



**NATIONAL EDUCATION SECTOR
INVESTMENT PLAN
2020 – 2030**

MINISTRY OF EDUCATION

August 2020.

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LIST OF ACRONYMS

AfDB	African Development Bank
CBCC	Community-based Childcare Centre
CDSS	Community Day Secondary School
CEED	Central East Education Division
CERT	Centre for Educational Research and Training, University of Malawi
CIDA	Canadian International Development Agency
CPD	Continuous Professional Development
CSR	Country Status Report
CSS	Conventional Secondary School
CWED	Central West Education Division
DANIDA	Danish International Development Agency
DAS	Development Assistance Strategy
DCE	Domasi College of Education
DEM	District Education Manager
DEMIS	District Education Management Information System
DEO	District Education Office
DfID	Department for International Development
DIAS	Directorate of Inspectorate and Advisory Services
DP	Development Partner
DPG	Development Partners Group
DSS	Direct Support to Schools
DTED	Directorate of Teacher Education & Development
ECD	Early Childhood Development
EDO	Education Division Office
EDSA	Education Decentralization Support Activity
EFA	Education for All
EIMU	Education Infrastructure Management Unit
EMIS	Education Management Information System
EPDC	Education Policy and Data Centre
EQUALS	Equity with Quality and Learning at Secondary School
EQUIP	Education Quality Implementation Program
ESIP	Education Sector Implementation Plan
EU	European Union
FBE	Free Basic Education
FTI	Fast Track Initiative
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GNI	Gross National Income
GoM	Government of Malawi
HEI	Higher Education Institutions
HEMIS	Higher Education Management Information System
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IDA	International Development Association
IECD	Integrated Early Childhood Development
INSET	In-Service Training
IPTE	Initial Primary Teacher Education
IQEM	Improvement of Quality Education in Malawi
ISEM	Improving Secondary Education in Malawi
JCE	Junior Certificate of Education
JFA	Joint Financing Arrangement
JICA	Japan International Cooperation Agency
JSR	Joint Sector Review
LFPS	Low-Fee Private Schools
M&E	Monitoring and Evaluation
MANEB	Malawi National Examinations Board
MASTEP	Malawi Special Teacher Education Programme
MDGs	Millennium Development Goals

MDPC	Ministry of Development Planning and Cooperation
MERIT	Malawi Early Grade Reading Improvement Activity
MIE	Malawi Institute of Education
MIITEP	Malawi Integrated In-Service Teacher Education Programme
MK	Malawi Kwacha
MoGCDSW	Ministry of Gender, Community Development, and Social Welfare
MoLG	Ministry of Local Government
MLMS	Mobile Learning Management System
MoE	Ministry of Education
NORAD	Norwegian Agency for Development Assistance
MoU	Memorandum of Understanding
MPRSP	Malawi Poverty Reduction Strategy Paper
MSCE	Malawi School Certificate of Education
MTEF	Medium-Term Expenditure Framework
NCHE	National Council for Higher Education
NED	Northern Education Division
NEP	National Education Policy
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
NRP	National Reading Programme
ODL	Open and Distance Learning
ODEL	Open and Distance e-Learning
OSS	Open Secondary School
OYS	Out of School Youth
PCAR	Primary Curriculum Assessment Reform
PEA	Primary Education Advisor
PIF	Policy and Investment Framework
PPPC	Public Private Partnership Commission
PRESET	Pre-Service Training
PSLCE	Primary School Leaving Certificate of Education
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Education Quality
SADC	Southern African Development Community
SDG	Sustainable Development Goal
SEED	South East Education Division
SEMA	Senior Education Method Advisor
SEST	Secretary for Education, Science, and Technology
SHED	Shire Highlands Education Division
SHNHA	School Health, Nutrition and HIV and AIDS
SIP	School Improvement Plan
SMC	School Management Committee
SNE	Special Needs Education
SWAp	Sector Wide Approach
SWED	South West Education Division
SWG	Sector Working Group
TCM	Teachers Council of Malawi
TDC	Teacher Development Centre
TEVET	Technical, Entrepreneurial and Vocation Education and Training
TSC	Teaching Service Commission
TTC	Teacher Training College
TTI	Teacher Training Institution
TWG	Technical Working Group
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank

FOREWORD

The Government of Malawi recognizes the role the education sector plays in socio-economic development of the nation. At national level, the education and skills development is among the five key priority areas in the third Malawi Growth and Development Strategy (MGDS III). An education and skilled population will positively contribute to improvements in other social sectors and overall economic growth. The impact of prioritised investment in the education sector can therefore not be over-emphasised. The Government with its partners has therefore developed this National Education Sector Investment Plan (NESIP) to be implemented for a period of ten years from 2020 to 2030.

The National Education Sector Investment Plan is an overarching long term, strategic document that has been developed to guide planning and implementation of all education development programmes, projects and activities in the next ten years. The development of this document was guided by the concepts of not leaving any one behind and lifelong learning. The plan has put emphasis on all levels of education sector, that is, Early Childhood Education (ECD), Primary Education, Out of School Youth, Adult Literacy, Secondary Education, Higher Education, Technical and Vocational Training and Teacher Education. Issues of girls' education and learners with special education needs have also been given prominence in the plan. The plan will be used as a vehicle for achieving all the education sector goals at national level and the Government of Malawi education sector commitments at regional and global levels.

The success of the NESIP 2020-2030 lies in achieving its objectives and this is dependent on how well it will be implemented. Therefore, having a good plan is as good as not having it if the plan is not implemented. The Government of Malawi will play the leading role in resource mobilisation and implementation of the plan. I am hopeful that the Government with all stakeholders in the education sector will move in one direction to achieve all the intended goals in the plan and together own the success and lessons during the ten-year period of implementing the NESIP. It is important to note that the previous plan, the National Education Sector Plan (NESP) 2008-2017, was faced with implementation challenges which resulted in missing some of the targets. Implementation of the NESIP 2020-2030 will therefore be closely monitored at all levels facilitating evidence based decision making on quick win activities and modifications of planned strategies of achieving the intended results.

The plan will require resources for implementation. The Government is committed to raising needed resources for implementation. I therefore urge all stakeholders at all levels of education in Malawi to re-align their plans with the NESIP and provide both financial and technical support during its implementation. I have no doubt that if the NESIP is well resourced and implemented, the education system in Malawi will be taking another level.

Hon. Agnes NyaLonje.
Minister of Education

PREFACE

The National Education Sector Investment Plan, 2020-2030, is the fifth formal plan in the history of education planning in Malawi. It is a successor of the first comprehensive education plan, the National Education Sector Plan (NESP) 2008-2017. The process of developing the NESIP was consultative focusing on what was achieved during the implementation of the previous plan, its challenges and what needs to be addressed in the next ten years. It was developed cognizant of various challenges that exist in the education sector at all levels within the three thematic areas of access and equity, relevance and quality, and governance and management.

While the Education Sector Assessment (ESA) Report indicated several challenges to be addressed for each subsector, the NESIP has prioritized the challenges to be addressed to improve the current situation in the education sector. Improvement of quality and relevance will be the key area of focus in all the subsectors while increasing access to desired levels of education, and enhancing systematic reforms under governance and management. Further, all the subsectors have highlighted the key areas to be the focus of actions to be implemented from 2020 to 2030 taking into account of existing and anticipated future socio-economic environment. Under Early Childhood Education, Secondary and Tertiary education, the main focus will be to increase access while under Primary education, the emphasis will be on improving the outcomes. This plan has deliberately treated girls and learners with special needs as a special category while ensuring that they are mainstreamed in all the subsectors.

Monitoring will be done at all levels to ensure that the plan is implemented accordingly and desired results are being achieved. Taking lessons from the implementation of the previous plan, monitoring is put as one of the core areas in this document necessary for comprehensive implementation and programmatic evidence based decision making and resource allocation.

The plan is cognizant of the various roles played by different stakeholders in the education sector including communities. Implementation of the plan will leave no one behind and I believe we will move together to make this plan a success for the benefit of the entire education sector.

Chikondano. C. Mussa
Secretary for Education

ACKNOWLEDGEMENT

The Ministry of Education (MoE) would like to express its gratitude to various stakeholders who participated in the process of developing this National Education Sector Investment Plan to be implemented from 2020 to 2030. The process started with conducting the education sector analysis which focused on reviewing the National Education Sector Plan 2008-2018 and coming up with key challenges affecting the delivery of education services in Malawi.

The MoE wishes to thank other government ministries and institutions which were very instrumental in developing this plan. These include: Ministry of Gender, Community Development and Social Welfare, Ministry of Labour, Ministry of Youth and Sports, Ministry of Finance, Ministry of Economic Planning and Development and Public Sector Reforms, all public universities and all local councils, among others.

The MoE would sincerely thank the Director of Policy and Planning, Dr. Rodwell S. Mzonde, for leading the development process. Further, the Ministry would like also to thank the following officers who were key in developing the NESIP document: Mr Edwin Kanyoma, Mrs Jean Chiona and Mr. James Namfuko (Deputy Directors of Policy and Planning); Mrs. Loyce Fatch and Mr. Joy Hara (Chief Economists); Mr. John Chizonga and Mr. George Jimu (Principal Economists); Mr. Lanken Nkhata, Mrs Mwayi Meki, Mr. James Changadeya and Mr. Evance Kazembe (Planning Officers); Mr. Luka Nyirongo (Education Planning, Monitoring and Evaluation Specialist); and Alice Ching'oma, (Education Advisor-DFID). The Directors and Officials from different Directorates in the Ministry should also be given a special recognition and thanks for their relentless and concerted efforts in developing this Plan.

Thanks should also be extended to all Development Partners, Civil Society Organisations (CSOs), Academia and Private Sector for their valuable support throughout the process of NESIP development. In a special way, MoE would like to thank UNICEF, European Union and DFID for providing financial support during the entire process of the development of the plan.

1 INTRODUCTION

1.1 BACKGROUND

In the Government of Malawi (GoM) development agenda, education has always been one of the national priorities since independence in 1964. Education has constantly been considered as one of the tools for socio-economic development of the nation. After independence, the Government through the American Council of Education conducted a survey to assess and determine the needs of formal education as the basis for improvements in the education sector and this was linked to economic progress from 1964 to 1972. The assessment led to development of the first formal plan (1973-1980) which provided guidance for education development on primary, secondary, teacher education and subsequently technical and vocational training.

The second education sector plan (1985 to 1995) incorporated all levels of formal education. The overall objective of this plan was to consolidate policies so that a proper balance of physical and human resources was maintained at all levels of the education system. From 1995 to 2005, the third formal plan under the Policy and Investment Framework (PIF) guided the education sector development and Medium Term Expenditure Framework (MTEF). Specifically, the PIF aimed at increasing access to educational opportunities for all Malawians at all levels of education and ensuring equitable education system.

The National Education Sector Plan (2008-2017) was the first comprehensive plan that was developed by the MoE. The plan covered all the education subsectors: Basic Education (ECD, Primary and Out of School Youth Education); Secondary Education; Teacher Education; Higher Education; and Technical and Vocational Training. The NESP was developed within three thematic areas of access and equity; quality and relevance; and governance and management. During the implementation of the NESP, notable achievements included overall increase in access to education across all levels of education; review of curricula linkage to Malawi's socio-economic development; and review of the legal and policy framework, specifically, development of the National Education Act and the National Education Policy, among others. Specific key achievements of the NESP 2008-2017 have been highlighted under progress section of this document.

Following the implementation of the NESP 2008-2017, a two year NESP Transition Plan was developed to act as a bridge between the NESP 2008-2017 and this NESIP 2020-2030. The Transitional Plan focused on execution of the uncompleted strategies in NESP.

The NESIP 2020-2030 is the fifth education plan for the education sector. The MoE in conjunction with its partners developed the NESIP 2020-2030 as a long term (10 year) plan to guide the development of the sector. The NESIP therefore concentrated on building blocks laid by NESP 2008-2017, while taking into account the prevailing challenges as highlighted in the Educations Sector Analysis (ESA) Report.

The NESIP sets out the Government of Malawi education sector goals, objectives and strategies; and how these will be realized. The goals and objectives focus on expansion of equitable access to education, improvement of quality and relevance of education and better governance and management.

1.2 PURPOSE OF THE NESIP 2020-2030

The National Education Sector Investment Plan is a long term strategic document for the education sector and it sets objectives and the results to be achieved, and guides the implementation of key activities to achieve national and international commitments from 2020 to 2030. Being the main planning tool, MoE and all education sector stakeholders will be expected to plan and implement programmes based on the priorities highlighted in this plan.

All resources in the education sector will be put towards the implementation of the priorities in this Plan and this will be used as a tool for further resource mobilisation. Resource gaps will be established through a robust monitoring and evaluation system.

The plan has considered all the subsectors and implementation structures of the entire education sector. This was done to ensure lifelong learning and linkages between the education levels from Early Childhood Education (ECE) to Tertiary Education. NESIP will therefore be used as a tool to bring all education stakeholders together and improve coordination across all levels of education.

Monitoring and Evaluation is key to assess the performance of the education sector. The plan will also be used as a guide in monitoring and evaluating achievements of the sector.

1.3 DEVELOPMENT PROCESS OF THE NESIP

The development process of the NESIP 2020-2030 has been built on the lessons learnt from the review of NESP (2008-2017) and results of the Education Sector Analysis. This focused on progress made, achievements, challenges and recommendations for future programing. The NESIP is also informed by emerging issues in the National Education Policy of 2016, the third Malawi Growth and Development Strategy (MGDS III), National Education Act No 21 of 2013, Sustainable Development Goals (SDGs) particularly SDG 4, Africa Union Agenda 2063, Continental Education Strategy for Africa (CESA) and other international, regional and sectoral and sub-sectoral policies.

The education sector is one of the biggest sectors in Malawi with a wide range of stakeholders. The NESIP has been developed through consultative process with virtually all stakeholders. This was done to ensure a common understanding, and ownership during the whole process of development and implementation. Specifically, the consultations targeted all technical departments of MoE, stakeholders from District Councils, Division Education Offices, Teacher Training Institutions, Academia, Technical Colleges, Civil Society Organisations (CSOs), Teachers Union of Malawi, Private Sector and Development Partners. The Ministry also worked in close collaboration with other relevant government ministries in the NESIP development process. These include, but not limited to, Ministry of Gender, Community Development and Social Welfare Ministry of Labours, and Ministry of Youth and Sports. Technical Working Groups (TWGs) and Sector Working Group (SWG)/Local Education Group (LEG) were also engaged throughout the NESIP development process.

The NESIP 2020-2030 has not diverted from the long term mandate and objective of the education sector. However, NESIP has been developed to bring the anticipated reforms and transformative change in the education sector. Three thematic areas of access and equity, quality and relevance, and governance and management are the main areas of focus in this plan and these will be greatly emphasized during implementation in all the sub-sectors. To ensure that no one is left behind, the NESIP has included issues on Inclusive Education and Gender as well.

1.4 MALAWI SOCIO-ECONOMIC CONTEXT

Malawi is a low income country with a population of 17.5 million (NSO, 2018). According to UNDP, Malawi Human Development Index for 2018 is at 0.485, positioning Malawi at number 172 out of 189 countries. Malawi's life expectancy at birth increased by 17.7 years from 46.1 years in 1990 to 63.8 years in 2018. Mean years of schooling increased to 4.6 years in 2018 from 2.5 years in 1990 and expected years of schooling also improved to 11 years in 2018 from 5.4 years in 1990.

Malawi's economy is agro-based with 85 percent of the population deriving their livelihoods from agricultural activities and the majority of farmers are small-scale farmers depending largely on rain-fed agriculture and this is pivotal to economic development in Malawi. Hence, economic growth is susceptible to the risk of weather-related shocks, with poor rainfall having the potential to negatively affect agriculture production, electricity supply and the education sector.

Poverty levels in Malawi are still very high with over half (50.7 percent) of the population still living under the poverty line. In 2016, the World Bank estimated GINI Index for Malawi and this was at 44.7. Education and skills development promotes industry for both internal and external trade, technology adoption that leads to increased productivity and improved levels of employment for the youth. Full implementation of education plans is a tool for reducing poverty levels and gaps in Malawi.

Malawi's population is youthful with about 51% of the population below the age of 18 years and the population of 0-19 is projected to reach 55% of the total population by 2030. The rapid population growth continues to be one of the main factors affecting the delivery of education services in Malawi. The 2018 National Census reported a total fertility rate of 4.17 and a growth rate of 2.9 percent which is high. This entails rapid population growth in the years to come if not managed. The high population growth rate exerts pressure on education resources as this will translate into increased growth in enrolments at all levels of education in Malawi. On the other hand, education can be used as an instrument to manage population growth through improved completion rates, and provision of life skills and comprehensive sexual and reproductive health education.

1.5 STRUCTURE OF THE NESIP

This plan has six chapters. Chapter one is an introduction providing the background and purpose of the plan, the socio-economic context within which the education sector operates and how the NESIP was developed. Chapter two presents an overview of Malawi's education system focusing on the policy context, MoE institutional structure and situation analysis that is discussing progress made from 2008 to 2019 and strategic challenges to be addressed. Chapter three discusses the education sector financing, which gives an analysis of the subsector allocations and trends over the past years. Chapter four is the main strategic section of the plan outlining the sector's vision and mission, its general and strategic objectives, priority actions, and strategies to address the identified challenges. Chapter five is the implementation arrangement and strategic monitoring and evaluation of the entire sector. Chapter six presents the proposed resource requirements and resource mobilisation mechanisms for the implementation of the plan. Lastly, the plan has provided an annex with key indicator result framework and the costed implementation plan.

This plan has been developed focusing on learner centred approach where learning outcomes are achieved for all learners at all levels.

2 OVERVIEW OF MALAWI EDUCATION SECTOR

2.1 POLICY FRAMEWORK

2.1.1 Global Policies

The global policy framework is guided by the Sustainable Development Goals (SDGs) spearheaded by the United Nations. The SDGs have 17 goals which include: Eliminate poverty; erase hunger; establish good health and well-being; provide quality education; enforce gender equality; and improve clean water and sanitation, among others.

Specifically, the goal number 4 of the SDGs deals with provision of education to all. The goal is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by the year 2030. The SDG goal number 4 is crucial for the achievement of other SDG goals. Under this goal, countries are committed to ensuring that all girls and boys, including learners with special education needs have access to quality education in all member countries of United Nations.

2.1.2 Regional Policies

Malawi is a member of African Union (AU) and is committed to the implementation of its policies as guided by the African Union Agenda 2063: “The Africa We Want”. Specifically, African countries have committed to speeding up actions that will catalyse education and skills revolution and actively promoting science, technology, research and innovation to build knowledge, human capital, capabilities and skills. This is expected to drive innovations for the African century through expansion of universal access to quality early childhood, primary and secondary education; expansion and consolidation of gender parity in education; strengthening of technical and vocational education and training through scaled up investments, establishment of a pool of high-quality Technical Entrepreneurial Vocation Education and Training (TEVET) centres across Africa, fostering greater links with industry and alignment to labour markets, with a view to improve the skills profile, employability and entrepreneurship of the youth especially women, and closing the skills gap across the continent; establishing an African Accreditation Agency to develop and monitor educational quality standards, with a view to expanding student and academic mobility across the continent; and harnessing universities and their networks and other options to enable high quality university education.

The AU Agenda 2063 is a long term plan and education elements in the plan are implemented through the Continental Education Strategy for Africa (CESA) 2016-2025. Access, quality and relevance are the main issues to be addressed across all levels of education in Africa. A major focus of this strategy is continued capacitation of African ministries in charge of education and training in terms of their ability to formulate policy, plan and implement reforms. Another key area of focus is the articulation of education and training policies within economic and social sectors to make national human capital development a top priority and a recipient of substantial and sustained investment. In line with this, TEVET, adult education and tertiary education have a special attention.

2.1.3 Malawi Policy Framework.

Aligned to international and regional policies, Malawi’s legal and policy framework is guided by the Government of Malawi Constitution in which education is a human right. The National Education Act (2013) provides legal guidance to establishment, administration and management of primary, secondary and teacher training schools. Beside this, there are other legal instruments that guide the implementation of technical and vocational training and higher education

institutions.

The third Malawi Growth Development Strategy (MGDS III) is the overarching national strategy, in which Education and Skills Development is among the five key priority areas. The MGDS III recognizes that education is key to socio-economic development and industrial growth of the country. Skills development provides economic empowerment for different groups of people including women, youth and persons with disabilities.

In the education sector, the National Education Policy (NEP) is the overarching policy that guides and provides a coordinated approach to the development of the education system for relevant knowledge, skills, competencies and values necessary for the socio-economic development of the nation. The goal of the policy is to promote equitable access and equity to education and improve relevance, quality, governance and management of the education sector. The education sector has also other sub-sector specific policies and strategies.

The NESIP 2020-2030 has therefore been developed in line with the international, regional and national legal and policy frameworks and this plan will be used as a tool to operationalize the aspirations in the NEP, National Education Act, and MGDS III.

2.2 EDUCATION SECTOR INSTITUTIONAL OVERVIEW

The formal education system in Malawi follows an 8–4–4 structure. The broader ECD covers age range of 0-8 years with ECD centres focusing on the provision of services to children aged 3-5 years. Primary education covers 8 years with entry at 6 years of age. There are 4 years of secondary education and 4-5 years of tertiary education. At the end of primary education, students take Primary School Leaving Certificate of Education (PSLCE), which determines the eligibility for entry into secondary schools. Public secondary school students attend either Community Day Secondary Schools (CDSSs) or Conventional Secondary Schools (CSSs). At the end of four years of secondary education, students qualify to take the Malawi School Certificate of Education (MSCE) and government has reintroduced Junior Certificate of Education (JCE) in the second year of secondary education. Tertiary education is provided by an array of education institutions including primary and secondary teacher training colleges (TTIs), Technical and Vocational Education Training (TEVET) schools, colleges and universities. For entry into the university and TTIs, an MSCE certificate with a specified number of credits (aggregate number of credits of not more than 36 points) is required while TEVET enrol students with either JCE or MSCE. The informal education is provided in CBE, Out of School Youth Education and Functional Literacy and Adult Literacy.

