to be over ambitious (in some cases, wish lists), beyond the human and financial capacity of the system. ESIP II is possibly the first plan which is costed realistically and for which realistic funding scenarios have been developed, which in turn can be adjusted depending on available financial resources. The financial crisis of 2011/12 greatly affected the implementation of ESIP I, and while the current (2012/14) crisis will impact on ESIP II, the ministry is in a better position to make the necessary adjustments.

Prioritising is absolutely necessary when resources are limited. It is understandable that every director in a ministry – from early childhood to higher education – regards her/his programmes as a priority. ESIP II does address the priority issue: Primary and Secondary education will get increased budget allocations in order to increase access and improve equity and quality. Support to other sub-sectors will remain at ESIP I levels, though adjusted for inflation.

ESIP II has been developed through a thorough consultative process. An early draft was based on an evaluation of ESIP I and on a country wide consultative process. The draft was submitted then to national stakeholders, in particular the LEG (Local Education Group) – which consists of development partners, civil society and the private sector – and a number of key issues were raised. These were:

- Lack of prioritisation: this has now been addressed with clear priority given to primary and secondary education and within primary the main priority is the reduction in repetition rates and in secondary the priority is increasing access. In addition, all subsectors were asked to limit their priorities to three, thus avoiding the problem of ESIP I where most of the ambitious targets were not met.
- Over-ambitious plan and consequently an unrealistic budget. The CPA approach linked to the costings/budget exercise and based on ministry of finance ceilings and on development partner commitments.
- Lack of coherence between analysis and programmes. This has now been addressed through a ministry-wide exercise in revisiting the situation analysis of all sub-sectors, deriving a maximum of 3 policy reform issues and designing outline programmes for each of the priority policies.
- Missing Base line data and consequently unable to set appropriate and measurable indicators. Base line data (2012/13) is now available and each programme will have the ESIP II targets for 2017/18, based on 2012/13 date, with consequent annual targets (linked to budget allocations)

- Lack of adequate attention to quality teaching and learning. ESIP II is based on the realisation that funding is a necessary condition for output success but not a sufficient condition. International research shows that issues such as accountability and teaching/learning process are just as important, if not more so. By strengthening decentralisation down to the school level, building on the school grant system (reformed to be more equitable), including moving to school based purchase of textbooks, and empowering the school through service contracts – all of these should help to reverse the trend of downward performance. Employing more trained teachers, introducing remedial teaching programmes, and – at secondary level – curriculum reform, expansion of early reading and mathematics programmes. The sub-theme of ESIP II is ‘Empowering the School’ and it is hoped that

Following these comments the MoEST carried out another planning exercise with all the sub-sectors and service departments, through the SWAp Technical Working Groups (TWGs). The main task was to focus on priority policies and programmes based on a situation analysis of the current situation. In this they were helped by a very detailed Education Sector Performance Report (ESSP) 2012/13, (annual progress reports are a feature of the SWAp).

The preparation of ESIP II has also benefitted from the Annual Sector Reviews (held each year of ESIP I) which have helped in deepening the dialogue on education among all the sector stakeholders.

Annual Education Sector Progress Reports (ESPRs) have been improving in quality over the past few years and now provide a very clear picture of how the sector is progressing.

The Ministry is confident that ESIP II is a major advance on previous planning operations and will, when completed in 2017/18, provide the basis for the development of the next NESP (2018/19 – 2008/09)