The Government plays the leading role in the implementation of programmes in all these education sub-sectors. Specifically, the MoE is responsible for primary, secondary, teacher and higher education. ECD and Adult Literacy is under the Ministry of Gender, Community Development and Social Welfare while Out of School Youth is under the Ministry of Youth and Sports. The Ministry of Labour is responsible for TEVET.

2.3 PROGRESS IN THE EDUCATION SECTOR

The Education Sector continues to make some progress towards the overall development of the nation. The notable progress is evident in development of legal and policy framework and in increasing access to education in all sub-sectors of education. However, there are still areas that need some attention for smooth delivery of education services in Malawi.

The assessment of the progress made in the sector is based on the Education Sector Analysis (ESA) 2019, the NESP (2008-2017) and ESIP II Review Report (2017). Hence, this section provides an overview of the current status of the education sector.

Overall, the education system expanded in physical capacity to keep up with demographic growth, with particular focus on increasing enrolments at all levels. The NESP period was also characterized by considerable progress on legal and policy developments including, but not limited to, devolution of MoE structures and functions to districts and zones with Guidelines for the Management of Education Functions to District Councils (June 2014); devolution of education payroll and partial decentralisation of the procurement of the primary school teaching and learning materials in 2017.

On sector financing, the Government increased recurrent expenditures allocated to education from 20% in 2008 to 27% in 2019, even though the period was marked with a decline in gross domestic product (GDP) and mixed financial support endeavours from Development Partners (DPs). Higher Education received 20%; secondary got 12%; primary education was allocated 65% and management and administration got 3% of the recurrent budget allocation to the education sector during this period.

2.3.1 Early Childhood Development (ECD)

Between 2006 and 2011, considerable number of actions took place in ECD. For example, 78 percent of activities enshrined in the previous strategic plan were implemented (MOGDSW, 2017). Since the development of the communication strategy in 2009, there has been an increase in Community Based Childcare Centres (CBCCs). There have been improvements in ECD through targeting of orphans and vulnerable children, and building the capacity of ECD through caregiver training. There have been some increases in funding by the Government, improved availability of stakeholders supporting the sector and development of various materials for ECD usage in schools. Furthermore, the ECD policy has been reviewed and updated twice in 2008 and 2017 since its development in 2001. By 2018, 48.7% of 2,777,555 total children population accessed ECD and 39.2% of children aged 36-59 months attended early childhood education services nationally¹. Out of the total population accessing ECD centres, 51% of these are girls and 3% are children with disability. This entails that about 60 percent of the ECD centres have at least one child with some form of special needs education.

Malawi's Early Child Development Index (ECDI) score was at 59.8% in 2014, indicating that 60% of Malawian children are developmentally on track, with higher ECDI (64%) for girls than that of boys (56%).² 89.1% of the children aged two to five years were developmentally on track in physical, 71.4% on social emotional, 79.9% on early learning dimensions and 82.8% were on track in literacy and numeracy.

Most ECD centres are facilitated by at least three volunteer caregivers, and it is noted that the majority of caregivers are females. At least 50% of the caregivers are trained.

2.3.2 Primary Education

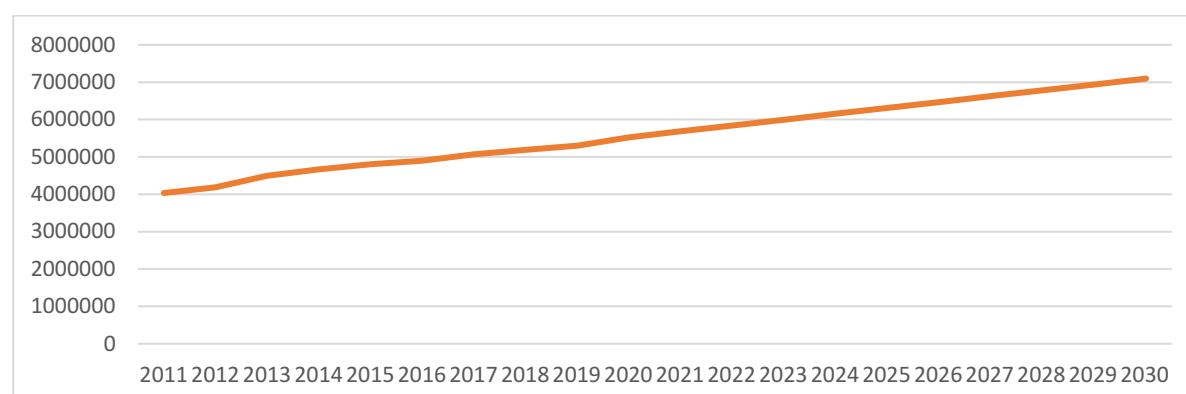
On access and equity, the number of children enrolled in primary education was 5,187,634 in 2018 (Figure 1), a 47.1% increase from 3,600,771 recorded in 2008. The net intake rate (NIR) has improved from 71% in 2008 to 84% in 2018. NIR is the proportion of new entrants who are of the official primary school entrance age (6 years old) to Standard 1 to the total population of

¹ A study on Impact Evaluation for Protecting ECD (2011 – 2015)

² (MoGCDSW, 2017, p.9)

children aged 6. A high NIR shows a high degree of access to primary education at the official primary school entrance age. However, Gross Enrolment Rate (GER), a measure of participation, has risen by nearly 5 percentage points from 122% in 2009 to 127% in 2018. The high percentage reflects the continued presence of over-aged and under-aged learners in the sub-sector. Enrolment is projected to grow to 7,098,827 in 2030 (see Figure 1 below) as result of population growth.

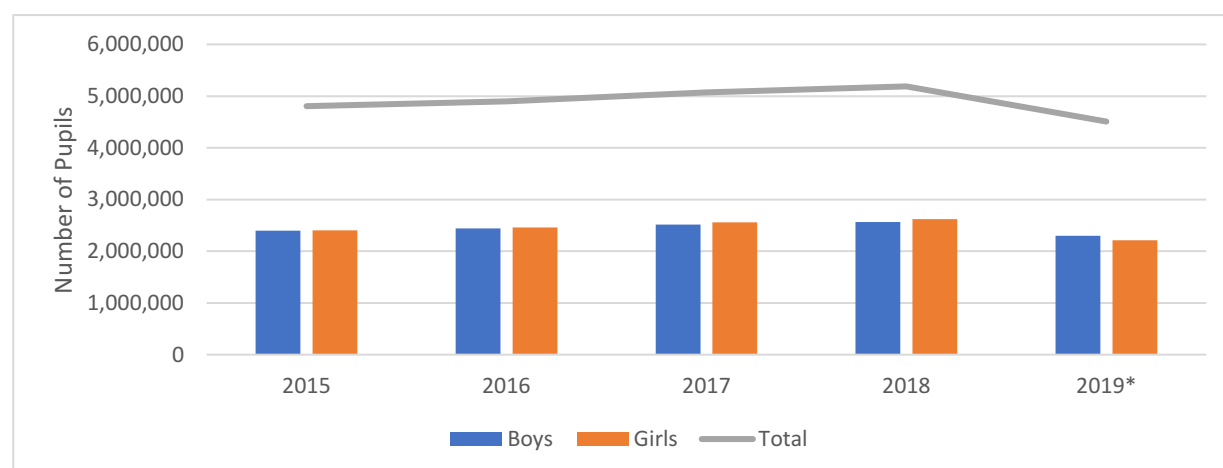
Figure 1: Projected primary school enrolment



Source: EMIS

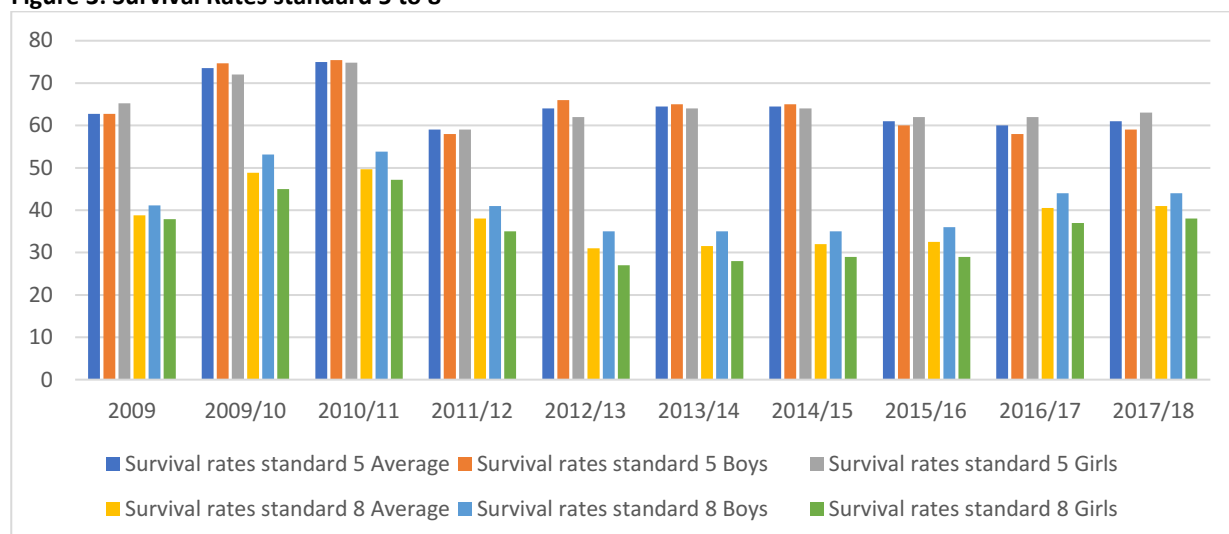
Gender Parity Index (GPI) for primary education has remained at 1.0 or slightly above between 2008 and 2019. Overall, there are almost equal number of boys and girls in primary education institutions, with more girls in some cases a reflection of the population gender split in Malawi. However, inequity remains in upper standards and across some districts and schools.

Figure 2: Primary School Enrolment



Source: EMIS

The dropout rate for primary education has improved significantly from 11.7% in 2009 to 3.2% in 2018. However, retention remains a challenge with primary completion rate at 52% and repetition rate at 24.5%. As a result, this has led to an increase in the out-of-school children population.

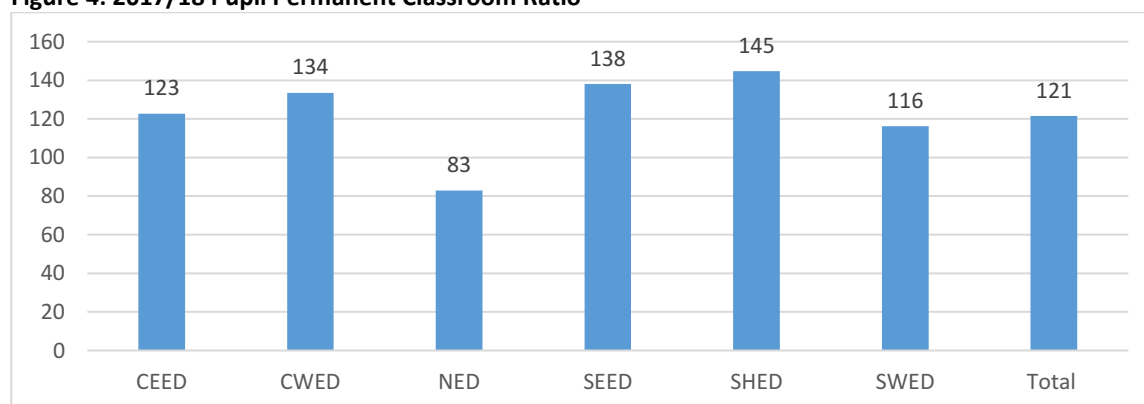
Figure 3: Survival Rates standard 5 to 8

Source: EMIS

General improvements in Primary School Leaving Certificate of Education were observed between 2012 and 2017. In 2017, 81.9% of male and 71.9% of female learners successfully passed the primary school leaving examinations, an improvement from 74.9% and 61.8% of male and female learners, respectively, who passed in 2012.

The number of qualified teachers in primary schools has increased resulting in improved Pupil Qualified Teacher Ratio (PQTR) from 92:1 in 2009 to 70:1 in 2018 against the target PQTR of 60:1 in NESP, implying that there is still shortage of qualified teachers in the primary schools.

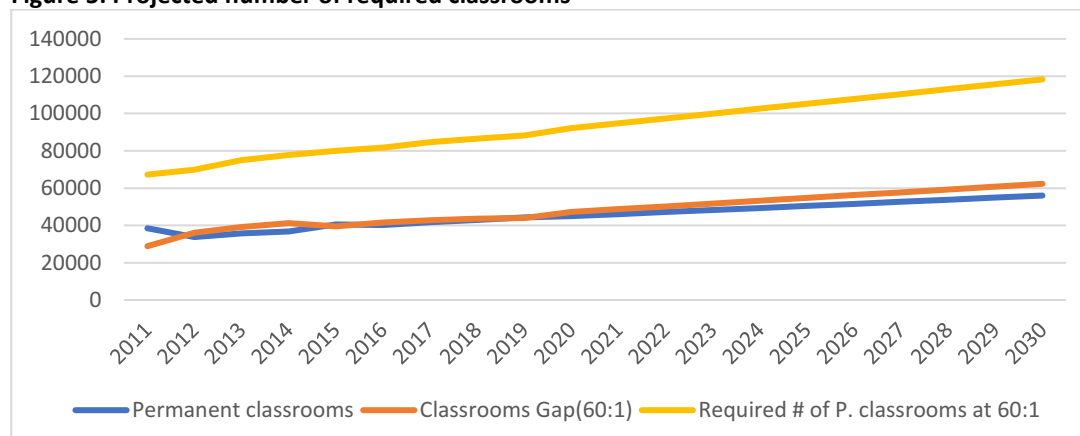
Pupil Permanent Classroom Ratio (PCR) has improved from 124:1 in 2014 to 120.9:1 in 2018, which is still too high for quality education. Geographically, in 2017/18, CEED, CWED, SHED, SEED, and SWED had PCR of over 100 with SHED having the highest at 145 while NED was at 83 as shown in Figure 4 below.

Figure 4: 2017/18 Pupil Permanent Classroom Ratio

The use of the School Improvement Grants (SIG) and its variations has empowered schools to prepare their own plans, utilise the resources with strong ownership for better education quality and construct the classrooms. To achieve the target of Pupil Permanent Classroom ratio of 60:1 in 2030, a total of 118,314 classrooms will be required, indicating a gap of 73,990 classrooms against the current number of classrooms (44,324) as shown in Figure 5 below. However, the plan has taken into consideration the resource constraint of the sector and plan to construct additional 20,000 classrooms to reach PpCR of 98:1 by the year 2025 and additional 24,411

classrooms to reach a target PpCR of 80 by the year 2030. Targeted allocation of resources based on prevailing needs to address district/intra-district disparities will be key to ensure equitable progress towards the set targets.

Figure 5: Projected number of required classrooms



2.3.3 Out of School Functional Literacy

Between 2015 and 2018/19, there were 14,895 youth (all females) aged 15 to 21 years enrolled in the Out of School Functional Literacy classes in 3 districts, with 11,674 graduating from the classes. In the first half of 2019/20, 174 learning centres were operating in 9 districts, reaching about 6,000 learners. All the centres are operating in rural areas.

2.3.4 Complementary Basic Education (CBE)

Since 2006, there has been an increase in CBE enrolment from 450 students to 56,450 students in 2018/19 school year operating in 10 districts in the country.

2.3.5 Adult Literacy

Between 2010 and 2017, literacy rates improved from 65% to 73% for both males and females aged 15 years and above. There are over 10,000 adult literacy training centres training students in Chichewa across the country with an average of 25 learners per class. There are 9,634 classes of which 1,633 teach English. In addition to government-run centres, adult literacy services are also being implemented by civil society and faith-based organizations. Every year, more than 100,000 learners are declared literate from the adult literacy centres after going through a literacy assessment administered after 10 months of intensive learning.

Out of the learners assessed, 76.8% passed the assessment. It was found that 79.4% of the learners were able to read Chichewa and 87.5% were able to count and do some simple calculations. However, only 29% of the learners could read an English passage.³

2.3.6 Secondary Education

In terms of access and equity, secondary school education enrolment was at 387,569 learners in 2018, representing a 58.9% growth from 2009. On the other hand, Net Enrolment Rate (NER) was at 15% in 2018 against NESP target of 50%. Transition rate from primary to secondary education was at 38.3% in 2018, an improvement from 36% in 2014, depicting limited access to secondary education in the country.

³(NALP Secretariat, MoCECCD, 2019, p. iv)

Gender Parity Index (GPI) has risen from 0.88 in 2014 to 0.92 in 2018. However, there are disparities between regions with the South East Education Division having the highest GPI (0.95) and Shire Highlands Education Division with the lowest GPI at 0.87.

To increase access to secondary education, the Ministry introduced the Open Secondary Schools (OSS) that offer secondary education to learners who pass the PSLCE but are not selected into secondary schools due to limited space.

The number of beneficiaries of secondary school bursaries has tremendously increased by 288% from 3,165 in 2010 to 14,499 in 2018. MoE introduced the secondary school bursary scheme in order to increase access and retention of boys and girls in secondary education. The bursaries target orphans and other vulnerable students attending secondary education in the country.

The dropout rate at secondary education level has been on the rise and it was at 10.9% in 2018 with more girls dropping out than boys (13.4 % girls, 8.5% boys). Fees have been a major reason for dropout for both boys and girls at secondary school level. The impact of the recent reduction in cost of schooling arising from the declaration on removal of fees in secondary education is yet to be realised.

2.3.7 Teacher Education

The teacher education sub-sector recorded a number of achievements during the period under the implementation of the NESP. Some of the notable achievements are as follows:

- The Ministry implemented the National Strategy for Teacher Education and Development (NSTED) 2007-2017 focusing on Primary and Secondary Education and spelling out the plan for the development of teacher education, teacher management, and financing for teacher education and development;
- The Initial Primary Teacher Education curriculum was successfully reviewed during the implementation of the NESP;
- In terms of access, enrolment of teacher trainees has improved by more than 40 percent in the past five years. Two Primary and one Secondary Teachers Training Colleges were constructed and inaugurated. Three new Primary Teachers Training Colleges are currently under construction. There has been an improvement in staffing levels in Primary Teachers Training Colleges by more than 36 percent; and
- Continuous Professional Development (CPD) framework was developed to guide the implementation of in-service training and career progression for teachers.

2.3.8 Higher Education

To increase access to higher education, a number of public universities have been established and expanded to increase space and accommodate more students than before. For example, the Ministry established the Malawi University of Science and Technology and Lilongwe University of Agriculture and Natural Resources and expanded the physical infrastructure in existing public universities such as University of Malawi and Mzuzu University. Besides construction of new universities, other innovative ODL approaches in higher education are expected to further increase access to higher education in Malawi.

The constituent colleges of the University of Malawi have been delinked into three new universities (University of Malawi, Malawi University of Business and Applied Sciences and Kamuzu University of Health Sciences) to further increase access to higher education and improve governance and management of the public universities.

Student enrolment in higher education institutions was at 30,972 in 2018, an increase from 8,168 students enrolled in 2008. Female enrolment in public universities increased from 33% in 2008 to 37.5% in 2018 as a result of Government's affirmative action though female enrolment remains lower than that of male students.

To ensure equitable access, the Higher Education Students' Loans and Grants Board was established to oversee and provide the loans to less privileged and needy students who could not afford the payment of the fees in both private and public accredited universities. The number of students accessing loans has increased over the years. For example, a total of 13,035 students (8,212 males and 4,823 females) from both public and private universities were offered loans in 2018.

The National Council for Higher Education (NCHE) was established to champion the quality and access of higher education through accreditation of both public and private institutions. This has resulted into the establishment of more private higher education institutions in the country in the quest to increase transition rates from secondary to higher education.

2.3.9 Technical Entrepreneurial Vocation Education and Training (TEVET)

Over the years, access to TEVET has increased even though it remains low relative to other SADC countries. A code of conduct for Technical Colleges to reduce gender based violence has been developed. Secondary school resource centres for technical education are being rehabilitated to enhance access to technical education.

The TEVET subsector has also undergone several reforms over the years including: Review of 2013 TEVET Policy, decentralization of management of public technical colleges, enhanced human resource capacity for the Department of Technical and Vocational Training (DTVET), establishment of Interim Assessment and Certification Unit, and the harmonisation of TEVET curriculum. The sector has also introduced new trades such as Motor Cycle Mechanics, Renewable Energy, Computer Numerical Control (CNC), Cosmetology, Agro-processing, and Edible Horticulture. It is expected that these reforms will improve the overall performance of the sub-sector.

TEVET has got three levels of training institutions, namely: National Technical Colleges (NTC) and these are in two categories public and private, Community Technical Colleges (CTC), and Community Skills Development Centres (CSDC). Consequently, there has been an increase in the number of institutions offering TEVET programmes. Currently, there are seven National Technical Colleges, 17 Community Technical Colleges, 28 Community Skills Development Centres and 53 Private Technical Colleges in Malawi. Rehabilitation and increased supply of equipment in technical colleges by the Government and Development Partners has positively contributed to increased access, though girls' participation remains low.

The collection of the TEVET levy has increased over time from MK954,971,171 in 2010 to MK4,773,326,242 in 2017. Some of these resources were used to provide equipment and subsidies to TEVET institutions and students.