Annex 6: Unit Costs

Unit Costing Model for ESIP II – High-Funding Scenario					
Key Policy Elements/Cost Drivers	Estimated Cost				
	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION					
1. BASIC Personal Emoluments (PE) Expenditure	35,292,627,929	42,477,564,401	48,794,158,469	56,453,751,221	65,861,259,640
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Employment of primary teachers	32,009,809,107	37,817,745,483	43,381,326,088	50,236,946,448	58,659,249,558
Salaries for Teacher Training	343,204,631	347,822,419	353,039,755	358,335,351	363,710,381
Rural teaching allowance	2,937,608,069	4,309,905,000	4,943,959,293	5,725,261,089	6,685,110,118
Teacher redeployment across districts	2,006,123	2,091,500	115,833,333	133,208,333	153,189,583
2. BASIC Other Recurrent Transactions (ORT) Expenditure	15,664,796,140	11,149,636,075	11,676,036,259	12,262,740,212	12,906,294,164
PROVIDE EARLY CHILDHOOD DEVELOPMENT					
Early Childhood Development	51,404,703	51,404,703	51,404,703	53,974,938	56,673,685
PROVIDE COMPLEMENTARY BASIC EDUCATION					
Complementary Basic Education	1,392,044,000	1,392,044,000	1,392,044,000	1,392,044,000	1,392,044,000
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Training of primary teachers	5,411,731,623	3,247,038,974	3,247,038,974	3,247,038,974	3,247,038,974
Training of special needs primary teachers	120,000,000	126,000,000	132,300,000	138,915,000	145,860,750
In-service training of teachers	68,709,749	80,834,999	88,918,499	97,810,349	107,591,384
REDUCE PUPIL-CLASSROOM RATIO					
Reduce class size with double shifting allowance	247,050,000	175,000,000	201,250,000	231,437,500	266,153,125
PROVIDE TEACHING AND LEARNING MATERIALS					
Teacher and Learning Materials	2,010,018,933	2,211,020,826	2,432,122,909	2,675,335,200	2,942,868,720
PSIP, 50% for quality & relevance (e.g. textbooks)	1,695,975,000	2,132,423,153	2,345,665,468	2,580,232,015	2,838,255,217
ENSURE INCLUSION OF ALL LEARNERS					
PSIP, 40% for access & equity (gender, OVC, school-feeding)	1,356,780,000	1,705,938,522	1,876,532,375	2,064,185,613	2,270,604,174
Provide remedial education to weakest students	0	0	4,000,000	8,000,000	16,000,000
Support to mainstreaming special needs in primary school	23,522,288	30,156,780	33,172,458	36,489,704	40,138,674
Provide special needs equipment for pupils	213,477,018	217,519,549	228,395,526	239,815,302	251,806,067
Districts to provide school meals to selected schools	0	150,000,000	172,500,000	198,375,000	228,131,250
MANAGEMENT OF BASIC EDUCATION					
PSIP, 10% for governance & management, District/Zonal PSIP funds	1,457,908,600	1,665,814,461	1,749,105,184	1,836,560,443	1,928,388,465
Supervision and Inspection	333,859,003	350,551,953	368,079,551	386,483,528	405,807,705
Management at central and district level	1,231,960,795	1,260,395,122	1,386,434,634	1,525,078,098	1,677,585,907
3. BASIC Development Expenditure	466,666,667	8,388,266,667	8,388,266,667	8,388,266,667	7,921,600,000
REDUCE PUPIL-TEACHER RATIO					
Construction of 2 New Teacher Training Colleges	216,666,667	216,666,667	216,666,667	216,666,667	-
REDUCE PUPIL-CLASSROOM RATIO					
Construction of classrooms (LDF)	-	4,800,000,000	4,800,000,000	4,800,000,000	4,800,000,000
Construction of teacher housing(LDF)	-	2,800,000,000	2,800,000,000	2,800,000,000	2,800,000,000
ENSURE INCLUSION OF ALL LEARNERS					
Provide sanitation facilities (latrines/urinals)LDF	-	321,600,000	321,600,000	321,600,000	321,600,000
construction of a Special needs Institute	250,000,000	250,000,000	250,000,000	250,000,000	-