Despite technical education being expensive, the fees in Technical Colleges is heavily subsidised by Government as such government supported students in NTCs pay K15, 000.00 per term and this covers both tuition and boarding while in CTCs and CSDCs students pay K3,000.00 per term. It should be noted that since the fees is heavily subsidised almost 85% to 90% of the students are able to pay for their fees without problems.

TEVETA signed Memoranda of Understanding (MoUs) with all private technical colleges so that they can be offering training to the government sponsored students in both public and private

institutions. TEVETA through TEVET levy pays out a training subsidy of K35,000.00 per student in NTCs while in CTCs and CSDCs a training subsidy of K25,000.00 is paid per student.

Current enrolment of government sponsored students in NTCs, CTCs and CSDCs is estimated at 4,500. This number is expected to increase in few years because the Government is constructing additional Community Technical Colleges and Community Skills Development Centres in all the districts. Each district will have one community technical college and each constituency will have a community skills development centre. It is anticipated that every year there will be an increase in the enrolment of students by 300 to 400.

Technical colleges are mandated to recruit private/parallel students. The fees for these students are different from one college to the other, and they are higher than that of government sponsored students. The estimated number of students enrolled per year on parallel programme is 6,000.

The Government through TEVET Authority also gives out bursaries to government enrolled needy students in both public and private technical colleges as depicted in Table 1 below.

Table 1: TEVET Students on Government Sponsored Bursaries

Year	Male	Female	Total
2019/20	285	168	453
2018/19	218	106	324
2017/18	340	87	427
2016/17	532	250	782
2015/16	225	106	331

2.3.10 Inclusive Education and Gender and other Crosscutting Issues

Inclusive Education (IE) and Gender are crosscutting issues affecting all levels of education. Learners with special educational needs, orphans and other vulnerable children, and girls still remain marginalised in terms of equitable access to quality education contrary to the aspirations of leaving no one behind enshrined in the SDG 4. To comprehensively address IE, orphans and vulnerable children (OVC) and girls' education issues, the sector developed and is implementing IE Strategy, National Girls Education Strategy and Re-Admission Policy. It is important to recognise that these three groups of learners have very different educational needs and each group must be addressed by different interventions adapted to their situations.

The education sector emphasises on inclusive education to ensure that all learners with diverse educational needs are not marginalised and have access to education at all levels. According to NSO, Housing and Population Census of 2018, the population of disability from the age group ranging from 5-14 and 15-19 is at 227,814 and 105,176, respectively. Plan International calculates that children with special educational needs are in the range of 15% to 18% of total number of children in Malawi.

The EMIS 2018 indicates that out of this total population of learners with SNE only 174,544 learners are in primary schools with rural (157,113 learners) having higher enrolment than urban (17,320 learners). This is an increase from 1.9% in 2008 to 3.35% in 2018. In secondary schools, 8,404 SNE learners have been enrolled (2.3% of total secondary enrolment), reflecting an increase from 5,414 in 2008. This suggests that there are still more children with special

educational needs who are out of school.

Efforts to increase girls' enrolment at entry level and retaining them in the system have worked across the sub-sectors. Some of the interventions to increase access and retention of the girls include affirmative action on girls' education such as the 50-50 selection criteria in secondary schools, construction of girls hostels, girl friendly infrastructure, provision of bursaries, role models for girls and provision of school health, nutrition, physical education and sports as well as psychosocial support. In TEVET, a code of conduct for management, instructors and students to fight gender based violence (GBV) in technical colleges was developed.

School Feeding Program (SFP) has proved to be effective in increasing access to basic education particularly for OVCs. There has been an expansion of school meals with 43% of all public primary schools offering school meals. Not only has the number of schools covered increased; but also the number of school meal models have gone up from the traditional centralized procurement model where food mostly Corn-Soybean Blend (CSB) is centrally procured and distributed to schools for home grown school meals programmes. In schools where school meals have been provided, there have been reports of increased enrolment and improved attendance of learners in class.

The coverage of school health interventions has reached out to all public and private schools. Currently, the Government through Ministry of Health in conjunction with Ministry of Education provides mass drug administration campaigns where all primary school learners are annually provided with drugs for deworming and schistosomiasis control as a preventive health measure. This has resulted in a huge reduction in treatment burden. There has been greater attempt to increase coverage in diversified health interventions such as introduction of disease diagnostics using diagnostic kits in malaria treatment in schools, expansion of vaccination campaigns targeting school children for various conditions such as rubella and human papilloma virus (HPV) targeting female adolescents.

Water, Sanitation and Hygiene (WASH) interventions in schools have increased over time in Malawi. With increased enrolments in schools, there has also been positive development in terms of expanding access to protected water sources in schools with 88% of schools having access to protected water in 2014 (EMIS, 2014)⁴ from a baseline of 64% reported in the first strategic plan (EMIS, 2006). Also, there has been tremendous improvement in the learner-latrine ratio from 380 boys per latrine and 356 girls per latrine in 2009 (EMIS, 2009)⁵ to 87 boys per latrine and 77 girls per latrine in 2014 (EMIS, 2014). This can be attributed to joint efforts by the Government and Development Partners in addressing challenges with respect to the WASH infrastructural facilities in schools. Additionally, a new WASH concept specific to schools was introduced and this is known as School-Led Total Sanitation (SLTS) borne out of the Global Open Defecation Free (ODF) Campaign. These efforts need to continue in the quest to sustain and meet the learner-latrine ratio standard of 1:20.

Gender related innovations and Sexual and Reproductive Health (SRH) services have been either taught directly in schools or they have been supported through extracurricular activities such as the support to groups like mother groups. Currently, almost all public primary schools have mother groups that have been instrumental especially in supporting girls' education programmes

⁴ Ministry of Education Science & Technology. (2014). Education Management Information Systems 2013/14. Lilongwe: Department of Education Planning.

⁵ Ministry of Education Science & Technology (2009). Education Management Information System 2008/09. Lilongwe: Department of Education Planning.

to increase their enrolment and retention as well as operationalizing the Re-Admission Policy.

The development and adoption of Safer Schools Construction Guidelines has led to building better and resilient school structures which resist disasters. The deployment of volunteer teachers to address the psychosocial needs of the learners in disaster prone areas has also proved to be very important in disaster risk management.

In general terms, the implementation of the SHN activities has had a positive contribution to education outcomes in Malawi.

However, the implementation of the NESP itself has not been without challenges. Joint efforts should be employed to address complementary services that are equally important in attainment of better education outcomes. Some of the challenges and policy solutions are stipulated below.

2.4 CHALLENGES IN THE EDUCATION SECTOR

In this section, the challenges are presented by subsector based on the Education Sector Analysis of 2019 and the NESP Review Report of 2017. There are also some systemic challenges that cut across the education sector and these include:

- The education system is seriously affected by demographic pressures that require immediate attention and resources;
- The planned education programmes performed below expectations due to ineffective and inefficient implementation of plans; and
- Ambitious and growing complex governance arrangements have resulted in inefficient education delivery in Malawi.

Below is the detailed discussion of challenges per subsector.

2.4.1 Basic Education

i. Early Childhood Development

The problems in basic education begin at the outset with inadequate availability of pre-school programmes and the eventual lack of the foundational skills in the early years of education.

Access and Equity

- The major problem with regard to access is that there are relatively few early childhood development (ECD) centres across the country, most of which are in urban areas. As of 2018, ECD programmes were offered to 2,014,820 children in 12,220 centres, leaving out 52% of eligible children aged 4-5 years. Further, there is low access to ECD for orphans and vulnerable children and those with special education needs.

Quality and Relevance

- Each ECD caregiver cares for about 69 children on average against the recommended ratio of 25:1 and international standard ratio of 15:1;
- There is lack of inclusive and adequate infrastructure compliant with ECD standards;
- Only 50% of the volunteer caregivers are trained and the education levels of most caregivers are low with little or no knowledge and understanding of inclusive ECD, its policies and guidelines;
- There is limited and unstandardized teaching and learning materials (TLMs) across the sector; and

- ECD curriculum is not aligned to primary education in terms of school readiness for primary education.

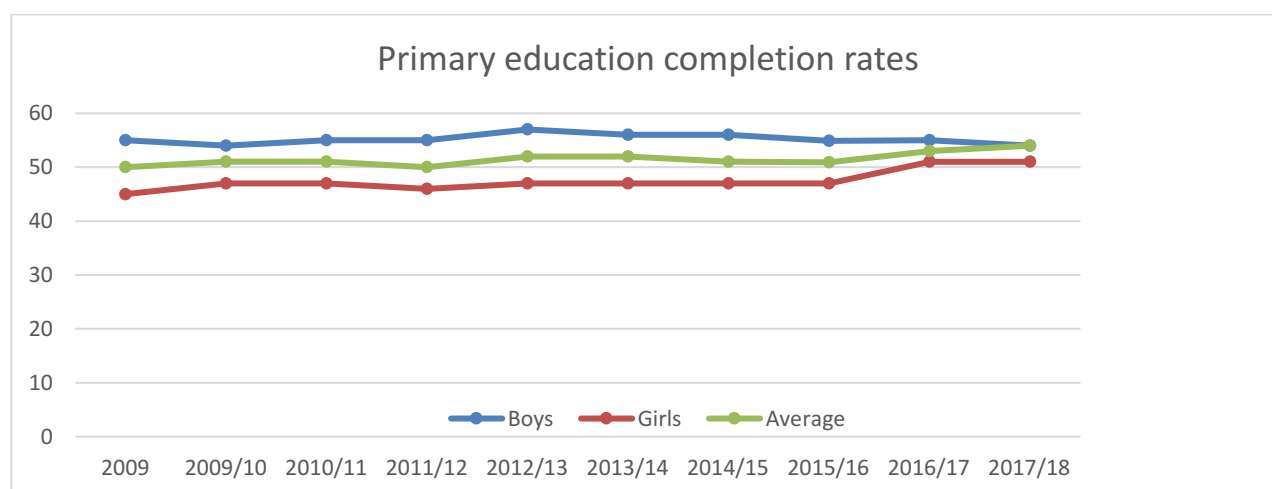
Governance and Management

- Effective implementation of ECD has been affected by low funding levels. ECD is not prioritised in terms of planning and financing;
- Caregivers lack motivation to perform well since they work as volunteers. There is little supervision of their work and performance management;
- Poor coordination between the various ministries and agencies such as Gender, Health, Police, Education and Justice that is affecting ECD delivery; and
- Participation of communities and traditional leaders is inadequate for effective ECD delivery.

ii. Primary Education

As of 2018, there were 5,187,634 learners in primary school. At this level of enrolment, a Net Enrolment Rate (NER) was at 90% in that year. The primary completion rates were at 51% and 53% in 2014 to 2018 (EMIS, 2018), respectively. This means that the system has a lot of internal efficiency issues to be addressed. While there has been an improvement in the learning outcomes, they remain low by regional and international standards.

Figure 6: Primary school completion rates in Malawi 2009 – 2017/18



The challenges under this subsector are in the categories given below.

Access and Equity

The GER has risen by nearly 5 percentage points from 122% in 2009 to 127% in 2018, reflecting the continued presence of over and under-aged learners in the subsector. Although primary enrolment has increased over years, there is still a proportion of official school age children who are not accessing primary education as evidenced by the low NER recorded in 2018. The primary school completion rate in Malawi was 52% in 2018 against the NESP target of 60%, with fewer girls compared to boys completing primary education cycle.

There are a number of challenges negatively affecting access to primary education and some of which are distance to primary schools, limited infrastructure, lack of disability friendly infrastructure, poverty, rapid population growth and cultural practices. These factors also affect learner school attendance and performance which eventually lead to repetition and dropout. The same factors also contribute to overage as learners do not start on time which in turn affects their

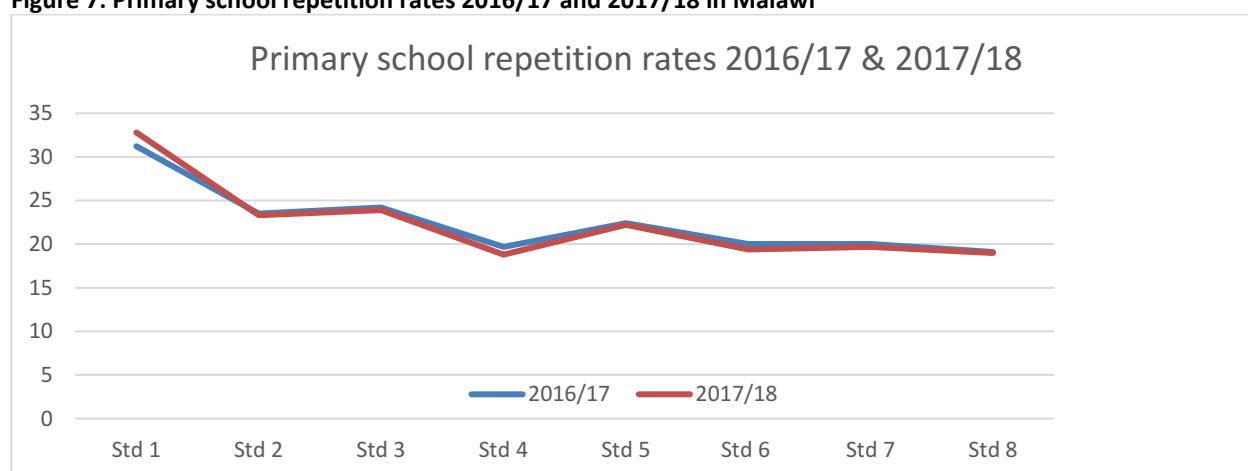
learning and perpetuates repetition and dropout.

Even though the Education Act and related goals of education policies on primary school have been strategic in ensuring a coherent and well-defined primary education system with guidance on admission age, limitations in enforcement has resulted in overage learners.

The sector continues to face high repetition rate which eventually leads to dropout and low completion rate. Repetition can be linked to lack of school readiness for primary entry, absenteeism and low learning outcomes by students; and lack of knowledge and skills for teachers to address diverse needs of learners.

The sampled scenario between 2016/17 and 2017/18 showed that repetition ranged from as high as 32.8 percent in Standard One to 19 percent in Standard Eight in 2017/18. Relatively, the same pattern with marginal differences was observed in 2016/17 (see Figure 7).

Figure 7: Primary school repetition rates 2016/17 and 2017/18 in Malawi



Source: MoE (EMIS)

Geographically, SHED had the highest (27.5) repetition rate while SWED had the lowest (21.1) repetition rate as show in Table 2 below. Intra-district disparities between schools and zones also exist requiring targeted interventions to address them.

Table 2: Primary Repetition Rate by Education Division

Education Division	Primary school repetition rates		
	Males	Females	Total
CEED	27.4	25.9	26.7
CWED	23.6	22.5	23.0
NED	26.0	22.8	24.4
SHED	27.8	27.05	27.5
SEED	24.7	24.26	24.5
SWED	21.5	20.7	21.1

Source: EMIS-averages calculated from district data

Statistics in the education sector show there are in inequalities between upper and lower primary grades as well as rural and urban areas (Mzuzu, Zomba, Lilongwe and Blantyre Cities). While there are general challenges in the availability of teachers and classrooms at national level, rural

areas are slightly worse off than urban areas as shown in the Figure 8 below.

Majority of districts have very high Pupil permanent Classroom Ratio (PpCR) over 100:1 while only Chiradzulu and Neno are reported to be below 70:1. There are also significant variations in PqTR with some districts like Likoma, Rumphi and Nkhata Bay having over 120:1 while other districts are below 100:1 (Table 3).

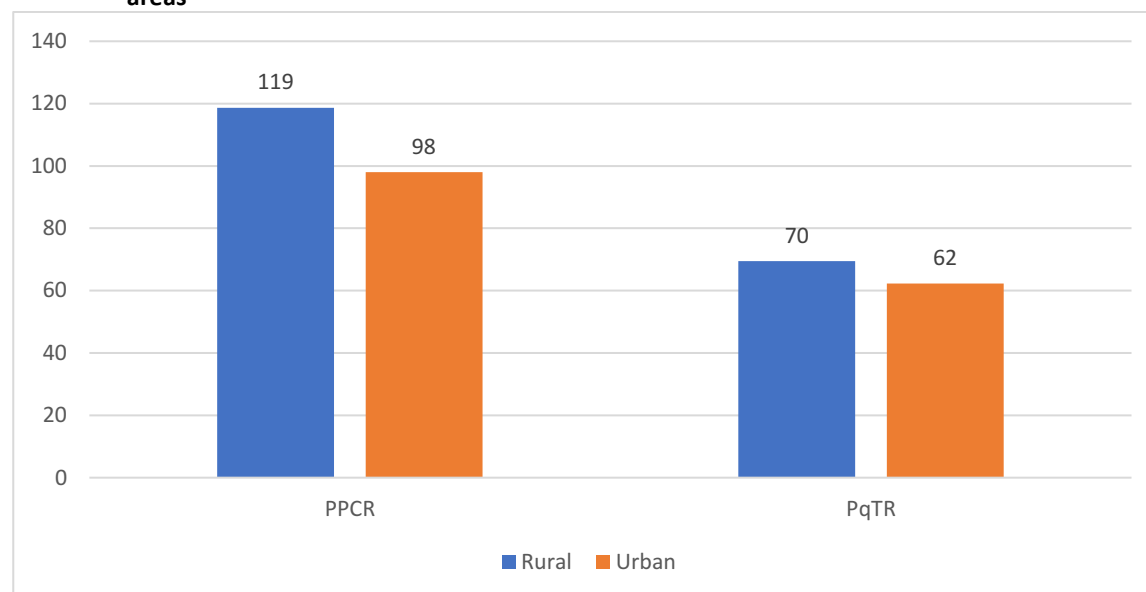
Table 3: Primary school district Pupil qualified Teacher Ration and Pupil Classroom Ratio

District	Qualified Teachers	PqTR	Permanent Classrooms	PCR
Dowa	2,883	57	1,577	104
Kasungu	3,677	89	2,379	138
Nkhotakota	1,760	76	993	135
Ntchisi	1,373	59	979	82
Salima	2,058	60	1,030	120
Dedza	3,303	66	1,526	144
Lilongwe City	2,517	49	1,823	68
Lilongwe Rural East	3,748	40	1,589	95
Lilongwe Rural West	4,055	50	1,777	115
Mchinji	2,477	55	1,562	87
Ntcheu	2,622	92	1,421	171
Chitipa	1,167	66	925	84
Karonga	1,707	71	1,173	103
Likoma	62	156	79	123
Mzimba North	1,790	81	1,530	95
Mzimba South	2,325	90	1,643	127
Mzuzu City	994	52	516	101
Nkhata Bay	1,223	126	1,214	127
Rumphi	1,133	132	1,337	112
Chiradzulu	1,631	43	1,066	66
Mulanje	3,000	68	1,494	136
Phalombe	1,955	63	929	132
Thyolo	3,092	80	1,560	159
Balaka	2,103	79	1,252	133
Machinga	2,509	64	1,209	132
Mangochi	3,947	74	1,982	147
Zomba Rural	3,036	72	1,636	133
Zomba Urban	596	50	292	103
Blantyre City	2,453	73	1,757	103
Blantyre Rural	2,569	79	1,384	147
Chikwawa	2,282	63	1,264	114
Mwanza	651	76	405	122
Neno	697	109	470	162
Nsanje	1,313	70	762	121
Total	72,708	70	42,535	119

The district ratios mask intra-district disparities between schools, particularly between remote

and less remote schools within the districts and zones. For example, though Zomba rural has an average PqTR of 70:1, individual schools PqTRs within the district range from 6:1 to 414:1, giving a vast disparity (EMIS 2017/18, MLSS). In efficient allocation and deployment of teachers based on schools needs is a major cause of these inequities.

Figure 8: Average Pupil qualified Teacher Ratio and average Permanent Classroom Ratio in Rural and Urban areas



Source: Calculation from EMIS

Quality and Relevance

The main objective of education is to ensure that learning is taking place and that learners acquire the necessary knowledge and skills, which they can use for their livelihood as productive citizens.

In 2015, MoE carried out a Monitoring of Learning Achievement (MLA) Survey at Standards 4 and 7, and the results were on average lower in all subject areas except in Chichewa than those results recorded in 2012. The majority of learners failed to reach a 40% mark in the national primary curriculum performance standards. In almost every instance, both boys and girls performed equally poor with slight differences between them (see Table 4 below).

Table 4: Performance of learners by gender at each Standard and each subject area

Standard	Subject	Female		Male	
		Mean Score %	% Not achieved minimum competencies	Mean Score %	% Not achieved minimum competencies
Standard 4	Chichewa	25.15	90.3	25.10	89.0
	English	19.01	90.4	19.97	89.7
	Mathematics	50.66	24.9	53.21	22.6
Standard 7	Chichewa	40.93	45.3	39.82	49.2
	English	18.81	96.2	18.22	96.5
	Mathematics	30.46	77.5	32.24	73.7

Geographically across all Education Divisions, majority of learners were below the minimum performance level.

In Chichewa, for standard 4 across all Divisions, percentage of learners not achieving minimum performance levels ranged from 77% to 97%, with SHED at 77.7% and NED at 97.6%. For standard 7, SHED had the least percentage of non-achievers at 27% while NED had the highest percentage at 74.7%. In English, for Standard 4 across all Divisions, over 80 percent of learners did not achieve the minimum performance level. In standard 7, learners not achieving minimum performance levels ranged from 92% to 100%, entailing very low learning outcomes. In Mathematics for Standard 4, CEED was the highest performer with 18.5% of learners not achieving the minimum performance level while NED was the lowest performer at 27.4%. In standard 7, learners who failed to reach the minimum performance level ranged from over 72% to 79.9% in all Divisions.