SECONDARY EDUCATION					
1. SECONDARY Personal Emoluments (PE) Expenditure	7,755,398,942	11,835,348,070	13,465,222,855	15,327,052,329	17,454,417,389
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher salaries	7,324,519,601	9,237,026,217	10,622,580,150	12,215,967,173	14,048,362,249
Secondary salaries - temporary staff	169,490	174,000	182,700	191,835	201,427
Salaries for secondary teacher training	142,570,382	193,782,909	197,658,567	201,611,739	205,643,973
Secondary teacher rural allowances	288,139,468	2,404,364,944	2,644,801,438	2,909,281,582	3,200,209,740
2. SECONDARY Other Recurrent Transactions (ORT) Expenditure	3,085,213,727	5,555,301,687	7,487,067,815	8,452,233,171	9,910,869,514
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher double shift allowances	0	3,772,800	30,182,400	90,547,200	226,368,000
Training of secondary school teachers including Specialist teachers	240,479,078	308,306,510	354,552,487	407,735,359	468,895,663
Continuous professional development (CPD) and training	67,209,816	80,835,000	92,960,250	106,904,288	122,939,931
PROVIDE TEACHING AND LEARNING MATERIALS					
Teaching and Learning Materials	1,790,742,702	2,153,773,000	2,377,419,250	2,659,950,055	3,066,542,421
Science kits, starter packs	-	425,000,000	425,000,000	425,000,000	425,000,000
ENSURE INCLUSION OF ALL LEARNERS					
Support to mainstreaming special needs in secondary school	0	890,000	979,000	1,076,900	1,184,590
General Bursaries and Cash Transfers	430,619,589	517,917,422	543,813,293	571,003,958	599,554,156
Bursaries for Kamuzu Academy	166,288,899	200,000,000	210,000,000	220,500,000	231,525,000
MANAGEMENT OF SECONDARY EDUCATION					
Total ORT for CDSS Cost Centres	481,502,993	617,311,530	925,967,274	1,157,459,136	1,446,823,920
Total ORT for CDSS Non-Cost Centres	177,746,400	227,880,000	1,684,302,542	2,105,378,256	2,631,722,820
Total ORT for Gov't Boarding	797,572,378	1,022,528,690	1,124,781,552	1,181,020,608	1,240,071,648
Total ORT for Gov't Day	481,396,124	617,174,518	648,033,256	680,434,931	714,456,705
Total ORT for Grant aided (religious)	79,497,595	101,919,994	107,016,007	112,366,835	117,985,157
Open Schools	190,387,789	244,086,909	490,433,888	844,698,920	1,345,444,350
Supervision and Inspection of schools	103,330,580	132,475,102	145,722,612	160,294,873	176,324,360
Management at central and division level	286,543,063	367,362,901	404,099,192	444,509,111	488,960,022
3. SECONDARY School Development Expenditure	1,281,400,000	1,281,400,000	3,781,400,000	3,781,400,000	3,781,400,000
REDUCE PUPIL-CLASSROOM RATIO					
Construction of new Secondary Schools	400,000,000	400,000,000	400,000,000	400,000,000	400,000,000
Rehabilitation/upgrading of CDSSs through LDF	-	-	2,500,000,000	2,500,000,000	2,500,000,000
Construction of girls' and Boys hostels	48,000,000	48,000,000	48,000,000	48,000,000	48,000,000
construction of TTCs for secondary school teachers	800,000,000	800,000,000	800,000,000	800,000,000	800,000,000
ENSURE INCLUSION OF ALL LEARNERS					
construction of sanitary facilities (latrines/urinals)	28,800,000	28,800,000	28,800,000	28,800,000	28,800,000
Construction and establishment of special needs Resource Centres	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000
Rehabilitation of existing Resource Centres for special learners	600,000	600,000	600,000	600,000	600,000
HIGHER EDUCATION					
Department for Higher Education	25,000,000	37,975,204	38,924,584	39,897,699	40,895,141
Subvented Expenditure	25,008,129,121	25,770,394,859	27,026,528,321	28,377,854,737	29,796,747,474
Development Expenditure	5,140,485,196	5,085,110,891	5,185,110,891	5,290,110,891	5,400,610,891