MLA results therefore highlight the need for a great focus on improving learning outcomes across the whole country for all children. A number of issues are contributing to low learning outcomes in Malawi and these include:

- Inadequate TLMs with the learner textbook ratio per subject reaching as high as 10:1 in some schools;
- Underutilisation of learning materials with books locked up as a care measure;
- The curriculum is not designed for the large numbers of students who leave for whatever reason or are pushed out due to low performance;
- Inadequate ECD services for school readiness and linkage of ECD curriculum to primary education;
- Inadequate classrooms with PpCR as high as 121:1;
- High absenteeism by both learners and teachers;
- Low teacher morale and motivation;
- Low instruction time or compliance with class time and low time on task;
- Low quality of teaching and assessment;
- High PqTR (70:1) and
- Inefficient deployment of teachers and grade allocation is not based on demand and this has resulted in variations in PqTR ranging from 45 to 83 among the districts and high PqTR in lower primary education.

Governance and Management

The governance and management of primary education has been decentralised with most of the functions devolved to local councils. This has resulted in improvements in school based planning of the primary subsector.

However, governance and management of primary education is still facing some challenges as follows:

- Decentralisation is not fully functional and has some structural gaps affecting efficient delivery of services;
- Low capacity in school management and leadership is also affecting delivery of education;
- Inadequate community participation in schools;
- Assessment and promotion of teachers is not standardized; and
- School supervision, advisory and inspection support is inadequate and there are gaps in data accuracy, reporting, and utilization at all levels.

iii. Out-of-School Youth Functional Literacy and Complementary Basic Education

2,389,008 children aged 6-17 have been identified as being out of school (NSO 2018). There are two programmes in the sector that are reaching out to these children. Out of School Youth functional literacy under Ministry of Youth and Sports and Complementary Basic Education in the Basic Education Directorate of MoE.

Out-of-School Youth Functional Literacy

Out of School Youth (OSY) Functional Literacy programs provide alternative learning pathways and supplement efforts of the formal education systems and contributes to the attainment of national education and livelihood goals. The programmes are designed to meet the following objectives:

- Programmes must directly target their outcomes;
- Must resemble training more than education because there is limited time;
- Must be intent on the development of a quality programme (participants have to believe that their efforts are recognized as important as they would be if part of the formal system); and
- Participants must attend regularly (which is not different from regular schooling).

These requirements for success are typically not present in the Out of School Youth Functional Literacy programmes. The value of these programmes is thus not what it could be or should be.

Access and Equity

In the first half of 2019/20, 174 learning centres were operating in 9 districts, reaching about 6,000 learners. Out of School Youth Functional Literacy Program is thus not a national programme and remains underfunded. While it potentially provides a useful alternative and optimally designed for the needs of the target youth, it is not prioritised.

Quality and Relevance

The Out of School Youth Functional Literacy Program is a second chance education program. It runs for 9 months and aims at imparting numeracy and literacy skills to the out of school youth. The contents of the program respond to the needs of the target group. Apart from the literacy and numeracy, the course includes life skills, nutrition, parenting, hygiene and there is a component for livelihoods. At times, the program experiences high absenteeism especially during lean period as learners have to meet their livelihood needs because most of them are parents. Since the inception of the program 1,795 learners have been integrated into the formal schooling. Gaps remain in quality inspection and supervision of all OSY programmes.

Governance and Management

Out of School Youth education requires greater recognition, legal, policy and strategic alignment, and increased funding to provide for wider availability. It responds to the education as well as livelihood needs of the out of school youth. However, there is need to align the livelihood/skills component to the labour market and strengthen governance and management of the program.

Complementary Basic Education

Through CBE Programme, Malawi aims at providing education opportunities to out-of-school children between the ages of 9 and 17. CBE is accelerated learning programme with an emphasis on literacy and numeracy, healthy living, citizenship, livelihoods, agriculture and environment. Despite increase in CBE enrolment, a number of challenges are affecting the programme as highlighted below.

Access and Equity

The CBE programme is operating in only 10 districts with a net enrolment of 56,450 which is far from meeting the demand. Limited funding is affecting the ability of the programme to open up more centres across the country and provide adequate resources for teaching and learning; and the drop-out rate of learners is very high.

Quality and Relevance

The ESA found that the content of the programmes is not relevant and linked to desired survival skills of the learners. Further, CBE facilitators lack adequate training to effectively deliver the programme and this is exacerbated by limited teaching and learning materials supplied to the centres.

Governance and Management

Although governance and management of primary education has been decentralised, CBE is still managed centrally and this is limiting its effectiveness and efficiency. Some challenges to CBE delivery include: Lack of guidelines and established positions of caregivers to deliver the CBE programme at district and community levels; weak or nonexistence of inspection and supervisory services on the CBE programme; and lack of comprehensive data for evidenced based decision making process.

iv. Adult Literacy and Education

Access and Equity

Adult literacy and education started as a women's programme and to-date it is provided to both men and women in all the districts across the country. There are approximately only 10,000 classes against the target of 92,000 classes. It was observed that more women (90%) than men attend adult literacy classes. This is attributed to cultural barriers among other factors. Further, there is low participation of people with disabilities attributable to lack of appropriate infrastructure and learning materials, and encouragement for participation.

Quality and Relevance

The quality of adult literacy and education is affected by several factors some of which are as follows:

- The programme has shortage of staff at all levels including district and central levels. This is due to, among other factors, high attrition rate of instructors. By 2018, the total number of instructors nationwide was 8,000. Hence, the ratio of learners to instructors was 30:1;
- Undertrained instructors who operate on a voluntary basis with little supervision or advisory support;
- There is high absenteeism and dropout of learners;
- Learning materials are inadequate and outdated; and
- The curriculum is not aligned to prevailing needs of learners.

Governance and Management

Resources allocated to the responsible ministry for adult literacy has not been flowing efficiently to district councils. This has been affecting the delivery of adult literacy programmes. The ESA found that laws and regulations related to adult literacy are not widely known. The adult literacy structure and its regulatory set up was found to be adequate to meet its goal but lacks adequate financial and material support. There is lack of data for evidence based decision making at all levels.

2.4.2 Secondary Education

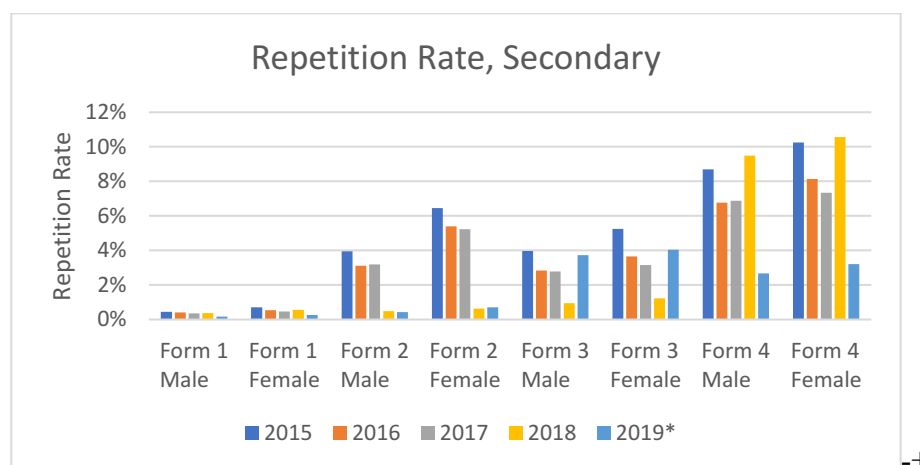
The number of secondary schools increased from 1,160 (372 private) to 1,202 (353 private) and related enrolments grew from 233,573 in 2008 to 387,569 in 2018. Despite the improvements in access, net enrolment remains very low at 16% as recorded in 2018 and the quality of education is also low. These developments are attributable to a number of challenges in the subsector and these are presented below.

Access and Equity

Access and transition from primary to secondary education, the former represented by NER, are at 16% and 38.4%, respectively, as registered in 2018. The low access to secondary education is attributed to:

- Limited number of secondary schools as well as teaching and learning infrastructure in existing schools;
- Long distances between primary feeder schools to secondary schools;
- High cost of secondary education for learners and this limits access especially by OVCs;
- Secondary school infrastructure, amenities and other facilities are not conducive for female and SNE learners. Statistics indicate that there are more male than female learners in secondary schools as reflected by the GPI of 0.92;
- Access for students with SNE is affected by limited specialist teachers as well as relevant teaching and learning materials and infrastructure.; and
- Repetition rate rises from Form 3 and 4 as shown in Figure 9 below. One of the major drivers is students choose to repeat a class for them to improve their MSCE grades for tertiary education access. Increasing access to tertiary education is expected to have a positive effect. The re-introduction of Form 2 assessment exams is also expected to support teachers and students to improve performance in areas of weakness.

Figure 9: Secondary Education Repetition Rates



Source: Chung 2019; EMIS

Quality and Relevance

National examination pass rates can be used as a reflection of acquiring learning outcomes. A higher pass rate is always desirable among stakeholders. Even though the proportion of learners passing MSCE examinations has increased from 32.69% in 2008 to 63% in 2018, the quality of secondary education is still low and this is greatly affected by a number of factors including:

- Inadequate qualified teachers especially in STEM subjects. As a result, there are teachers who teach subjects in which they are not specialised;
- Limited teaching and learning materials. The average learner textbook ratios for

Mathematics and English are at 3:1 and 2:1, respectively;

- There is also inadequate infrastructure for the curriculum offered and most CDSS's do not have the science laboratories and/or workshops; and
- Absence of adaptive curriculum, methodology, teaching and learning materials to incorporate inclusive education.

Governance and Management

The secondary subsector faces a number of challenges with respect to governance and management and some of them are as follows:

- Teachers are not systematically recruited, deployed and promoted;
- School supervision, inspection and advisory support is limited due to inadequate staff and mobility challenges; and
- Lack of decentralisation of functions in secondary education is affecting its efficiency and effectiveness.

2.4.3 Higher Education

Despite some improvement in access to quality higher education, a number of challenges are still affecting this subsector in the areas of access and quality, among others, as detailed below:

Access and Equity

There has been an increase in both public and private universities and there are more private universities as of now in the subsector. Selection into the public and some private institutions is competitive and only few secondary school graduates compete successfully. There are limited opportunities for students with disability to have access to higher education because most of the higher education institutions do not have disability friendly infrastructures. The National Council for Higher Education harmonised selection report of 2018 observed that less than 30% of those who qualify to be enrolled in universities have access to higher education.

The high cost of higher education limits access for the needy and vulnerable students. These are not fully assisted because, in part, the higher education loan scheme has some inefficiencies. In terms of gender, most females are not able to effectively compete for university entry, a reflection of gender disparities at MSCE performance level. In addition, there are limited bridging programmes for vulnerable learners or other learners with potential to enter the universities to enable them access university education.

There are also geographical constraints in accessing higher education with those living in urban set up easily accessing higher education compared to their learners in rural areas. For example, in 2019, a total of 1,046 students were selected to the four public universities from Community Day Secondary Schools (CDSS) as reflected in the NCHE Harmonised Selection Report 2019, representing 18% of the total number selected, and yet there are more Community Day Secondary Schools than Conventional Secondary Schools in Malawi. In this respect, it is worth noting that most Community Day Secondary Schools are in the remote areas and attended by the students from low socio-economic background (MacJessie, 2015). The quality of education in CDSS is also poorer than in other secondary schools.

There are strides to increase access to higher education through introduction of ODL and e-learning programmes. However, these are not well developed programmes and most of the higher education institutions don't have fully functional ODL systems to make significant impact on increasing access to higher education in Malawi. However, it is worth noting that the number of higher education institutions conducting ODL programmes in Malawi has increased due to Corona Virus Pandemic.

Quality and Relevance

The quality and relevance of higher education is mainly affected by the lack of national qualification framework for the higher education. This has led to other issues including:

- Limited quality control of standards for universities;
- Lecturers are not always appropriately qualified with most universities not meeting the 30% minimum for PhD staff;
- Universities lack quality and relevant research programmes which contribute to the socio-economic development of the country and there are not a lot of research programmes to engage learners;
- There is lack of adequate standard teaching and learning infrastructure, particularly for science and technology. In particular, access to higher education is mainly constrained by lack of infrastructure, special needs facilities, and girl-friendly facilities; and high unit cost (Valeta J. et al, 2016). Only 21.8% of eligible candidates are selected into public universities at the moment. Even among those that are selected, many are forced to live in sub-standard accommodation that is outside the university premises, thereby greatly compromising the quality of learning and ultimately precipitating poor academic performance as has been the case in the recent past (Valeta J. et al, 2016);
- Low alignment to industrial need as a result of minimal industry consultations with private sector in curriculum design and this is greatly affecting the relevance of some of the programmes; and
- The learning environment and learning materials are not conducive for students with special education needs resulting in low enrolment.

Governance and Management

Governance and management of higher education is affected by the following challenges:

- Lack of relevant policies to encourage private investment in higher education resulting in low private sector engagement;
- There is no overarching higher education legislation to govern the establishment and administration of universities. There is no proper formula used by the Ministry of Finance in funding public universities in Malawi as is the case in other countries in the region. There are no well-defined criteria followed by MoE in allocating financial resources to public institutions of higher learning in Malawi, except for consideration of student population (Valeta, J. et al, 2016);
- Availability of quality data still remains a challenge; and
- In terms of sexual reproductive health, there is lack of comprehensive interventions to mitigate HIV and AIDS and non-communicable diseases among students and staff.

2.4.4 Technical and Vocational Education and Training

The number of institutions offering technical skills development programmes as well as enrolment of students has been increasing over the years. However, the TEVET sector still faces a number of challenges as outlined below.

Access and Equity

- Lack of adequate and relevant infrastructure including inadequate workshops, and sanitary facilities for learners with special needs is affecting access to TEVET;
- The geographical locations of TEVET training institutions limit access for students across the country; and
- Access by female students remains low with less than 30% of total enrolment in public and private technical colleges being female students. This is partly due to, among other things, stereotypes and cultural beliefs.

Quality and Relevance

- Acute shortage of qualified instructors in technical colleges. This situation is aggravated by the lack of a technical teacher development strategy and absence of a technical teacher training college;
- Poor alignment of the curriculum to prevailing skills needs and the dynamic labour market is affecting the relevance of TEVET;
- Lack of adequate and relevant teaching and learning materials;
- Inexistence of inspection and supervision of TEVET in secondary schools and technical colleges is also affecting effectiveness of TEVET subsector;
- Inefficient examination modalities, certification and mode of assessments, and services in technical college are affecting progression of students; and
- Poor industry participation in TEVET affecting curriculum development and quality of graduates.

Governance and Management

- Conflicting roles of key stakeholders in the delivery of TEVET as a result of gaps in the legal framework;
- Low participation of the private sector in TEVET training provision;
- Inadequate and most often erratic funding levels to the sub-sector despite the increase in the collection of the TEVET levy;
- Lack of comprehensive interventions to mitigate HIV and AIDS and non-communicable diseases and promote sexual reproductive health among students and staff; and
- Lack of comprehensive data for evidence based policy development and decision making processes.

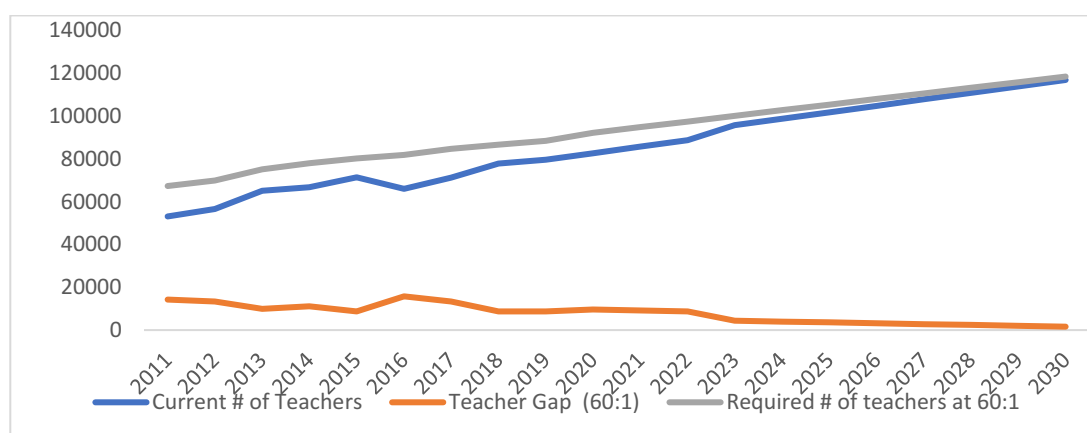
2.4.5 Teacher Education

Despite an increase in the number of Teacher Training Institutions, enrolments and efforts to increase the quality of teachers, there are still a few challenges haunting the sector as outlined below.

Access and Equity

- Enrolment in primary TTCs has increased from 3,749 in 2008 to 7,373 in 2018. Although there is an increase, there is need to train more teachers to reduce pupil teacher ratio currently at 70:1. In the year 2018, there were about 74,109 teachers and there is high demand for primary school teachers standing at 118,314 to meet 60:1 target by 2030 as shown in the Figure 10 below;

Figure 10: Projected number of primary teachers



- There are still shortages of secondary school teachers especially in STEM subjects. Currently, there are about 12,663 teachers in secondary school against the required number of 50,919 teachers by 2030;
- Enrolment of teacher trainees into TTIs is limited by inadequate infrastructure;
- Access to TTIs by special needs trainees is restricted by inadequate necessary materials to facilitate their learning; and
- In terms of gender at both Primary and Secondary levels, there have been more male than female teachers in the schools as shown in Figure 11 and Figure 12 below. Besides inefficient recruitment, allocation and deployment of teachers being a factor , lack of basic essential services in rural areas including housing affects retention of female teachers in rural areas. While at training institution level, lack of gender sensitive infrastructure e.g female students hostels also affect enrolment figures. There is therefore need to address the gender gap.

Figure 11: Primary school teachers by gender

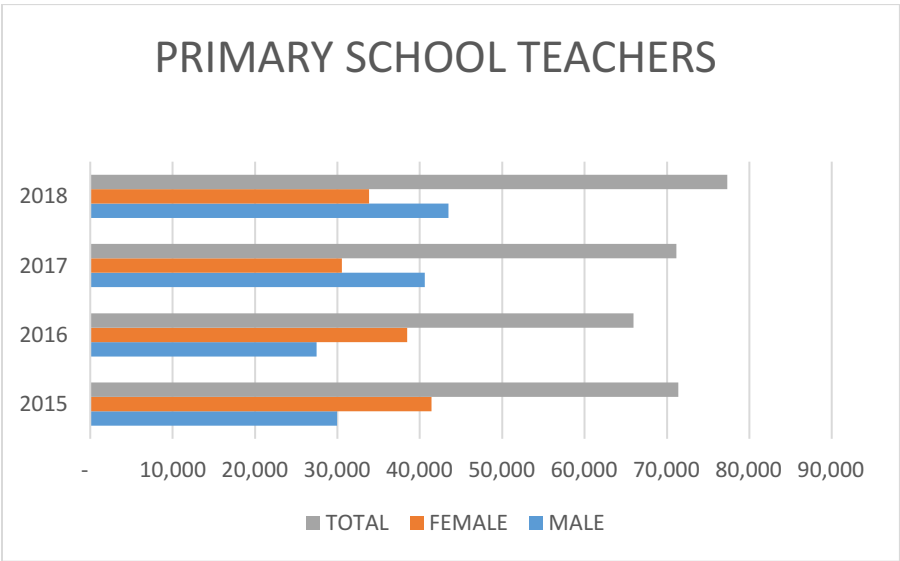
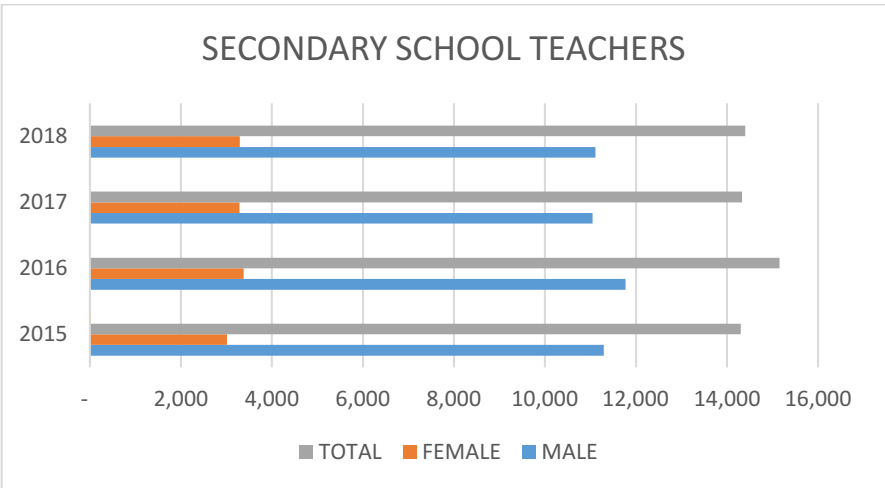


Figure 12: Secondary school teachers by gender



Quality and Relevance

The quality of teachers produced from TTIs is reflected by the performance of the learners they teach when in service. However, the following are the challenges affecting quality and relevance identified under teacher education:

- Pre-service teacher training curriculum doesn't prepare trainees for the reality on the ground in terms of large classes;
- Under-qualified TTI tutors as most of them are secondary school teachers with limited primary education pedagogical skills;
- There is poor performance management of teachers and limited review of their training curriculum to enable improvements;
- Dilapidated infrastructure (hostels and laboratories) in some of the TTIs which affect the learning process;
- Inadequate instructional materials (including teaching and learning materials) in TTIs; and
- Minimum qualification for primary school teachers remains at certificate level which is low compared to other countries in the region.