MANAGEMENT, ADMINISTRATION & SUPPORT SERVICES					
1. ADMINISTRATION/SUPPORT SERVICES Salaries	1,209,881,197	1,730,399,029	1,816,918,980	1,907,764,929	2,003,153,176
Administrative Salaries for Headquarters	419,024,305	457,964,699	480,862,934	504,906,081	530,151,385
Administrative Salaries for Teacher Training Colleges	126,584,176	133,950,877	140,648,421	147,680,842	155,064,884
Administrative Salaries for Divisions	80,153,740	154,923,154	162,669,312	170,802,777	179,342,916
Administrative Salaries for Secondary Schools	454,460,757	463,042,467	486,194,590	510,504,320	536,029,536
Administrative Salaries for Districts (VOTE 121)	446,833,197	520,517,832	546,543,724	573,870,910	602,564,455
2. ADMINISTRATION/SUPPORT SERVICES Recurrent Expenditure	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
Recurrent Cost of Management, Admin and Support	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
3. ADMINISTRATION/SUPPORT SERVICES Development Expenditure	-	175,000,000	62,500,000	62,500,000	-
EMIS District IT Infrastructure Project	-	175,000,000	62,500,000	62,500,000	-

Unit Costing Model for ESIP II – Medium-Funding Scenario					
Key Policy Elements/Cost Drivers	Estimated Cost				
	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION					
1. BASIC Personal Emoluments (PE) Expenditure	35,292,627,929	42,477,564,401	48,794,158,469	56,453,751,221	65,861,259,640
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Employment of primary teachers	32,009,809,107	37,817,745,483	43,381,326,088	50,236,946,448	58,659,249,558
Salaries for Teacher Training	343,204,631	347,822,419	353,039,755	358,335,351	363,710,381
Rural teaching allowance	2,937,608,069	4,309,905,000	4,943,959,293	5,725,261,089	6,685,110,118
Teacher redeployment across districts	2,006,123	2,091,500	115,833,333	133,208,333	153,189,583
2. BASIC Other Recurrent Transactions (ORT) Expenditure	15,664,796,140	11,149,636,075	11,676,036,259	12,262,740,212	12,906,294,164
PROVIDE EARLY CHILDHOOD DEVELOPMENT					
Early Childhood Development	51,404,703	46,264,232	46,264,232	48,577,444	51,006,316
PROVIDE COMPLEMENTARY BASIC EDUCATION					
Complementary Basic Education	1,392,044,000	904,828,600	904,828,600	915,268,930	926,231,277
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Training of primary teachers	5,411,731,623	2,435,279,230	2,435,279,230	2,435,279,230	2,435,279,230
Training of special needs primary teachers	120,000,000	111,000,000	116,550,000	122,377,500	128,496,375
In-service training of teachers	119,064,177	74,772,374	78,814,124	83,260,049	88,150,567
REDUCE PUPIL-CLASSROOM RATIO					
Reduce class size with double shifting allowance	247,050,000	113,750,000	130,812,500	150,434,375	172,999,531
PROVIDE TEACHING AND LEARNING MATERIALS					
Teacher and Learning Materials	2,010,018,933	1,608,015,146	1,743,691,424	1,891,679,068	2,053,146,402
PSIP, 50% for quality & relevance (e.g. textbooks)	1,695,975,000	1,575,004,077	1,681,625,234	1,798,908,508	1,927,920,109
ENSURE INCLUSION OF ALL LEARNERS					
PSIP, 40% for access & equity (gender, OVC, school-feeding)	1,356,780,000	1,260,003,261	1,345,300,188	1,439,126,807	1,542,336,087
Provide remedial education to weakest students	0	-	4,000,000	8,000,000	16,000,000
Support to mainstreaming special needs in primary school	23,522,288	24,487,305	26,936,036	29,629,639	32,592,603
Provide special needs equipment for pupils	213,477,018	194,150,582	203,858,111	214,051,016	224,753,567
Districts to provide school meals to selected schools	0	100,000,000	111,250,000	124,187,500	139,065,625

MANAGEMENT OF BASIC EDUCATION					
PSIP, 10% for governance & management, District/Zonal PSIP funds	1,457,908,600	1,270,279,810	1,311,925,172	1,355,652,802	1,401,566,813
Supervision and Inspection	333,859,003	308,819,578	324,260,557	340,473,584	357,497,264
Management at central and district level	1,231,960,795	1,122,981,879	1,210,640,851	1,305,833,759	1,409,252,400
3. BASIC Development Expenditure	466,666,667	5,014,633,333	5,014,633,333	5,014,633,333	4,781,300,000
REDUCE PUPIL-TEACHER RATIO					
Construction of 3 New Teacher Training Colleges	216,666,667	108,333,333	108,333,333	108,333,333	-
REDUCE PUPIL-CLASSROOM RATIO					
Construction of classrooms (LDF)	356.25	2,850,000,000	2,850,000,000	2,850,000,000	2,850,000,000
Construction of teacher housing(LDF)	237.50	1,662,500,000	1,662,500,000	1,662,500,000	1,662,500,000
ENSURE INCLUSION OF ALL LEARNERS					
Provide sanitation facilities (latrines/urinals)LDF	216,666,667	268,800,000	268,800,000	268,800,000	268,800,000
construction of a Special needs Institute	216,666,667	125,000,000	125,000,000	125,000,000	-
SECONDARY EDUCATION					
1. SECONDARY Personal Emoluments (PE) Expenditure					
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher salaries	7,324,519,601	9,237,026,217	10,622,580,150	12,215,967,173	14,048,362,249
Secondary salaries - temporary staff	169,490	174,000	182,700	191,835	201,427
Salaries for secondary teacher training	142,570,382	193,782,909	197,658,567	201,611,739	205,643,973
Secondary teacher rural allowances	288,139,468	2,404,364,944	2,644,801,438	2,909,281,582	3,200,209,740
2. SECONDARY Other Recurrent Transactions (ORT) Expenditure	3,085,213,727	5,555,301,687	7,487,067,815	8,452,233,171	9,910,869,514
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher double shift allowances	0	3,772,800	30,182,400	90,547,200	226,368,000
Training of secondary school teachers including Specialist teachers	240,479,078	274,392,794	297,515,782	324,107,219	354,687,371
Continuous professional development (CPD) and training	67,209,816	67,301,426	74,708,248	83,091,673	92,591,471
PROVIDE TEACHING AND LEARNING MATERIALS					
Teaching and Learning Materials	1,790,742,702	1,524,572,176	1,645,349,014	1,795,747,204	2,008,358,831
Science kits, starter packs	-	212,500,000	212,500,000	212,500,000	212,500,000
ENSURE INCLUSION OF ALL LEARNERS					
Support to mainstreaming special needs in secondary school	0	801,000	863,300	949,630	1,044,593
General Bursaries and Cash Transfers	430,619,589	485,033,995	509,285,695	534,749,980	561,487,479
Bursaries for Kamuzu Academy	166,288,899	166,515,560	174,841,338	183,583,404	192,762,575
MANAGEMENT OF SECONDARY EDUCATION					
Total ORT for CDSS Cost Centres	481,502,993	555,580,377	787,072,183	925,967,309	1,157,459,136
Total ORT for CDSS Non-Cost Centres	177,746,400	205,092,000	1,431,657,161	1,684,302,605	2,105,378,256
Total ORT for Gov't Boarding	797,572,378	830,293,296	897,371,175	944,816,486	992,057,318
Total ORT for Gov't Day	481,396,124	501,145,709	526,203,000	544,347,945	571,565,364
Total ORT for Grant aided (religious)	79,497,595	82,759,035	86,896,993	89,893,468	94,388,126
Open Schools	190,387,789	226,756,738	360,401,556	549,052,534	812,095,556
Supervision and Inspection of schools	103,330,580	120,486,106	129,822,288	139,956,468	150,961,663
Management at central and division level	286,543,063	298,298,676	322,397,683	348,620,046	377,163,776
3. SECONDARY School Development Expenditure	1,281,400,000	664,700,000	2,414,700,000	2,414,700,000	2,414,700,000