Governance and Management

Governance and management still remains a challenge for the teacher education to adequately produce quality teachers that meet the demand in both primary and secondary education. The key challenges are the following:

- Inadequacy of the teacher education management information system is affecting efficient planning and support for teacher development;
- Inadequate CPD and in-service provisions for instructional improvement is affecting teacher education and this is exacerbated by inadequate advisory and inspection activities;
- Ineffective implementation of the CDP framework including the career path; and
- Weak governance structures for teacher training institutions.

2.4.6 Inclusive Education, Gender and Other Crosscutting Issues

Learners with special education needs, OVC and female learners are a special category that is often left behind in the provision of quality education. Below are the specific challenges that affect gender and inclusive education.

Access and Equity

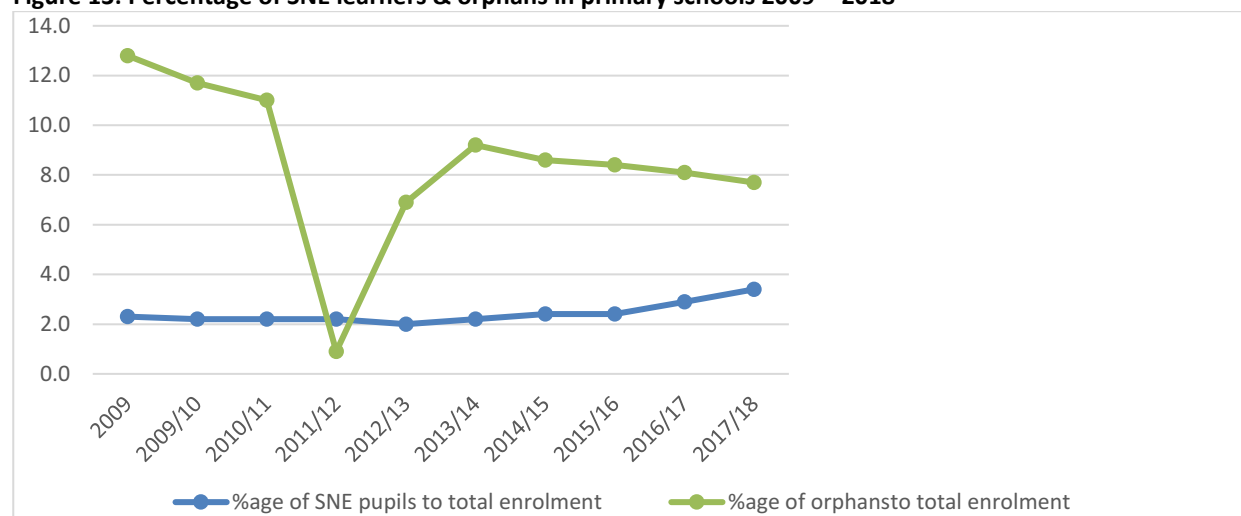
- Low capacity of teachers to support learners with special education needs;
- Schools do not have materials adapted for effective instruction;
- Infrastructure is not disability friendly;
- Limited investment in assistive devices;
- Low funding towards improving the education of children with special needs;
- Inadequate resource centres to promote inclusive practices;
- There is low access to quality inclusive education due to poor health and malnutrition; and
- Limited coordination with the health sector to enhance screening and referral system.

Similarly, other cross cutting issues such as climate change and gender adversely affect quality and inclusive education. Figure 13 below shows that the percentage of orphans and SNE learners are low in schools.

According to NSO Housing and Population Census of 2018, the population of learners with

disability from the age group ranging from 5-14 and 15-19 is 227,814 and 105,176, respectively. The EMIS 2018 indicates that out of this total population of learners with SNE only 174,544 learners are in primary schools with rural (157,113 learners) having higher enrolment than urban (17,320 learners). For secondary, 8,404 SNE learners have been enrolled (2.3% of total secondary enrolment), an increase from 5,414 in 2008. against the overall population and this is still low.

Figure 13: Percentage of SNE learners & orphans in primary schools 2009 – 2018



Source: MoE (EMIS)

In terms of nutrition, the most prevalent challenge facing Malawian children is stunting which stands at 42% of children in Malawi⁶ and according to the *Cost of Hunger Report*⁷, it costs Malawi an estimated MK147 billion annually in terms of child under-nutrition, and other direct and indirect effects of under-nutrition on education. The report further states that these under-nourished children are most likely to drop out of school achieving 1.5 years less in education and that 18% of all repetitions are associated with under-nutrition (stunting). Nutrition insecurity affects learners' cognitive capacity, hence adversely affecting both access and equity as well as quality and relevance pillars.

The Government of Malawi has been implementing School Feeding Programs. However, despite SFP being the largest nutrition program, it is not a permanent solution towards addressing critical nutritional challenges facing the learners. Relatively, most of the school feeding programs are supported by external financiers, without a clear sustainability plan for such huge nutrition undertaking.

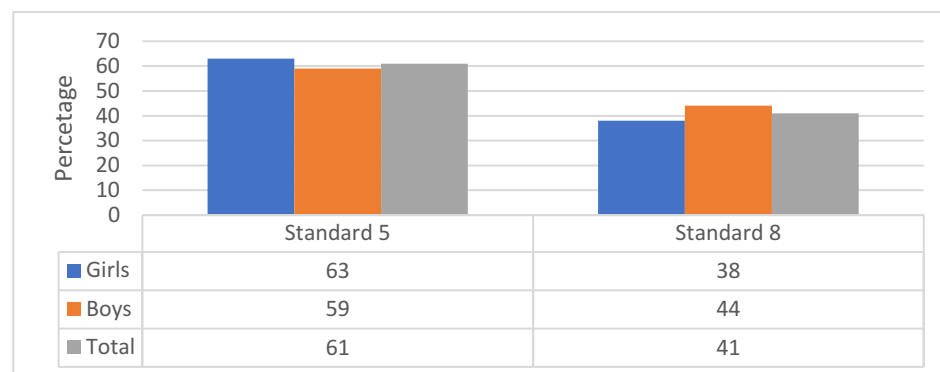
Nevertheless, through the National Social Support Programme (NSSP), the program has recognised the school meals program as one of its key social support pillars which gives out an indication of Government's consideration for such a nutrition initiative. Experience from the initial program phase is that despite school meals being its pillar, virtually no effort was made to integrate all the country programs into the NSSP. As such, it is still yet to be seen how school meals will be fully integrated into the program to the extent that public financing can be harnessed and assure the learners of continued provision of school meals programme in Malawi.

⁶ World Food Programme. (2015). Progress in stunting prevention in Malawi. Retrieved from www.wfp.org/news/news-release/program-stunting-prevention-malawi

⁷ Government of Malawi. (2015). The Cost of Hunger in Malawi: Implications on national development and Vision 2020. Retrieved from https://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp274603.pdf?_ga=2.164872314.41632202.1507302294-511602913.1502378628

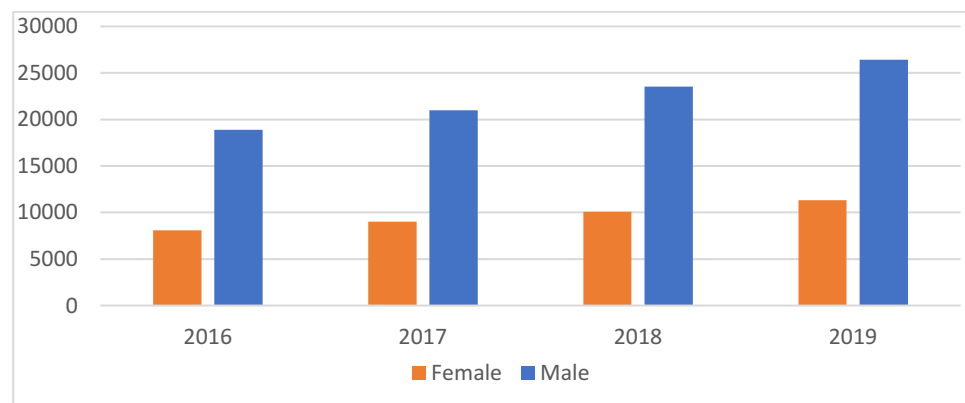
Despite the importance of girls' education, girls still face challenges in accessing and moving up to upper levels of education. The Malawi Demographic Health Survey (2015-16) reports that 12 percent of women have no education compared with 5 percent of their male counterparts. As evidenced by the data at primary education level, the survival rate in Standard 5 relative to Standard 8 are low and even lower for girls compared to those of boys as shown in the Figure 14 below.

Figure 14: Comparison of Survival Rate in Standards 5 and 8 between Boys and Girls in 2018



Statistics indicate that there are more male than female learners in secondary schools (Gender Party Index of 0.92). The scenario is the same in tertiary education institutions except in primary teacher education. Figure 15 below shows the enrolment disparities in TEVET. There are a number of factors that affect access to girls' education including: School infrastructure, amenities, cultural practices, early marriages, unplanned pregnancies, distance to schools and school fees.

Figure 15: Enrolment disaggregated by gender for TEVET



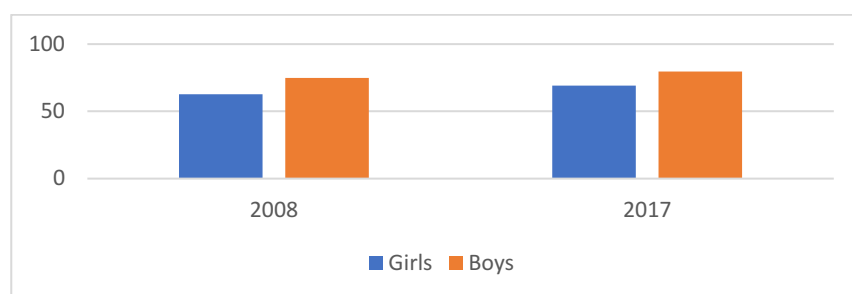
Due to climate change and other man-made related issues, Malawi has been subjected to humanitarian disasters. The dichotomy of flooding and drought conditions worsened by strong winds has caused stress among learners and teachers at all levels. Flooding conditions have not only affected school structures but where they are not destroyed, they are used as evacuation centres harbouring internally displaced communities and affecting learning because classrooms have been turned into lodging places. WASH in schools is greatly compromised due to invasion of schools by affected communities.

Quality and Relevance

- Limited capacity for inclusive education at different levels;
- Inadequate assistive devices, teaching-learning and assessment resources for learners with diverse needs;

- Inadequate supply of specialist teachers in special needs education;
- Teachers lack experience, skills and knowledge to teach diverse classes;
- Understaffing, large class sizes and inadequate numbers of classrooms that are inclusive in schools;
- Lack of adaptable curriculum methodology, teaching and learning materials to incorporate inclusive education;
- There no government owned institution that train teachers for inclusive education leading to inadequate specialized teachers to support inclusion in schools; and
- The PSLCE results show that the performance of girls in education is lower than that of boys as show in the figure 16 below.

Figure 16: PSLCE Results for girls and boys in 2008 and 2017



Governance and Management

- There is no standalone policy for Inclusive Education, and there is need to review the current inclusive education strategy and increase budget allocation for inclusive education delivery;
- There is lack of guidelines on provision of resources for inclusive education and this leads to inadequate provision of resources. For example, the school improvement grants do not have clear guidelines related to inclusive education;
- There is inconsistency in roles and deployment of special needs education teachers to support learners with special educational needs at all levels. Not all zones have resource centres for promoting inclusive education;
- Although the training and recruitment of teachers gives a 50-50 chance to both male and female teachers, retention of female teachers in rural areas is on a lower side; and
- HIV and AIDS is another cross cutting issue affecting education at all levels. There is a need to sustain the gains in management of HIV and AIDS in the education sector to avoid loss of gains in the fight against the pandemic.

3 FINANCIAL ANALYSIS

3.1 EDUCATION FINANCE OVERVIEW

The budget allocation to the education sector consists of allocations to the Ministry of Education (Vote 250), Local Councils (Vote 900 Series), and the Education Subventions (Vote 275). The budget of the Ministry of Education includes allocations of salaries for all secondary school teachers, operational budgets for Headquarters and its agencies, all secondary schools, the six education divisions, Teacher Training Colleges (TTCs) including Domasi and Nalikule Colleges of Education, and development projects at all levels, be it at primary, secondary, teacher education, and higher education. Local Councils budget caters for salaries for all primary school teachers and operational costs for all primary schools. Education subventions include all public universities in the country such as Malawi University of Business and Applied Sciences, University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources, Kamuzu University of Health Sciences, and Malawi University of Science and Technology. Education subventions also include parastatals such as Malawi National Examination Board (MANEB), National Library Services, Malawi Institute of Education, National Council for Higher Education (NCHE), Higher Education Students Loans and Grants Board (HESLGB), and Malawi University Development Programme.

The resources which are provided to the education sector mainly fall into two major categories, namely: Recurrent Budget which comprises Personal Emoluments (PE) and Other Recurrent Transaction (ORT), and Development Budget which has two parts, namely: Development Budget Part I which is donor financed, and Development Budget Part II which is financed by Government.

3.2 RECURRENT BUDGET PROVISIONS

The trend analysis in Table 5 below shows that the percentage allocation of total government recurrent expenditure towards education has been over 20 percent since 2010/11 FY. There has been an increase in government expenditure towards the education sector due to the introduction of donor-pooled resources through the Education Sector-Wide Approach (SWAp) program. The Education SWAp arrangement mandated the Government of Malawi to allocate a minimum of 20 percent of its discretionary recurrent budget towards the education sector. In order to fulfil this obligation, education sector was allocated a minimum of 23 percent and a maximum of 26 percent between 2010/11 and 2014/15 FYs. This is despite the pulling out of the Development Partners in the E-SWAp arrangement in 2013/14 FY. While there were no pooled resources from Development Partners after the suspension of E-SWAp, the Government of Malawi allocated 27 percent of its voted recurrent budget towards the education sector in 2018/19 FY.

Table 5: Total Government Recurrent Budget towards Education in (MK "000,000,000")

Recurrent Provisions	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total Recurrent Education	43,750	49,890	73,430	93,400	112,790	157,869	174,690	207,589	224,545
Total Voted Recurrent Allocation (excludes Statutory Expenditures)	182,580	194,790	321,460	386,220	495,750	582,522	666,255	788,999	840,966
% of recurrent allocation (excluding statutory expenditures) spent on education	24	26	23	24	23	27	26	26	27

Source: Ministry of Finance - Financial Statements

Large amount of resources allocated to the education sector under recurrent budget was for the payment of salaries for primary and secondary school teachers. Out of the MK224.5 billion recurrent budget resources allocated to the education sector in 2018/19 FY, MK144.1 billion was for payment of salaries for both primary and secondary school teachers, representing 64 percent of the total recurrent resources allocated to the sector. The non-salary allocations include for the purchase of Teaching and Learning (TLMs) amounting to MK3.16 billion for both primary and secondary schools, MK6.4 billion for the running of all secondary schools under the six education divisions, and MK9.5 Billion for running of all primary schools in the country.

As shown in Figure 17 below, the primary education recurrent unit cost has increased by 178.8 percent from MK9,186 to MK25,612 between 2013 and 2019. The largest proportion of the primary unit cost was teachers' salaries. The unit cost also includes training of primary school teachers in the nine public Teacher Training Colleges. Further, the recurrent unit cost for secondary education has increased by 151.4 percent from MK51,664 in 2013 to MK129,867 in 2017 (Figure 18). However, the unit cost for secondary dropped to MK114,815 in 2019 due to increased enrolments in the secondary schools. As is the case with the primary unit cost, a bigger proportion of the cost is for teachers' salaries in the secondary education subsector. This means that a smaller proportion is left for the day to day running of over 850 public secondary schools in the country.

Figure 17: Trend of Primary Education Recurrent Unit Cost from 2012/13 to 2018/19

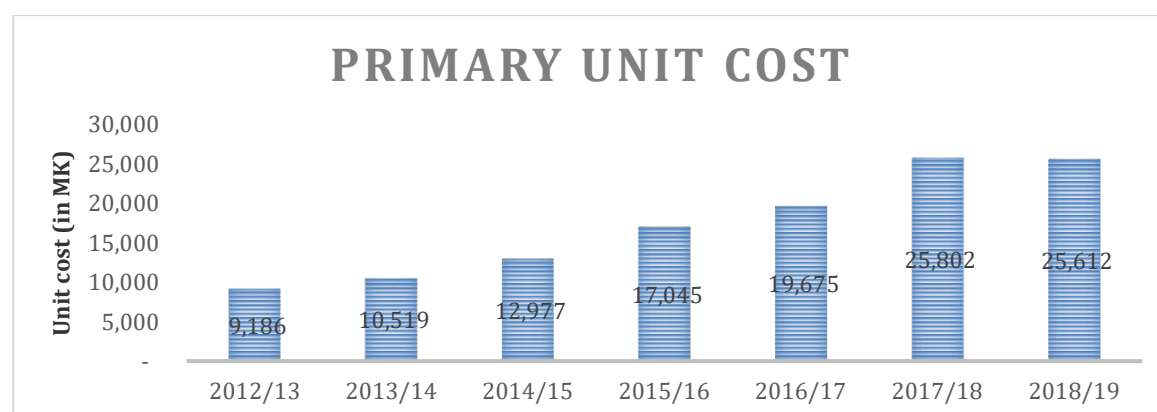
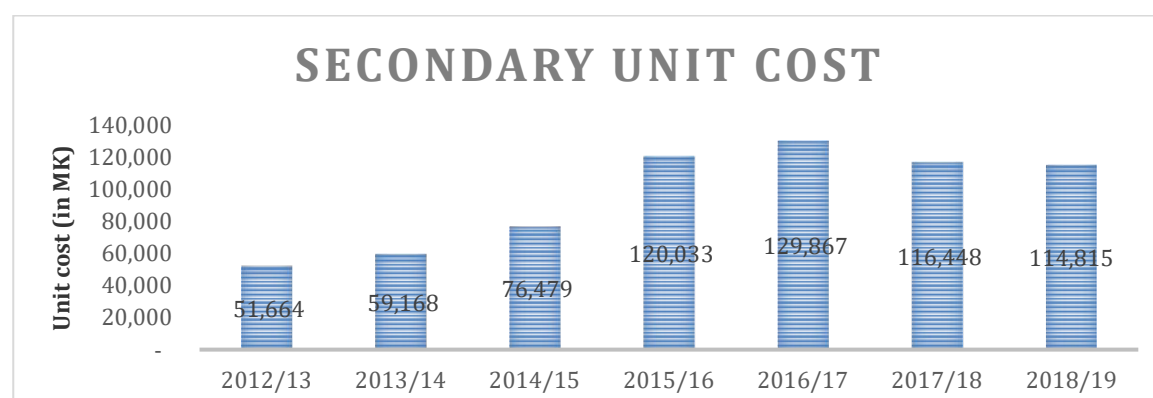


Figure 18: Trend of Secondary Education Recurrent Unit Cost from 2012/13 to 2018/19



3.3 DEVELOPMENT BUDGET PROVISIONS

As shown in Table 6 below, Development Budget Part I resources have increased from MK5.6 billion in 2014/15 FY to MK35.7 billion in 2018/19 FY, representing 538 percent budget increase over the years. Similarly, Development Budget Part II resources have increased from MK2.5 billion in 2014/15 FY to MK14.4 billion in 2018/19 FY, representing 476 percent budget increase. Percentage of budget funded and spent for Development Budget Part I has been at an average of 58 percent during the period under review and the percentage of budget funded and spent for Development Budget Part II has been at an average of 61 percent. While this is the case, percentage of funding spent has been at an average of 100 percent for both Development Budget Part II and I. This entails that the education sector has been facing challenges in accessing the development budget resources despite it having the capacity to absorb the resources provided by the Government of Malawi and the DPs for spending.

Table 6: Development Budget Part I and II (MK000, 000)

Category	2014/15		2015/16		2016/17		2017/18		2018/19	
	Dev. Budget Part I	Dev. Budget Part II	Dev. Budget Part I	Dev. Budget Part II	Dev. Budget Part I	Dev. Budget Part II	Dev. Budget Part I	Dev. Budget Part II	Dev. Budget Part I	Dev. Budget Part II
Budget	5,600	2,500	6,561	3,600	19,735	5,960	18,000	20,700	35,652	14,400
Funding	300	2,100	6,561	2,122	19,735	1,992	6,268	9,523	16,964	11,730
Expenditure	300	2,100	6,561	2,122	19,735	1,976	6,268	9,495	16,964	11,728
% of Budget Funded	5	84	100	59	100	33	35	46	48	81
% of Budget Spent	5	84	100	59	100	33	35	46	48	81
% of Funding Spent	100	100	100	100	100	99	100	100	100	100

3.4 DEVELOPMENT PARTNERS FINANCING

There has been substantial support from the Development Partners that are working in the Education Sector and other domains of the social development sectors that have a bearing on education in Malawi. Between the period of 2008/09 and 2019/20 FYs, approximately US\$753 Million⁸ (MK602 billion) has been provided to the education sector by the traditional Development Partners as shown in Table 7 below. The financial support provided by the DPs targets all the sub-sectors in the education sector and at times, it is provided to two or more education sub-sectors. Table 7 below provides a summary of the DPs that have been providing financial support during the period under review.