REDUCE PUPIL-CLASSROOM RATIO					
Construction of new Secondary Schools	400,000,000	200,000,000	200,000,000	200,000,000	200,000,000
Rehabilitation/upgrading of CDSSs through LDF	-	-	1,750,000,000	1,750,000,000	1,750,000,000
Construction of girls' and Boys hostels	48,000,000	33,600,000	33,600,000	33,600,000	33,600,000
construction of TTCs for secondary school teachers	800,000,000	400,000,000	400,000,000	400,000,000	400,000,000
ENSURE INCLUSION OF ALL LEARNERS					
construction of sanitary facilities (latrines/urinals)	28,800,000	28,800,000	28,800,000	28,800,000	28,800,000
Construction and establishment of special needs Resource Centres	4,000,000	2,000,000	2,000,000	2,000,000	2,000,000
Rehabilitation of existing Resource Centres for special learners	600,000	300,000	300,000	300,000	300,000
HIGHER EDUCATION					
Department for Higher Education	25,000,000	37,975,204	38,924,584	39,897,699	40,895,141
Subvented Expenditure	25,008,129,121	25,770,394,859	27,026,528,321	28,377,854,737	29,796,747,474
Development Expenditure	5,140,485,196	2,792,555,446	2,867,555,446	2,947,555,446	3,033,055,446
MANAGEMENT, ADMINISTRATION & SUPPORT SERVICES					
1. ADMINISTRATION/SUPPORT SERVICES Salaries	1,209,881,197	1,730,399,029	1,816,918,980	1,907,764,929	2,003,153,176
Administrative Salaries for Headquarters	419,024,305	457,964,699	480,862,934	504,906,081	530,151,385
Administrative Salaries for Teacher Training Colleges	126,584,176	133,950,877	140,648,421	147,680,842	155,064,884
Administrative Salaries for Divisions	80,153,740	154,923,154	162,669,312	170,802,777	179,342,916
Administrative Salaries for Secondary Schools	454,460,757	463,042,467	486,194,590	510,504,320	536,029,536
Administrative Salaries for Districts (VOTE 121)	446,833,197	520,517,832	546,543,724	573,870,910	602,564,455
2. ADMINISTRATION/SUPPORT SERVICES Recurrent Expenditure	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
Recurrent Cost of Management, Admin and Support	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
3. ADMINISTRATION/SUPPORT SERVICES Development Expenditure	-	175,000,000	62,500,000	62,500,000	-
EMIS District IT Infrastructure Project	-	175,000,000	62,500,000	62,500,000	-