⁸ Disclaimer: This figure represents what was provided for from the Donors and it is possible that other interventions may not have been included

Table 7: Key Development Partners Support to the Education Sector in Malawi between 2008/09 and 2019/20
FYs in US Dollar

Development Partner	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	Total
DFID	15,450,590	13,234,248	14,412,910	20,225,882	24,401,245	11,275,074	8,835,292	14,309,983	12,790,860	8,451,245	7,629,732	12,017,943	163,035,004
EU	-	-	-	-	-	-	-	-	3,500,000	30,000,000	27,000,000	6,400,000	66,900,000
EU/Germany (GIZ)					833070.09	1173623	1353421.3	1326956.2	2713411.7	3652164.52	2658483.36	3570533.12	17,281,663
Germany (GIZ)	5561042.3	3725204.2	2552968.5	4490082.7	6539619.2	4458878.7	2664946.3	2406803	3266636.8	1725742.78	948160.68	2335739.84	40,675,825
Germany (KfW)	-	-	5,530,801	-	-	-	-	20,348	577,098	5,417,083	496,921	125,135	12,167,386
GPE	-	-	-	-	-	-	-	-	11,225,000	11,225,000	11,225,000	11,225,000	44,900,000
RNE	-	-	-	-	-	-	6,666,600	12,577,212	12,072,250	30,957,425	21,630,851	20,320,563	104,224,901
UNICEF	-	-	-	-	12,991,874	8,799,106	13,352,325	11,161,083	10,707,400	-	-	-	57,011,788
USAID	-	1,856,478	6,803,312	8,748,007	9,208,606	5,250,109	9,442,820	17,407,270	30,569,293	32,628,455	21,746,006	17,446,244	161,106,600
World Bank	-	-	-	-	-	-	-	9,280,000	12,280,000	12,280,000	15,857,143	35,857,143	85,554,286
Total	21,011,632	18,815,930	29,299,992	33,463,972	53,974,414	30,956,791	42,315,405	68,489,655	99,701,949	136,337,115	109,192,297	109,298,301	752,857,453

4 STRATEGIC FRAMEWORK

This chapter sets out high level strategic priorities of the sector based on the key issues as outlined in Section 2.4. Three key thematic objectives have been developed and under each programme strategic objectives and key priority actions to be addressed between 2020 and 2030 are defined.

4.1 SECTOR STRATEGIC PRIORITIES AND OBJECTIVES

4.1.1 Vision

To be a catalyst for socio-economic development and industrial growth.

4.1.2 Mission

To provide quality and relevant education to the Malawi nation.

4.1.3 Mandate

To promote education for all people in Malawi irrespective of race, ethnicity, gender, religion, disability, or any other discriminatory characteristic.

4.1.4 Goal

To promote equitable access to education and improve relevance, quality, and governance and management of the education sector.

4.1.5 Thematic Objectives

The vision of the sector will be translated through the following three thematic objectives outlined below:

- Increase access to equitable education programs at all levels of the education system;
- Enhance the quality of learning outcomes that are relevant to Malawi's socio-economic development; and
- Strengthen effective, efficient and accountable governance and management of the education system.

The NESIP has been elaborated into sub-programmes. Each sub-programme has a general objective aligned to the thematic objectives with the priority strategic objectives. Priority actions have also been defined under each strategic objective. Table 8 below is a summary providing the strategic focus of NESIP.

Table 8: Strategic objectives

Sub-programmes	General objectives for the Sub-programme	Outcomes
ECD	1. Ensure equitable access to quality ECD services for children aged 5-6.	1. Increased access and delivery of ECD on an equitable basis; 2. Improved quality of learning and teaching in ECD; and 3. Improved governance and management of ECD.
Primary	2. Improve equitable access to quality learning for all children in Primary Education.	1. Improved equitable, inclusive access and participation in primary education; 2. Improved quality and relevance of teaching and learning in primary school education; and 3. Efficient governance, management and accountability of primary education service delivery.
Out of school youth functional literacy and Complementary Basic Education (CBE)	3. Expand access and enhance utilization of basic literacy, numeracy and livelihood skills and knowledge attained by young people for effective participation in sustainable personal, community and national development.	1. Improved numeracy and literacy levels of out of school young people; 2. Improved equitable access to primary school age out of school children and youth; 3. Improved Technical, Vocational and Livelihood (indigenous) skills for sustained self-reliance; 4. Improved quality and relevance of education for out of school children and youth 5. Enhanced governance and management of learning centres for out of school youth;
Adult literacy and Education	4. Reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development.	1. Enhanced access to adult literacy education programmes; 2. Improved quality and relevance of adult literacy and education programmes; and 3. Improved coordination, management and implementation of adult literacy and education programmes.
Secondary	5. Increase equitable access to quality secondary education for all.	1. Increased equitable access to secondary education with particular attention to girls, vulnerable groups and those from rural areas; 2. Improved quality and relevance of secondary education; and 3. Improved governance and management of secondary education.
Higher Education	6. Ensure access and equity, quality and relevance and effective and efficient governance and management of the Higher Education subsector.	1. Increased equitable access for students in Higher Education; 2. Improved skills, quality and relevance of Higher Education for industry or market; and 3. Efficient and effective governance and management system established.
TEVET	7. Ensure increased equitable access to quality and governance of TEVET.	1. Increased equitable access to TEVET programs that are relevant to developmental demand; 2. Improved functional quality and relevance of the TVET education sector; and 3. Improved governance of TEVET sub-sector.

Teacher Education	8. Increase the number of qualified teachers that contribute to the quality of primary and secondary education.	1. Increased equitable and inclusive access to Teacher Education; 2. Improved functional quality and relevant teacher training, including continuous professional development; and 3. Improved Governance and management of Teacher Education.	1. Increased equitable and inclusive access to Teacher Education; 2. Improved functional quality and relevant teacher training, including continuous professional development; and 3. Improved Governance and management of Teacher Education.
Inclusive Education, Gender and other Cross Cutting issues	10. Ensure that inclusive education, gender SHNHA and other crosscutting issues are integrated across all levels of the education system.	1. Improved equitable access to quality education for both male and female students and students with special needs; 2. Improved quality of service provision in IE, Gender and other crosscutting issues; and 3. Improved governance and management of Inclusive Education, Gender and other cross cutting issues.	1. Improved equitable access to quality education for both male and female students and students with special needs; 2. Improved quality of service provision in IE, Gender and other crosscutting issues; and 3. Improved governance and management of Inclusive Education, Gender and other cross cutting issues.
System governance and management	11. Build a platform for access and equity, quality and relevance, effective and efficient governance and management of the education system.	1. Improved coordination and collaboration amongst the stakeholders in the education sector; 2. Strengthened administration, financial management and accountability for results in the education system; 3. Improved human resource capacity; 4. Strengthened Planning, Monitoring and Evaluation at all education levels; and 5. Strengthened Inspectorate and advisory services.	1. Improved coordination and collaboration amongst the stakeholders in the education sector; 2. Strengthened administration, financial management and accountability for results in the education system; 3. Improved human resource capacity; 4. Strengthened Planning, Monitoring and Evaluation at all education levels; and 5. Strengthened Inspectorate and advisory services.

4.2 PRIORITY ACTIONS PLANNED TO ACHIEVE OBJECTIVES

This section highlights the key issues that have been prioritised under each sub-programme and the priority actions that will facilitate the achievement of set objectives for transformative improvement of the sector. Through the priority actions, key reforms that the sector is committed to undertaking are discussed.

4.2.1 Early Childhood Development

Under ECD the plan has been formulated to address the following issues:

1. Limited access to ECD due to limited number of ECD centres in the country;
2. Inadequate supply of qualified ECD caregivers;
3. Inadequate policy awareness and communities prioritizing ECD; and
4. Poor planning exacerbated by inadequate funding within the decentralized system.

General Objective: Ensure equitable access to quality ECD services for children aged 5-6.

Strategic Objective 1: Increase access to ECD services on an equity basis.

Priority Actions

- i. Develop and implement an equity-based ECD delivery system with specialist support for children with special needs, including prototype designs for ECD centres that ensure safe, inclusive and effective learning environments for all, with due attention to support for children with special needs, WASH facilities and nutrition.

Strategic Objective 2: Improve quality of learning and teaching in ECD.

Priority Actions

- i. Develop a harmonized ECD curriculum which supports children's holistic development, linked to the primary school curriculum, to be implemented through professional training of paid ECD practitioners.

Strategic Objective 3: Improve governance and management of ECD.

Priority Actions

- i. Develop an ECD management information system and use the data for adaptive programming;
- ii. Revise ECD Policy and structure; and
- iii. Increase funding to ECD.

4.2.2 Primary education

There are a number of issues affecting the primary education subsector, and the following issues have been prioritized:

1. High repetition and dropout rates resulting in low primary completion rate – girls being lower than boys;
2. Inadequate number of primary schools resulting in long distances for learners and inadequate classrooms within schools;
3. Limitations in the curriculum relevance;

4. Inadequate textbooks and supporting teaching and learning materials;
5. High absenteeism of teachers and low teacher morale and motivation;
6. Low quality of teaching and assessment;
7. High pupil qualified teacher ratio and inefficient deployment of teachers;
8. Low capacity in school management and leadership is also affecting delivery of education;
9. School supervision, advisory and inspection support is inadequate;
10. Gaps in data accuracy, reporting, and utilization at all levels;
11. Low and irregular School Improvement Grants;
12. Low community participation in the critical school issues beyond bricks and sand;
13. Low value attachment to education as opposed to cultural activities by parents;
14. High learner absenteeism; and
15. Low learning outcomes.

In the next ten years, the key areas of focus will be to improve the learning outcomes including, addressing the issues of teachers, learning environment and strengthening the systems for assessing learning outcomes.

General Objective: Improve equitable access to quality learning for all children in Primary Education.

Strategic Objective 1: Improve equitable access to primary education (entry on age and completion) and participation in inclusive primary education.

Priority Actions

- i. Develop a realistic and costed investment and implementation plan to expand access to school infrastructure based on the needs (addressing districts/intra- district disparities) and an agreed minimum package adhering to Safer School Construction guidelines through decentralized and cost-effective approaches;
- ii. Enforce low-cost community-led classroom construction with quality control from district supported by EIMU;
- iii. Enforce the implementation of compulsory basic education to ensure the enrolment at the right age and retention for all children;
- iv. Strengthen the provision of integrated services in primary school (health, nutrition, psychosocial support, physical education and sports, safety etc.) in collaboration with community and inter-sectoral partners;
- v. Enhance provision of school health and nutrition services to increase access; and
- vi. Improve teachers and learners attendance and time-on-task.

Strategic Objective 2: Improve quality and relevance of teaching and learning in primary education.

	Priority Actions
i.	Strengthen National Assessment Frameworks;
ii.	Provide high quality and relevant curriculum;
iii.	Resource schools with adequate and appropriate teaching and learning materials (TLMs) for all (addressing districts / intra- district disparities) while enforcing utilisation of the TLMs and promoting use of locally available resources, including promotion of use of mother tongue;
iv.	Enhance learner outcome through the use of ICT enabled pedagogy;
v.	Develop, enforce, monitor and review of quality assurance mechanisms;
vi.	Strengthen school supervision, advisory and inspection for improving learning outcomes;
vii.	Strengthen evidence-based decision making in primary education;
viii.	Provide accessible CPD to teachers and ensure that they are applying evidence based practice in instruction to reach all learners;
ix.	Increase the direct funding to schools and adjust it to be needs-based; and
x.	Promote performance appraisal system at all levels to ensure improved learning achievement.

Strategic Objective 3: Improve governance, management and accountability of primary education service delivery.

	Priority Actions
i.	Strengthen capacities of school management and governing bodies to enhance the quality of teaching and learning;
ii.	Promote private public partnership in primary school education delivery;
iii.	Rationalize teacher deployment to achieve minimum pupil teacher ratio at every school (addressing districts/ intra- district disparities including gender balance);
iv.	Review remoteness allowance so that it is attached to schools and not to individual teachers; and
v.	Improve coordination and information sharing between district councils, Ministry of Local Government and MoE.

4.2.3 Out-of-School Youth Functional Literacy and Complementary Basic Education
General Objective: Expand access and enhance utilization of basic literacy, numeracy and livelihood skills and knowledge attained by young people for effective participation in sustainable personal, community and national development.

4.2.3.1 Out of School Youth Functional Literacy

There are a number of issues affecting out of school youth subsector, and the following issues have been prioritized:

1. Out of School Youth Functional Literacy Program is not a national programme and remains underfunded.
2. High students' absenteeism especially during lean period as learners have to meet their livelihood needs as most of them are parents.
3. Poor quality of inspection and supervision of all OSY programmes.
4. Lack of greater recognition, legal, policy and strategic alignment.
5. Low alignment to the labour market
6. Weak governance and management of the program.

Strategic Objective 1: Improving numeracy and literacy levels of out of school young people.

Priority Actions

- i. Finalize and print the Out of School Functional Literacy Curriculum;
- ii. Strengthen the provision of Out of School Functional Literacy through improved quality of teaching and adequate digitalized teaching and learning materials;
- iii. Institutionalize the out of school functional literacy component in the youth department under the Ministry of Youth and its inclusion in as a sub-programme in the national budget.

Strategic Objective 2: Improve provision of integrated services to the youth.

Priority Actions

- i. Review and implement Integrated package for Youth to reflect the needs of youth of different ages and prior knowledge and skills.

Strategic Objective 3: Improve Technical, Vocational and Livelihood (indigenous) skills for sustained self-reliance

Priority Actions

- i. Facilitate provision of Vocational Technical and Livelihood Skills to functional literacy graduates;
- ii. Facilitate provision of start-up tools and capital for these graduates; and
- iii. Facilitate provision of Business Advisory Services.

4.2.3.2 Complementary Basic Education

The out of school children intervention aims at addressing the following issues:

1. Programme content on livelihoods is not fully taught due to lack of TLMs, hence skills acquired are not linked to the market demands;
2. Facilitators lack adequate training to effectively deliver the programme and this is exacerbated by limited teaching and learning materials;
3. Lack of updated implementation guidelines and established positions to deliver the CBE programme at district and community level is affecting delivery of the programme;
4. CBE is not fully decentralized, hence limiting its effectiveness and efficiency;
5. There is weak or nonexistence of inspection and supervisory services on CBE; and
6. Lack of standard guidelines of governance and management of learning centres.

Strategic Objective 1: Improve equitable access to primary school age out of school children and youth.

Priority Actions

- i. Expand equitable CBE to all districts; and
- ii. Strengthen data and evidence to capture out of school children.

Strategic Objective 2: Improve quality and relevance of education for out of school children and youth.

Priority Actions	
i.	Strengthen the provision of CBE programmes through improved quality of teaching and adequate digitalized teaching and learning materials; and
ii.	Review CBE package to reflect the needs of children of different ages and prior knowledge and skills.

Strategic objective 3: Strengthen governance and management of learning centres for out of school children and youth

Priority Actions	
i.	Develop standard guidelines on governance and management of learning centres;
ii.	Strengthen coordination mechanism among stakeholders including community participation in programmes implementation; and
iii.	Review CBE package to reflect the needs of children of different ages and prior knowledge and skills.
iv.	Develop and implement CBE policy.

4.2.4 Adult Literacy

In Adult Literacy, the following are the key priority issues to be addressed:

1. Less men than women attend adult literacy classes due to, among others, cultural barriers;
2. There is low participation of people with disabilities attributable to lack of appropriate infrastructure and learning materials and encouragement for their participation;
3. The quality of adult literacy is compromised by high attrition rate of instructors, who are undertrained and operate on a voluntary basis with little supervision or advisory support;
4. Shortage of staff at all levels including at district and central levels;
5. High absenteeism and dropout of learners;
6. Learning materials are inadequate and outdated, and the curriculum is not aligned to prevailing needs of learners;
7. Funding allocated to the central government for adult literacy has not been flowing efficiently to district councils;
8. Laws and regulations related to adult literacy are not widely known; and
9. Inadequate financial and material support.

General Objective: Reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development

Strategic Objectives 1: Enhance access to adult literacy and education programmes.

Priority Actions	
i.	Open more Adult literacy and Education centres;
ii.	Sensitize communities on availability of adult literacy and education centres in their communities;
iii.	Promote linkages between adult literacy and education and the formal education sector; and
iv.	Introduce and promote innovative approaches integrating adult literacy and education into livelihoods.

Strategic Objectives 2: Enhance relevance and quality of adult literacy and education programmes.

Priority Actions

- i. Provide adequate training to instructors;
- ii. Professionalize adult educators; and
- iii. Provide adequate teaching and learning materials to ALE centres.

Strategic Objectives 3: Improve coordination, management and implementation of adult literacy and education programmes.

Priority Actions

- i. Promote and strengthen adult literacy and education coordination structures at community, district, and national levels;
- ii. Develop and implement innovative ways to increase resources; and
- iii. Integrate the Adult Literacy management information system into EMIS.

4.2.5 Secondary Education

Secondary education has the following priority issues to be addressed:

1. Inadequate secondary schools affecting access to secondary education;
2. High cost of secondary education for learners, limiting access especially by OVCs;
3. Less females enrolled in secondary schools due to higher female dropout than male;
4. Access for students with SNE is affected by limited specialist teachers and relevant teaching and learning materials;
5. Low quality school leadership and management;
6. Low learning outcomes exacerbated by institutionalised inequalities in secondary schools (convention CDSS and open school systems);
7. Inadequate number of qualified teachers specially on Science, Technology, Engineering, Mathematics(STEM), Sports and Talent in Secondary;
8. Low quality of teaching and assessment in secondary schools;
9. Limited teaching and learning resources, ICT, and inadequate infrastructure for the curriculum offered with most CDSS' not having science laboratories and/or workshops;
10. Teachers are not systematically deployed and promoted;
11. Limitations in the relevance of the secondary school curriculum;
12. Limited School inspection, supervision and advisory support;
13. Lack of decentralisation of functions in secondary education is affecting its efficiency and effectiveness; and
14. Limited school governance and accountability including inadequate district level capacity to monitor schools.

Between 2020-2030, the secondary education will focus on increasing access to secondary education and transition from primary to secondary with a long-term view of having free and compulsory secondary education. The plan will focus on infrastructure development, improving supply of TLMs, improving the capacity of teachers with specific emphasis on STEM subjects, and decentralisation of the secondary sub-sector level to improve efficiency and effectiveness.

General Objective: Increase equitable access to quality secondary education for all.

Strategic objective 1: Increase access and equity to secondary education for all eligible students, with particular focus on girls, vulnerable groups and other categories of students that find access difficult, including those travelling longer distances in rural areas.

Priority Actions

- i. Expand secondary school infrastructure to improve access taking into account gender and SNE learners;
- ii. Expand ODeL for secondary education; and
- iii. Expand access to secondary education for vulnerable boys and girls.

Strategic objective 2: Improve the quality and relevance of secondary education.

Priority Actions

- i. Review and revise curriculum implementation guidelines and practice;
- ii. Improve student qualified teacher ratio with emphasis on STEM and supply of TLMs; and
- iii. Design and implement a national Continuous Professional Development (CPD) model that operationalizes the CPD National Framework (2018).

Strategic objective 3: Improve governance and management of secondary education by strengthening leadership capacities at school, cluster and local council levels for improved learning outcomes.

Priority Actions

- i. Decentralise secondary school subsector;
- ii. Establish a school-based data collection and management system that enables school-level accountability and availability of appropriate and timely data for sector oversight;
- iii. Develop and implement annual SSIP jointly with school personnel, students and the community in support of improved learning outcomes;
- iv. Review and implement a secondary education quality assurance strategy and practices to better respond to the low-resource context of secondary education and empowerment of schools and clusters to better contribute to the continuous quality assurance process;
- v. Institute standardised public financial management practice and monitor compliance to quarterly report on all financial revenues and expenditures through standardised templates and are held accountable to the Board of Governors and the education sector; and
- vi. Strengthen school supervision, advisory and inspection to improve learning outcomes.

4.2.6 Higher Education

In Higher education, the following are the key priority issues to be addressed:

1. Low access for secondary graduates to higher education due to limited space; lack of ODL / e-learning programmes; high cost of higher education and loan scheme inefficiencies; and Low private sector engagement;
2. Most female students are not able to effectively compete for universities entry and there is lack of bridging programmes for vulnerable learners;
3. Quality and accreditation standards for universities are not effectively monitored and

there is no common performance management, administration system and governance standards across the various universities;

4. Lecturers are not always appropriately qualified with most universities not meeting the 30% minimum for PhD staff, except for the University of Malawi;
5. Lack of quality and relevant research programmes contributing to the socio-economic development of the country;
6. Lack of adequate standard teaching and learning infrastructure including for special needs;
7. Low alignment to industry needs with minimal industry consultations in curriculum design is affecting the relevance of some of the programmes; and
8. Absence of Higher National Qualifications Framework to align the delivery of local context and international standards.

Access to higher education is still very low with quite a significant number of students who qualify to be enrolled in higher education institution not being enrolled. Between 2020 and 2030, the education sector will focus on increasing access to higher education.

General Objective: Ensure access and equity, quality and relevance and effective and efficient governance and management of the Higher Education subsector.

Strategic objective 1: Increase equitable access for students in Higher Education.

Priority Actions

- i. Expand learning space in Higher Education, including virtual learning space, to increase transition from Secondary Education, with particular attention to access for disadvantaged students and females;
- ii. Increase access through the construction and rehabilitation of universities and implementation of a National ODEL Policy;
- iii. Introduce bridging programmes and scholarships for female students and disadvantaged students, especially in STEM programmes;
- iv. Establish inclusive education facilities; and
- v. Reform and disseminate selection procedures from the perspective of inclusive education coupled with a career guidance programme for all schools.

Strategic objective 2: Improve skills, quality and relevance of Higher Education for industry or market

Priority Actions

- i. Enhance the interface between industry, government and Higher Education institutions to enhance research-driven knowledge development, increase the quality and relevance of competency-based programmes and support economic growth;
- ii. Build capacity in pedagogical skills for lecturers in Higher Education institutions;
- iii. Promote business, innovation and technological incubation centres to increase the number of entrepreneurship-driven graduate and establish centres of excellence;
- iv. Establish quality assurance systems including quality assurance units in higher education institutions;
- v. Develop a higher education qualification framework for external and internal quality assurance for all Higher Education institutions; and
- vi. Establish a research policy and strengthen research capacity, including research to inform evidence-based policies in education.