Unit Costing Model for ESIP II – Low Funding Scenario

Key Policy Elements/Cost Drivers	Estimated Cost				
	2013/14	2014/15	2015/16	2016/17	2017/18
BASIC EDUCATION					
1. BASIC Personal Emoluments (PE) Expenditure	35,292,627,929	42,477,564,401	48,794,158,469	56,453,751,221	65,861,259,640
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Employment of primary teachers	32,009,809,107	37,817,745,483	43,381,326,088	50,236,946,448	58,659,249,558
Salaries for Teacher Training	343,204,631	347,822,419	353,039,755	358,335,351	363,710,381
Rural teaching allowance	2,937,608,069	4,309,905,000	4,943,959,293	5,725,261,089	6,685,110,118
Teacher redeployment across districts	2,006,123	2,091,500	115,833,333	133,208,333	153,189,583
2. BASIC Other Recurrent Transactions (ORT) Expenditure	15,664,796,140	11,149,636,075	11,676,036,259	12,262,740,212	12,906,294,164
PROVIDE EARLY CHILDHOOD DEVELOPMENT					
Early Childhood Development	51,404,703	41,123,762	41,123,762	43,179,950	45,338,948
PROVIDE COMPLEMENTARY BASIC EDUCATION					
Complementary Basic Education	1,392,044,000	417,613,200	417,613,200	438,493,860	460,418,553
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Training of primary teachers	5,411,731,623	1,623,519,487	1,623,519,487	1,623,519,487	1,623,519,487
Training of special needs primary teachers	120,000,000	96,000,000	100,800,000	105,840,000	111,132,000
In-service training of teachers	68,709,749	68,709,749	68,709,749	68,709,749	68,709,749
REDUCE PUPIL-CLASSROOM RATIO					
Reduce class size with double shifting allowance	247,050,000	52,500,000	60,375,000	69,431,250	79,845,938
PROVIDE TEACHING AND LEARNING MATERIALS					
Teacher and Learning Materials	2,010,018,933	1,005,009,467	1,055,259,940	1,108,022,937	1,163,424,084
PSIP, 50% for quality & relevance (e.g. textbooks)	1,695,975,000	1,017,585,000	1,017,585,000	1,017,585,000	1,017,585,000
ENSURE INCLUSION OF ALL LEARNERS					
PSIP, 40% for access & equity (gender, OVC, school-feeding)	1,356,780,000	814,068,000	814,068,000	814,068,000	814,068,000
Provide remedial education to weakest students	0	0	4,000,000	8,000,000	16,000,000
Support to mainstreaming special needs in primary school	23,522,288	18,817,830	20,699,613	22,769,575	25,046,532
Provide special needs equipment for pupils	213,477,018	170,781,614	179,320,695	188,286,730	197,701,066
Districts to provide school meals to selected schools	0	50,000,000	50,000,000	50,000,000	50,000,000
MANAGEMENT OF BASIC EDUCATION					
PSIP, 10% for governance & management, District/Zonal PSIP funds	1,457,908,600	874,745,160	874,745,160	874,745,160	874,745,160
Supervision and Inspection	333,859,003	267,087,202	280,441,563	294,463,641	309,186,823
Management at central and district level	1,231,960,795	985,568,636	1,034,847,068	1,086,589,421	1,140,918,892
3. BASIC Development Expenditure	466,666,667	1,641,000,000	1,641,000,000	1,641,000,000	1,641,000,000
REDUCE PUPIL-TEACHER RATIO					
Construction of 3 New Teacher Training Colleges	216,666,667	-	-	-	-
REDUCE PUPIL-CLASSROOM RATIO					
Construction of classrooms (LDF)	-	900,000,000	900,000,000	900,000,000	900,000,000
Construction of teacher housing(LDF)	-	525,000,000	525,000,000	525,000,000	525,000,000