Strategic objective 3: Establish an efficient and effective governance and management system.

Priority Actions	
i.	Develop policy and legislative frameworks to diversify the resource base for Higher Education, supported by PPPs;
ii.	Operationalize newly established universities that were delinked from UNIMA;
iii.	Finalize the Higher Education Bill, including reference to the need for Boards of Governors for TTIs and the development of a national qualifications framework, communication strategy and establishment of placement Board;
iv.	Implement a resource mobilization strategy, encourage self-generation of resources by Higher Education institutions
v.	Develop and operationalize guidelines on provision of student accommodation by private proprietors;
vi.	Finalize and operationalize the Higher Education levy; and
vii.	Enhance cooperation between industry, government, development partners and higher education institutions.

4.2.7 Technical Entrepreneurial Vocation Education and Training (TEVET).

The priority issues to be addressed under TEVET are:

1. Low access to TEVET programs;
2. Shortage of qualified instructors in technical colleges;
3. Old equipment that may not be relevant to economic demands;
4. Mismatch between the programmes being offered and labour market demands;
5. Lack of TEVET programs in primary schools coupled with dwindling number of the already few schools offering TEVET;
6. Outdated TEVET Act; and
7. Inadequate participation of private companies.

In the next 10 years, the TEVET subsector will focus on increasing access to quality TEVET programmes relevant to the market skills needs.

General Objective: Ensure increased equitable access to quality and governance of TEVET.

Strategic Objective 1: Improve equitable access to TEVET programs.

Priority Actions	
i.	Construct additional Community Technical Colleges and Skills Development Centres, and rehabilitate existing TEVET structures;
ii.	Develop TEVET resource mobilisation strategy;
iii.	Introduce ODeL in TEVET;
iv.	Increase number of female students in TEVET programs;
v.	Increase number of vulnerable and marginalised students accessing TEVET programs; and
vi.	Establish public private partnership in TEVET.

Strategic Objective 2: Enhance quality assurance and quality of TEVET programmes.

Priority Actions	
i.	Establish TEVET examination board;
ii.	Implement Recognition of Prior Learning Guidelines in TEVET;
iii.	Establish a technical teacher training college and provide pre-service training;

- iv. Develop TEVET quality assurance system;
- v. Review TEVET Curriculum;
- vi. Provide Continuous Professional Development in TEVET;
- vii. Conduct TEVET sector function review;
- viii. Introduce Diplomas in TEVET trades; and
- ix. Promote business, innovation and technological incubation.

Strategic Objective 3: Improve governance and management of TEVET institutions.

Priority Actions

- i. Build Capacity of TEVET institutions on governance and management;
- ii. Establish TEVET Management Information System;
- iii. Review TEVET Act and Policy;
- iv. Review Malawi TEVET Apprenticeship System; and
- v. Establish/review TEVET functional management support systems.

Strategic Objective 4: Promote Research and Development in TEVET

Priority Actions

- i. Enhance capacity in research and development in TEVET; and
- ii. Enhance and utilise the labour market assessment survey to align to labour market demands.

4.2.8 Teacher Education

Teacher education has prioritized the following issues:

1. Female enrolment in TTIs is low and special needs trainees lack necessary materials to facilitate their learning;
2. Inadequate number of teachers trained to address the prevailing high pupil qualified teacher ratio especially in rural schools;
3. Limitations in the relevance of pre-service teacher training curriculum to large classes in rural areas;
4. Underqualified TTC tutors with limited primary education pedagogical skills;
5. Inadequate teacher education management information system to inform plans and teacher development support;
6. Inadequate inspection (external evaluation) and advisory support to teacher education institutions;
7. Weak internal evaluation mechanisms in Teacher training institutions
8. Poor staff management;
9. Inadequate CPD and in-service provisions for instructional improvement; and
10. Limited availability of data for evidence based teacher education decision-making process.

The demand for teachers in the education system will continue to grow and this necessitates training of more teachers to reduce the current learner-qualified teacher ratio. Between, 2020-2030, the education sector will focus on training more teachers to improve learning outcomes at all levels. Furthermore, the plan will also upgrade the entry qualification of primary school teachers from certificate to diploma and degree levels.

General Objective: Increase the number of qualified teachers that contribute to the quality of primary and secondary education.

Strategic Objective 1: Ensure that Teacher Education institutions create sufficient learning space to keep up with education sector needs.

Priority Actions

- i. Increase the number of teacher trainers in TTIs;
- ii. Institutionalise alternative modes of teacher training such as ODL;
- iii. Expand and rehabilitate physical infrastructure of TTIs, TDCs, INSET Centres and Demonstration Schools;
- iv. Implement recruitment procedures that ensure equity in enrolment;
- v. Establish Teacher Training Institute of Inclusive Education; and
- vi. Expand the resource base for teacher education through innovative approaches such as Public Private Partnership to increase access.

Strategic Objective 2: Provide quality and relevant teacher training, including continuous professional development.

Priority Actions

- i. Improve capacity of teacher trainers at all levels;
- ii. Improve teacher education and development curricula;
- iii. Strengthen external and internal evaluation and advisory support to teacher training institutions;
- iv. Review and implement NSTED and CPD framework;
- v. Introduce Diploma and Degree certifications for primary school teachers;
- vi. Strengthen CPD and in-service provision for instructional improvement in TTIs;
- vii. Institutionalize STEM, Research, ICT Science and Technology in Teachers Development and Curriculum Development; and
- viii. Provide relevant teaching and learning materials for use in TTCs and TTIs.

Strategic Objective 3: Strengthen governance and management of Teacher Education.

Priority Actions

- i. Strengthen civic and community engagement in all teacher training institutions;
- ii. Enforce implementation of policies and strategies that relate to governance and management including the Education Act, National Education Policy, National Strategy for Teacher Education and Development, Continuous Professional Development Framework for Teachers and Teacher Educators and the National Standards for Teacher Education;
- iii. Develop a comprehensive monitoring and evaluation framework including TEMIS linked to the overall EMIS;
- iv. Improve management and coordination of departments and institutions involved in teacher education and development; and
- ix. Put in place quality assurance mechanisms at TTIs and regularly conduct internal and external evaluations to ensure attainment of the National Standards of Teacher Education.

4.2.9 Inclusive Education, Gender and other Cross Cutting issues

General Objective: Ensure that inclusive education, gender, SHNHA and other crosscutting issues are integrated across all levels of the education system.

Strategic Objective 1: Improve access and equity to quality education through the implementation of inclusive education, gender integrated SHNHA and other crosscutting issues in education service delivery.

Priority Actions	
i.	Promote access to education for learners with special needs through more resource centres and children assessment;
ii.	Promote nutritional status of school-going children at ECD, CBE, Primary and secondary education levels;
iii.	Enhance the implementation of gender, child protection and safety at all levels in the education sector; and
iv.	Finalize the development of Education in Emergencies (EiE) strategy and facilitate the implementation of the EiE programmes.

Strategic Objective 2: Improve the quality of service provision in IE, gender and other crosscutting issues.

Priority Actions	
i.	Improve capacity for inclusive education in the education sector among specialist teachers and classroom teachers, head teachers and education officials at national, regional and local level;
ii.	Promote sign language, braille and communication skills of teachers;
iii.	Improve skills to teachers on maintenance of assistive devices for learners with special educational needs;
iv.	Promote CPDs for teachers on the use of inclusive education tools in primary education;
v.	Ensure provision of IE specialised teachers and TLMs;
vi.	Strengthen the implementation of school health, HIV & AIDS, WASH, SRHR, menstrual hygiene management among school going children and teachers at all levels; and
vii.	Promote physical education and sports amongst learners at all levels of the education sector.

Strategic Objective 3: Improve governance and management of inclusive education, gender and other cross cutting issues.

Priority Actions	
i.	Build capacity of SNE directorate at all levels;
ii.	Develop and implement Inclusive Education Policy;
iii.	Implement and review the National Inclusive Education Strategy to focus on quick win approaches;
iv.	Develop an investment plan for the implementation of the policy on Inclusive Education;
v.	Establish networking, coordination and collaboration of players in inclusive education;
vi.	Implement and review the National Girls Education Strategy to focus on quick wins approaches; and
vii.	Increase resources for inclusive education.

4.2.10 System governance and management

System governance and management priority issues are as below:

1. Poor timely data and information, including inadequate information on the effectiveness of reforms and the costs and returns on investments in operational programming;
2. Inadequate alignment between central and decentral levels of government, with inadequate communication in the implementation of decentralisation, and accountability and performance management recognised in policies but not enacted in practice;
3. Limited awareness on policies, policies are not coherently linked, roles and responsibilities are ambiguous, and communication and information sharing are weak;
4. There is no regulatory body governing registration and professional conduct of teachers;
5. Weak implementation of plans due to weak capacity and inefficiencies;
6. Weak coordination and collaboration among stakeholders in the education sector especially at Ministerial level;
7. Lack of adequate and relevant infrastructure, machinery as well as human capacity at MANEB to provide quality examination and assessment services matching with changes in curricular and assessment at primary and secondary levels; and
8. Lack of adequate and relevant infrastructure, machinery as well as human resource capacity at MIE to effectively deliver its education system support mandated areas of curriculum development, professional development of personnel, research and educational materials development.

A number of lessons have been learnt during the implementation period of the Malawi Capacity Development Strategy and Plan including:

- Fully embedding the capacity building priority strategies in the education sector plan, besides having a comprehensive strategic plan is important to ensure implementation and resourcing of the planned interventions;
- Leadership capacity at all levels including local levels is important for effective implementation of policies and plans. The MESIP and ESIM projects have demonstrated the importance of leadership and how it can systematically be done; and
- Lessons learnt from the primary subsector decentralisation are informing decentralization at secondary subsector level.

These lessons have informed the strategic objectives and their respective priority actions as outlined below:

General Objective: Build a platform for access and equity, quality and relevance, effective and efficient governance and management of the education system.

Strategic Objective 1: Improve coordination and collaboration among stakeholders in the education sector.

Priority Actions	
i.	Strengthen communication, coordination and cooperation between the MoE, line ministries, departments, development partners and all other partners within the parameters of the NESIP 2020-2030;
ii.	Enhance functionality of coordination structures (SWG, TWGs, and inter-ministerial committees);

- iii. Conduct functional review of Ministries, Departments, and Agencies in the education sector; and
- iv. Develop and implement communication strategy for the sector.

Strategic Objective 2: Strengthen administration, financial management and accountability in the education system.

Priority Actions

- i. Strengthen policies and legislation on lines of accountability among different levels of the education system and design;
- ii. Implement mechanisms to improve management, financial management and the flow of funds from the centre to different levels of the education system; and
- iii. Develop and implement ICT policy and strategy to improve capacity and efficiency.

Strategic Objective 3: Improve human resource capacity and management.

Priority Actions

- i. Establish Teachers' Council;
- ii. Develop and implement performance and change management strategies;
- iii. Enhance demand driven recruitment career progression, training, and other motivation strategies to attract, retain and capacitate qualified teachers and personnel in the system; and
- iv. Review and develop the Capacity Development Strategy 2013 and the MOE Service Charter (including decentral levels) for reforms to address administrative and service delivery inefficiencies.

Strategic objective 4: Strengthen planning, monitoring and evaluation at all education levels.

Priority Actions

- i. Review, develop, disseminate, implement and monitor result oriented policies and programs;
- ii. Strengthen the capacity of management and planning function for effective evidence based decision making; and
- iii. Strengthen and harmonise subsector information management systems to be under one EMIS and ensure timely data availability to inform implementation and decision making.

Strategic objective 5: Strengthen inspectorate and advisory services.

Priority Actions

- i. Develop, enforce, monitor and review quality assurance mechanisms;
- ii. Enhance systems for assessment of learning outcomes;
- iii. Build capacity for inspectors and advisors;
- iv. Develop National Qualification Framework;
- v. Build the capacity of MIE and MANEB.

5 IMPLEMENTATION, MONITORING AND EVALUATION OF THE NESIP

The ESA (2019) and NESP Review report highlighted that the main challenges during the previous sector plan included limited implementation, inadequate capacity, over ambitious targets, and inadequate monitoring and evaluation. In cognisance of aforementioned challenges, the NESIP 2020-2030 has taken into account the existing capacities of the sector, and set realistic targets within the expected resource envelope to achieve the desired results. The current monitoring and evaluation has been strengthened to effectively track progress.

5.1 MANAGEMENT MECHANISMS FOR THE IMPLEMENTATION OF THE NESIP

The NESIP focuses on high level strategies that will be implemented at national, district, institutional, and community level. MoE will lead the implementation of the plan with support from all stakeholders in the education sector. All stakeholders in the sector will be required to adapt to the changing environment that will be encountered during implementation.

At national level, the plan will be implemented through the Education Sector Working Group, Technical Working Group, Educational Development Partners Group, and Inter-ministerial coordination mechanisms. All these structures are already operational within the education sector at national level. District Education Divisions will continue playing their roles until all secondary schools have been fully decentralised. The SWAP arrangement will continue to be the useful implementation approach during the implementation of the plan. The NESIP will be implemented through medium term 5 year strategic documents.

At district level, the district councils will lead the implementation of the NESIP. The councils will be required to develop education plans in tandem with NESIP. The district will be responsible for taking the plan down to school and community levels for implementation of community based strategies. Both public and private education institutions/schools will be required to realign their strategies to this plan. These plans shall be developed as a soon as this NESIP becomes effective.

5.2 PRINCIPAL ACTORS AND RESPONSIBILITIES

This plan has been developed with full participation of all relevant stakeholders in the sector for ownership. The main stakeholders are MoE, other Government Ministries, Departments and Agencies (MDA) including Ministry of Gender, Community Development and Social Welfare, Ministry of Labour, Ministry of Local Government, Ministry of Youth and Sports, Ministry of Information, Ministry of Civic Education and National Unity, Ministry of Health, Ministry of Finance, Ministry of Economic Planning, Development and Public Sector Reforms, National Commission for Science and Technology, MIE, MANEB, and Local Councils and Public Universities. Development Partners, CSOs, local NGO and FBOs were also consulted.

The Ministry of Education will be responsible for coordination, implementation and reviews of the NESIP. All other Government MDAs will implement the NESIP within their mandates; and Development Partners, CSOs, NGOs and FBO will cooperate and be responsible for supporting the implementation of the NESIP.

5.3 COMMUNICATION AND INFORMATION STRATEGY

A communication and information strategy will be developed to guide information flow among stakeholders at all levels within the sector. Communication of NESIP to all program implementing partners and stakeholders will use clear and logical statements to have clear understanding and a consensus about the objectives to be achieved, what will be implemented and over what timescale. Bottom up and top down approaches will be used to ensure constant flow of information and feedback from all stakeholders in the education structure.

Specific M&E Information Portal will be developed to provide an online content on the implementation progress and achievement of the NESIP.

5.4 RISKS AND ASSUMPTIONS

Education service delivery implementation is affected by various factors including the performance of the overall economy. The NESIP 2020-2030 has been developed with an assumption of a stable political and macro-economic environment.

Tables 9 and 10 summarise the main risks associated with each of the sector strategic priorities and each of the sector outcomes, and assess both the likelihood (L) of the risk materialising and the potential impact (I) that the risk would have on achieving the outcome. The combination of likelihood and impact provides an overall (O) assessment of the risk, where a score of 5 represents the most serious level of risk and 1 showing the lowest level of risks.

Table 9: Risk assessment explanation

Likelihood of occurring	High	3	4	5
	Medium	2	3	4
	Low	1	2	3
		Low	Medium	High
		Potential impact		

5.4.1 Overall summary of risks

The overall risk assessment for the NESIP is **MEDIUM**. This is based on an aggregation of risks contained in the following tables. The more major risks (rated 4) are associated with Sub programmes: 1 (ECD), 2 (Primary), 5 (Secondary) and 8 (Teacher Development).

5.4.2 Risk matrix

There are a number of risks that apply to more than one outcome and therefore the risks of that nature have the potential to significantly affect the delivery of education services and the extent to which the aspirations of the NESIP will be met. The foremost of these generic risks are given in Table 10. The specific outcomes to which these apply are stated and these are factored into the overall assessment of risk in combination with the outcome-specific risks identified in Table 11.

Table 10: Generic Risks Affecting Multiple Outcomes

#	Identified risk	Severity			Sub programmes affected	Mitigation strategies
		Likelihood	Impact	Overall rate		
1	Low levels of motivation and remuneration of primary/secondary teachers, caregivers	M	H	4	1,2,5	Payments and incentives to teachers increased.
2	Financial resources are constrained and insufficient to fully fund the NESIP, resulting in partial and potentially inequitable distribution of benefits	H	H	5	All	Mobilise more resources to support the education sector including the private sector.
3	Decisions on prioritisation of investments in light of constrained resources (Risk 2 above) are politically driven rather than evidence driven	M	M	3	All	Availability of evidence, including value for money.
4	MOE and all education institutions are unable to develop and mobilise quickly the required changes to the processing and measurement of key composite indicators to enable more effective monitoring of the NESIP	M	L	2	All, especially quality related outcomes	Technical support for improved data collection and management.
5	Limited inter-ministerial coordination on cross-cutting issues (e.g. gender, health, employment, environment) leads to inefficient implementation	M	M	3	All	Systems strengthened for inter-ministry and intra-agency cooperation through regular coordination meetings and steering groups.
6	Limited coordination of development partner activities	L	L	1	All	Close coordination of development partners' inputs allows for improved coverage and overall effectiveness.
7	DPs and all education stakeholders including all district levels do not align with the NESIP	M	M	3	All	Improved communication of NESIP, including redacted versions specifically addressing district-level issues. Improved liaison between MOE and Local Government. DEO training and support in education planning.
8	Natural disasters including floods, earthquakes and droughts affect learning	M	M	3	All	Promote disaster-risk reduction, resilience and well-coordinated disaster response to school based hazards. Construct resilient school structures.
9	Covid 19 negatively affects learning and the most vulnerable children including girls	L	H	3	All	Building capacity among communities to respond to COVID or similar pandemics in future. Promotion of other modes of education delivery including ODEL.
10	Students/Teachers demonstrations in schools and universities leading to destruction of property and disruption of learning	L	L	1	All	Train school management on leadership and conflict resolution.
11	High population growth negatively affects the economy and access to quality education	H	H	5	All	Promotion of girl child education and SRH.

Table 11: Outcome-specific Risks

General objectives for the Sub-programme	Sector outcome	Identified risks	Severity of risk			Mitigation strategy
			Likelihood	Impact	Overall rate	
1. Ensure equitable access to quality ECD services for children aged 5- 6 years.	- Increased access and delivery of ECD on an equitable basis; - Improved quality of learning and teaching in ECD; and - Improved governance and management of ECD.	- Insufficient caregiver competency; - Insufficient public funds to effectively support centres to maintain quality - Failure to attract and retain suitable teaching staff; - Lack of teaching and learning resources; - Quality of ECD is low and fails to provide desired levels of readiness.	H	M	4	- Diversify provision to include formal public schools, private schools and community approaches; - Attract qualified caregivers by providing pay incentives; and - Increase funding to ECD.
2. Improve equitable access to quality learning for all children in Primary Education.	- Improved equitable, inclusive access and participation in primary education; - Improved quality and relevance of teaching and learning in primary school education; and - Efficient governance, management and accountability of primary education service delivery.	- Learners continue to drop out; - GER continues to be high, repetition continues at existing levels; - Well-qualified teachers including female teachers do not take posts in rural areas; - Learning achievement for most vulnerable groups remains low; - Inadequate classrooms.	H	M	4	- Expand access to school infrastructure based on the needs; - Enforce the implementation of compulsory basic education to ensure the enrolment for all children; - Strengthen the provision of integrated services in primary school (health, nutrition, psychosocial support, physical education and sports, safety etc.) in collaboration with community and inter-sectoral partners; - Strengthen National Assessment Frameworks; - Provide high quality curriculum and resource schools with adequate and appropriate teaching and learning materials for all while promoting use of locally available resources; - Increase the direct funding to schools and adjust it to be needs-based; - Incentives to attract and retain teachers (including female teachers) in rural school; and - Improve teachers and learner's attendance and time-on-task.