ENSURE INCLUSION OF ALL LEARNERS					
Provide sanitation facilities (latrines/urinals)LDF	-	216,000,000	216,000,000	216,000,000	216,000,000
construction of a Special needs Institute	250,000,000	-	-	-	-
SECONDARY EDUCATION					
1. SECONDARY Personal Emoluments (PE) Expenditure					
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher salaries	7,324,519,601	9,237,026,217	10,622,580,150	12,215,967,173	14,048,362,249
Secondary salaries - temporary staff	169,490	174,000	182,700	191,835	201,427
Salaries for secondary teacher training	142,570,382	193,782,909	197,658,567	201,611,739	205,643,973
Secondary teacher rural allowances	288,139,468	2,404,364,944	2,644,801,438	2,909,281,582	3,200,209,740
2. SECONDARY Other Recurrent Transactions (ORT) Expenditure	5,294,029,006	4,089,368,998	5,408,872,628	5,735,585,911	6,517,940,285
REDUCE PUPIL-QUALIFIED TEACHER RATIO					
Secondary teacher double shift allowances	0	3,772,800	30,182,400	90,547,200	226,368,000
Training of secondary school teachers including Specialist teachers	240,479,078	240,479,078	240,479,078	240,479,078	240,479,078
Continuous professional development (CPD) and training	67,209,816	53,767,853	56,456,245	59,279,058	62,243,011
PROVIDE TEACHING AND LEARNING MATERIALS					
Teaching and Learning Materials	1,790,742,702	895,371,351	913,278,778	931,544,354	950,175,241
Science kits, starter packs	-	-	-	-	-
ENSURE INCLUSION OF ALL LEARNERS					
Support to mainstreaming special needs in secondary school	712,000.0	712,000	747,600	822,360	904,596
General Bursaries and Cash Transfers	430,619,589	452,150,568	474,758,097	498,496,002	523,420,802
Bursaries for Kamuzu Academy	166,288,899	133,031,119	139,682,675	146,666,809	154,000,149
MANAGEMENT OF SECONDARY EDUCATION					
Total ORT for CDSS Cost Centres	481,502,993	493,849,224	648,177,092	694,475,482	868,094,352
Total ORT for CDSS Non-Cost Centres	177,746,400	182,304,000	1,179,011,779	1,263,226,954	1,579,033,692
Total ORT for Gov't Boarding	797,572,378	638,057,902	669,960,798	708,612,365	744,042,989
Total ORT for Gov't Day	481,396,124	385,116,899	404,372,744	408,260,959	428,674,023
Total ORT for Grant aided (religious)	79,497,595	63,598,076	66,777,980	67,420,101	70,791,094
Open Schools	190,387,789	209,426,568	230,369,225	253,406,147	278,746,762
Supervision and Inspection of schools	103,330,580	108,497,109	113,921,964	119,618,063	125,598,966
Management at central and division level	286,543,063	229,234,451	240,696,173	252,730,982	265,367,531
3. SECONDARY School Development Expenditure	52,600,000	48,000,000	1,048,000,000	1,048,000,000	1,048,000,000
REDUCE PUPIL-CLASSROOM RATIO					
Construction of new Secondary Schools	-	-	-	-	-
Rehabilitation/upgrading of CDSSs through LDF	-	-	1,000,000,000	1,000,000,000	1,000,000,000
Construction of girls' and Boys hostels	19,200,000	19,200,000	19,200,000	19,200,000	19,200,000
construction of TTCs for secondary school teachers	-	-	-	-	-

ENSURE INCLUSION OF ALL LEARNERS					
construction of sanitary facilities (latrines/urinals)	28,800,000	28,800,000	28,800,000	28,800,000	28,800,000
Construction and establishment of special needs Resource Centres	4,000,000	-	-	-	-
Rehabilitation of existing Resource Centres for special learners	600,000	-	-	-	-
HIGHER EDUCATION					
Department for Higher Education	25,000,000	37,975,204	38,924,584	39,897,699	40,895,141
Subvented Expenditure	25,008,129,121	25,770,394,859	27,026,528,321	28,377,854,737	29,796,747,474
Development Expenditure	5,140,485,196	500,000,000	550,000,000	605,000,000	665,500,000
MANAGEMENT, ADMINISTRATION & SUPPORT SERVICES					
1. ADMINISTRATION/SUPPORT SERVICES Salaries	1,209,881,197	1,730,399,029	1,816,918,980	1,907,764,929	2,003,153,176
Administrative Salaries for Headquarters	419,024,305	457,964,699	480,862,934	504,906,081	530,151,385
Administrative Salaries for Teacher Training Colleges	126,584,176	133,950,877	140,648,421	147,680,842	155,064,884
Administrative Salaries for Divisions	80,153,740	154,923,154	162,669,312	170,802,777	179,342,916
Administrative Salaries for Secondary Schools	454,460,757	463,042,467	486,194,590	510,504,320	536,029,536
Administrative Salaries for Districts (VOTE 121)	446,833,197	520,517,832	546,543,724	573,870,910	602,564,455
2. ADMINISTRATION/SUPPORT SERVICES Recurrent Expenditure	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
Recurrent Cost of Management, Admin and Support	1,437,109,867	1,508,965,360	1,584,413,628	1,663,634,309	1,746,816,024
3. ADMINISTRATION/SUPPORT SERVICES Development Expenditure	-	175,000,000	62,500,000	62,500,000	-
EMIS District IT Infrastructure Project	-	175,000,000	62,500,000	62,500,000	-

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