3. Expand access and enhance utilization of basic literacy, numeracy and livelihood skills and knowledge attained by young people for effective participation in sustainable personal, community and national development.	1. Improved numeracy and literacy levels of out of school young people; 2. Improved livelihood skills for out of school children; and 3. Enhanced governance and management of learning centres for out of school youth.	• Misalignment of curriculum to out of school children's needs • Inadequate and underqualified teachers for out of school youth and CBE programmes • Inadequate teaching and learning materials	M	M	• Strengthen data and evidence to capture out of school children. • Strengthen the provision of CBE and youth programmes through improved quality of teaching and adequate digitalized teaching and learning materials • Review out of school youth and CBE package to reflect the needs of children of different ages and prior knowledge and skills. • Strengthen coordination mechanism among stakeholders including community participation in programmes implementation;	3	• Strengthen data and evidence to capture out of school children. • Strengthen the provision of CBE and youth programmes through improved quality of teaching and adequate digitalized teaching and learning materials • Review out of school youth and CBE package to reflect the needs of children of different ages and prior knowledge and skills. • Strengthen coordination mechanism among stakeholders including community participation in programmes implementation;
4. Reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development.	1. Enhanced access to adult literacy education programmes; 2. Improved quality and relevance of adult literacy and education programmes; and 3. Improve coordination, management and implementation of adult literacy and education programmes.	• Inadequate number of qualified instructors • Inadequate teaching and learning materials • Insufficient demand for classes	M	M	• Promote linkages between adult literacy and education to formal education sector and livelihoods; • Provide adequate training and incentives to literacy instructors • Promote and strengthen adult literacy and education coordination structures at community, district, and national levels;	3	• Promote linkages between adult literacy and education to formal education sector and livelihoods; • Provide adequate training and incentives to literacy instructors • Promote and strengthen adult literacy and education coordination structures at community, district, and national levels;
5. Increase access to quality secondary education for all.	1. Increased access to secondary education with particular attention to rural areas; 2. Improved functional quality assurance and quality of secondary education; and 3. Improved governance and management of secondary education.	• High teacher attrition and low teacher motivation • Not being able to attract high quality teachers • Inadequate schools and infrastructure particularly in rural areas • Inadequate teaching and learning materials • More skilled teachers move to better paying private sector jobs • Cost of schooling limits the most vulnerable access	H	M	• Expand secondary school infrastructure to improve access including teacher accommodation especially in rural areas; • Review existing bursary support and expand the targeted financial support for vulnerable girls and boys; • Improve student qualified teacher ratio with emphasis on STEM and supply of TLMs; • Improve teacher motivation and retention.	4	• Expand secondary school infrastructure to improve access including teacher accommodation especially in rural areas; • Review existing bursary support and expand the targeted financial support for vulnerable girls and boys; • Improve student qualified teacher ratio with emphasis on STEM and supply of TLMs; • Improve teacher motivation and retention.
6. Ensure access and equity, quality and relevance, and effective governance and	1. Increased equitable access for students in Higher Education; 2. Improved skills, quality and relevance of Higher	• Lack of infrastructure and resources • Low market /industry linked programmes in universities	M	M	• Expand learning space in Higher Education, including virtual learning space; • Introduce scholarships for female students and disadvantaged students, especially in STEM programmes; with relevant bridging causes;	3	• Expand learning space in Higher Education, including virtual learning space; • Introduce scholarships for female students and disadvantaged students, especially in STEM programmes; with relevant bridging causes;

management, of the Higher Education subsector.	Education for industry or market; and 3. Efficient and effective governance and management system established.	- Insufficient students exit secondary school with requisite grades for admission to HEIs - Insufficient financial resources; costs too high for poor students - Roll-out of ODeL and modular course options insufficient or too slow			- Enhance the interface between industry, government and Higher Education institutions; - Develop policy and legislative frameworks to diversify the resource base for Higher Education, supported by PPPs; including guidelines on provision of student accommodation by private proprietors.
7. Ensure increased equitable access to quality and governance of TEVET.	- Increased equitable access to TEVET programs that are relevant to developmental demand; - Improved functional quality and relevance of the TEVET education sector; and - Improved governance of TEVET sub-sector.	- Labour market information either not available or not utilised, resulting in failure to effectively link course content and delivery to job market - Engagement with business and industry is weak - Low public perceptions of TEVET as a preferred option	M	M	- Links to labour market signalling/observatory established; - Communication and public awareness campaigns promote TEVET; - Expand access to community colleges; - Mobilise sufficient resources for TEVET institutions;
8. Increase the number of qualified teachers that contribute to the quality of primary and secondary education.	- Increased equitable and inclusive access to Teacher Education; - Improved functional quality and relevant teacher training, including continuous professional development; and - Improved Governance and management of Teacher Education.	- Teachers do not adopt new pedagogical practices - Inadequate teaching and learning materials and infrastructure in colleges to meet demand - Inadequate capacity of Tutors - Lack of comprehensive and systematic CPD for teachers - Inadequate numbers of teachers trained	H	4	- Strengthen school supervision, advisory and inspection for improving learning outcomes; - Provide accessible CPD to teachers with clear career pathways and ensure that they are applying evidence based practice in instruction to reach all learners; - Incentives to attract and retain high performing teacher - Increase the number of teacher trainers in TTIs and Institutionalise alternative modes of teacher training such as ODL; - Improve teacher training infrastructure such as teacher education institutions, demonstration schools, INSET centres and TDCs - Provide relevant teaching and learning materials for use in TTCs.

9. Ensure that inclusive education, gender SHNHA and other crosscutting issues are integrated across all levels of the education system.	1. Improved equitable access to quality education for both male and female students and students with special needs; 2. Improved quality of service provision in IE, Gender and other crosscutting issues; and 3. Improved governance and management of Inclusive Education, Gender and other cross cutting issues.	• Lack of appropriate TLMS for children with special needs • Inadequate number of teachers trained in special needs education • Continued negative gender based cultural practices affect school completion especially for girls • Low participation in education for most vulnerable children • Poor school hygiene affecting teachers and learners attendance particularly for girls and female teachers	M	M	3	• Develop and implement a policy on inclusive education; • Improve capacity for inclusive education in the education sector among specialist teachers and classroom teachers, head teachers and education officials at national, regional and local level; • Promote nutritional status of school-going children at ECD, Primary, CBE and secondary education levels; • Enhance the implementation of gender, child protection and safety at all levels in the education sector; and • Implement and review the National Girls Education Strategy.
10. Build a platform for access and equity, quality and relevance, effective and efficient governance and management of the education system.	1. Improved coordination and collaboration amongst the stakeholders in the education sector; 2. Strengthened administration, financial management and accountability for results in the education system; 3. Improved human resource capacity; 4. Strengthened Planning, Monitoring and Evaluation at all education levels; and 5. Strengthened Inspectorate and advisory services.	• Low linkage between central and decentral levels of education as well as inter-ministerial. • Low motivation of the teaching force across all levels • Poor and inconsistent supervision of education institutions in the education • Low implementation of policies	M	L	2	• Strengthen communication, coordination and cooperation between the MoE, line ministries, departments, decentral levels, development partners and all other partners within the parameters of the NESIP 2020-2030; • Implement mechanisms to improve management, financial management and the flow of funds from the centre to different levels of the education system; • Enhance demand driven recruitment career progression, and motivation strategies to attract and retain qualified teachers and personnel in the system. • Review, develop, disseminate, implement and monitor result oriented policies and programs; • Build capacity for inspectors and advisors.

5.5 MONITORING AND EVALUATION MECHANISMS

Monitoring and Evaluation framework will guide the effective implementation of the plan. The overall objective of the NESIP 2020-2030 Monitoring and Evaluation (M & E) system is to ensure that there is an efficient and effective result based monitoring and evaluation system that takes into consideration management of processes in generating timely, accurate and relevant information on NESIP's performance towards the achievement of its intended objectives as part of accountability and informed decision making. The NESIP indicators and targets will be tracked at national, district, community and school levels. EMIS and other relevant management information systems will be the main sources of information for evidence based decision making.

5.5.1 Policy and Planning Guidance

The implementation of the Research, Monitoring and Evaluation (R, M & E) Framework will utilize existing systems and structures as outlined by policy and planning guidance and annual activities outlined in Table 12 below.

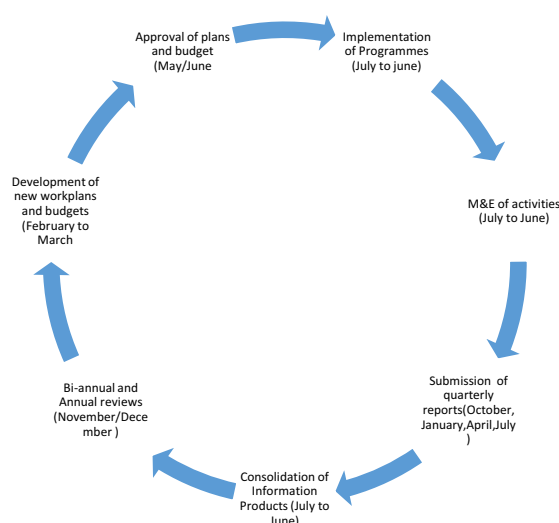
Table 12: Policy and Planning Guidance and Planning Activities including R, M & E

Policy and Planning Guidance	Regular Planning Activities
• MGDS III • ERP • NESP • National Strategy for Community Participation • MoE Devolution Guidelines • District Development Planning System - DEP and SIP Planning Guidelines	• MoE Annual Programmes of Work (by Policy and planning Directorate) • District Education Plans • School Improvement Plans

5.5.2 Cycle of Evaluation

Figure 19 shows the cycle of evaluation, including the alignment of planning and budgeting processes with Malawi's fiscal year.

Figure 19: Annual Cycle of Evaluation



The NESP will be evaluated at mid-term implementation (2026) and at the end of its implementation (2031). Periodic and formal evaluations are vital for internal reporting and auditing. External stakeholders and funding agencies who are accountable to donors or are part of the public sector need to see results and the demonstrable impact. Furthermore, on-going or informal evaluation should be available as a means of understanding when and why things are going right or wrong during the programme implementation. Moving from monitoring to evaluation requires the use of criteria.

5.5.3 Reporting Calendar

Collecting and analysing data is not useful if the information and insights obtained from such activities are not used in the planning, budgeting, and other decision-making processes. To do this, the Education Sector will follow a reporting calendar that ensures that all sources providing data for the R, M & E Framework are completed and disseminated in time for development of annual PoWs and budgets, and the Joint Sector Reviews. Other indicators may need to be provided on a quarterly or irregular basis linked to specific donor funded projects. The schedule of indicator reporting shall be included in an Education Sector M & E Management Activities Calendar.

5.5.4 Roles and Responsibilities

This section describes the roles and responsibilities of different governmental, nongovernmental, and international organizations in implementing this M & E Framework. Table 13 summarizes the roles and responsibilities of the different partners and collaborators in operationalizing the NESIP M&E Framework offers. The remainder of this section discusses the roles played by the Research, Monitoring and Evaluation Section of Directorate of Policy and Planning in the MoE, Sector Wide Approach structures, and local actors. Annex 3 outlines detailed roles and responsibilities of these and a much broader range of key organizational actors.

NSO through EMIS is mandated by the National Statistical Act to produce the official education statistics. During the previous NESP implementation, it was observed that there were various stand-alone data banks thereby creating challenges. Further, the sector continues to face challenges in data gaps and quality in some sub-sectors especially on emerging issues. This plan has therefore been formulated following the mandate that all the data in all the education sub-sectors should be harmonized and capacity building of the EMIS system be a priority.

DAIS has a particularly important role in school inspection and advisory services. National Education Standards (NES) provide guidelines on specific standards governing different aspects of National Education Policy and National Education Act. Inspections and Advisory services are key in monitoring the delivery of the curricula in schools and in addressing weak areas in the school system. In terms of quality assurance, emphasis will be on inspectors adherence to set standards and empowering teachers in using the National Education Standards. Currently, inspection is hindered by limited resources which include inadequate inspectors and mobility challenges.

Table 13: Research, Monitoring and Evaluation Coordination

M&E activity	Institution
M & E coordination	Directorate of policy and Planning with EDP and various Coordinating Committees, DVET (MoL)
Coordination of annual reviews (JSR), SWG/TWGs,	ESWAP (Directorate of Policy and Planning) in collaboration with subsector lead institutions and development partners.
Routine data collection	EMIS, DIAS, M&E, MIE, MANEB, NCHE, TEVETA, tertiary institutions, (Each organization to collect data to fulfil its mandate).
Other organizations' (third party) monitoring	Civil society, funding partners commission studies.
Documentation Reports	All stakeholders who do M&E and who routinely collect data. Quarterly reporting to be done by all while DEP oversees.
Sustainability, relevance and cost-effectiveness analysis	DEP and Development Partners – with DEP leading.
Research	DEP leads – with support from other commissioned agencies to carry out research.

Required data on teacher or student performance and school evaluations in terms of teacher appraisal with focus on administrative oversight and control of individual teachers and examinations will be key. In this case, accredited school inspectors or government officers will visit the schools regularly to collect data on educational outcomes and pedagogical issues. DIAS will also monitor private institutions to ensure that these comply with set standards.

5.5.5 Data Collection, Validation and Management

Regarding data collection, cleaning, validation and management, the primary responsibility lies with the EMIS via DEMIS and ZEMIS officers at the local levels and DAIS through Primary Education Advisors (PEA) and School Inspectors. Civil Society Organizations (CSOs) and private sector organizations will also be important in data collection and validation. The role of donors and development partners in data collection and management include financial and technical support in providing international standardized data.

Using EMIS data, the M&E at central, district and local levels are responsible for aggregating and analysing the data at the same levels, which will involve progress and evaluation reporting from the implementation of interventions across the country.

5.5.6 M&E reporting

Regarding the analysis, it is expected that the fundamentals involving situation, trends, mapping, simple correlation, and descriptive analysis to assess the enabling environment and progress on the delivery of NESIP interventions at both national and local levels will be done by the M&E setups in collaboration with EMIS section. The more sophisticated analysis that will be used to address the issues of effectiveness, consistency and exploration of alternative interventions will require specific skills and expertise in program evaluation, modelling and

simulation techniques. These will be drawn from the University Research and other evaluation initiatives that will be commissioned and managed by the respective institutions.

5.5.7 Annual Reviews

The preparation of Annual Review Reports namely the Joint Sector Review reports among others at the national level will be coordinated by the Education Sector Wide Approach section of the Directorate of policy and Planning in consultation with the respective directorates, districts and subdivisions. The Sector Working Group will in turn be responsible for oversight in NESIP implementation and policy guidance whilst the Technical Working Group will be for dialogue among stakeholders. Regarding widespread dissemination of the NESIP M&E outputs as well as the data, tools, methods, and lessons on NESIP implementation via the M&E information portal website, each of the institutions will also be responsible for entering, managing and updating the content on the website based on their respective jurisdictions.

5.5.8 Research, Monitoring and Evaluation

MoE departments and institutions, in consultation with other personnel and key stakeholders, will define initially and then update on an annual basis priority research agenda for the education sector. The information provided in Table 14, thus, represents a start in this direction. At the same time, research activities should be responsive to emerging issues – even during a given year – based on information gained by monitoring or specific policy discussions. For example, certain schools or districts may demonstrate unusual patterns of dropout, which cannot be easily explained. The R, M and E Section could then undertake – or contract out – research studies to investigate the context, inputs, processes, outcomes and impacts.

It should also be noted that many important research and evaluation activities will be implemented outside Policy and Planning Directorate. Some of these research activities are listed in Table 12 below. In addition, organizations and structures like CERT, NSO, SACMEQ, PCAR, PSIP, UNICEF, and MTPDS (EGRA/EGMA), will be encouraged to share evaluation and research findings on a regular basis with decision-makers at various levels of the education sector. In all cases, the Research Council of Malawi will be consulted to check on ethical issues on all research matters.

Table 14: Regular Sector Evaluation Activities

Activity/programme	Indicators	Data collection	Data reporting
School inspection	Quality of teaching and learning	Districts inspectors DIAS	DIAS
Public Expenditure Review (PER); Public Expenditure Tracking Survey (PETS)	Percentage allocations to sub-sectors and education divisions; Study of inputs reaching education institutions.	Schools, Districts, MoE, MoF	MoE
Joint Sector Review (JSR); Quarterly Reports	Key NESP Indicators, PoW targets, and other sub-sector specific targets	Stakeholders at all levels	MoE

5.5.9 Implementation through Decentralized Structures

In line with the Decentralization Policy (1998) and Local Government Act, stakeholders at the local level (e.g., local councils, PTAs, SMCs) will play an active role in monitoring education service delivery within the mandate and requirements of the existing structures and systems at that level. More specifically according to Section 11 of the Malawi Decentralisation Policy, “the central government will support the [Local] Assembly with policy guidance, financial and technical assistance.” The *Guidelines for the Management of Education Functions Devolved to the District Assemblies* (2008) note that R, M&E is a shared responsibility between local assemblies and MoE.

These Guidelines note further that the duties of Directors of Education Youth and Sports (DEYS)/Chief Education Officers (CEO), formerly DEMs, include monitoring the day-to-day operations of education institutions in the districts, and duties of the PEA include “compiling reports and data on activities carried out in schools.”

Community level stakeholders such as PTA/SMC will participate in the M&E at school level, where most of the data is generated, and interventions and impact achieved. This will require setting up and improving data management systems at the school level and building capacity to manage and collect data at that level.

M&E will be conducted within the context of local council structures, tools and processes. Annual work planning, cognizant of the Malawi Calendars such as the fiscal year, will identify data needs, when these data will be collected and when coordination meetings will be held to synchronize the activities of the various stakeholders who do research, monitoring and evaluation. Divisions and districts are expected to do monitoring at their levels and keep the centre informed of what is happening on a quarterly basis. The DEMIS will also collect information and data on the implementation of the District Plans which should be based on the NESIP. Zonal and school level activities will be coordinated by local assemblies within the context of MoE policy and planning guidance. It is on the basis of the information received from these levels that the centre monitors by sampling districts. At the local level, the local council structure will be used in the implementation of the programme. Figure 20 and Figure 21 below show these structures.

Figure 20: District Governance Structure (District Level)

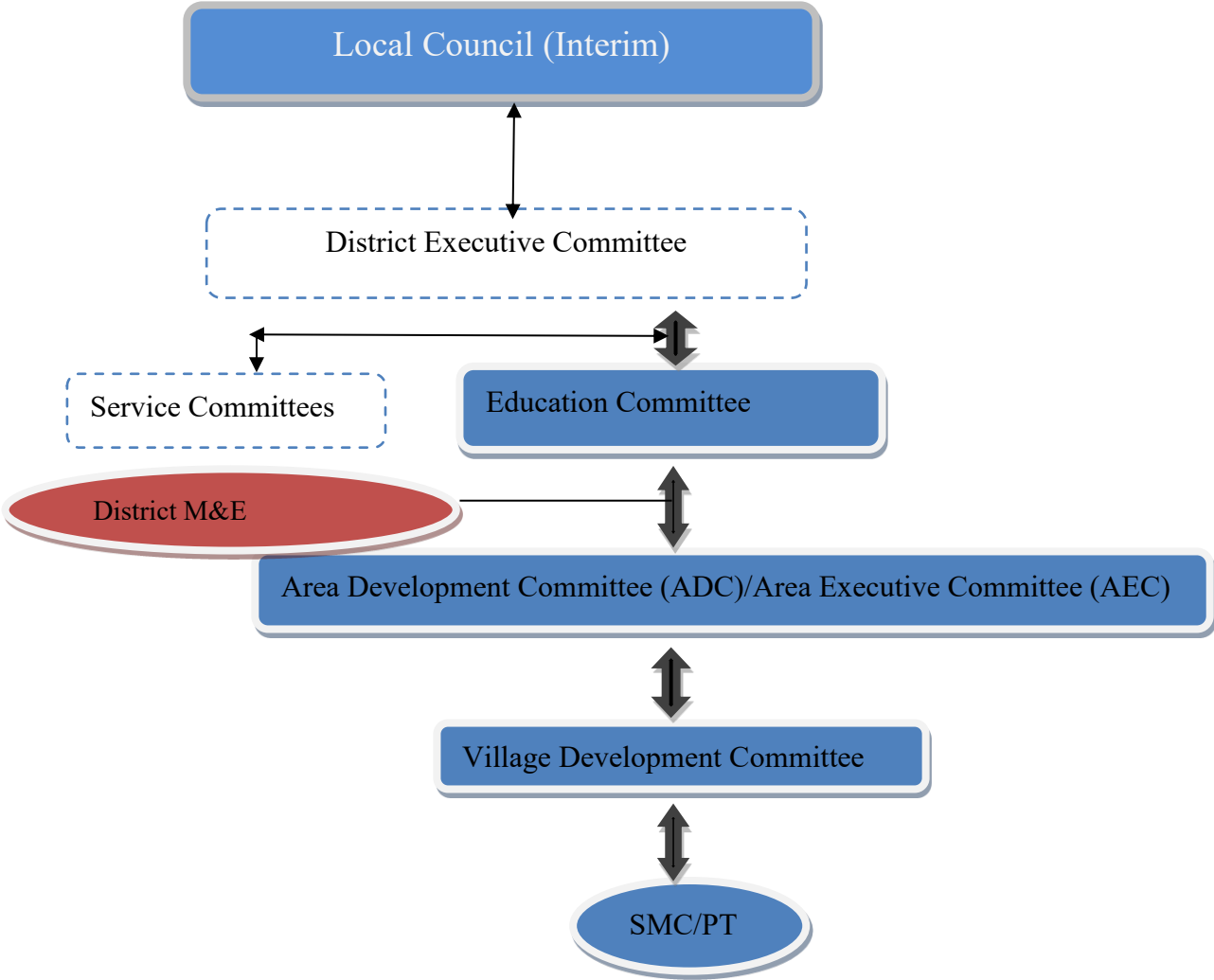
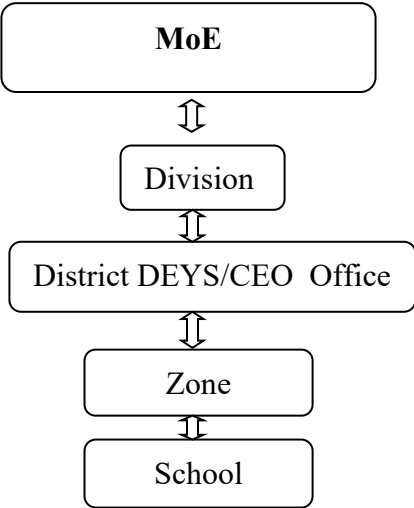


Figure 21: MOE Management and Implementation Structure



5.5.10 Disseminating information and promoting dialogue

The Education Sector Planning, Research, Monitoring & Evaluation Systems Task Force and the MoE Research, Monitoring and Evaluation Section in the Directorate of Policy and Planning will be responsible for the compilation, management and dissemination of data collected through the R, M & E system for the Education Sector at national level. These products will be placed in the Resource Centre at the MoE for future use and reference.

5.5.11 Information Products

The M & E special task force will support production and facilitate dissemination of the following information products:

- Education Statistics Bulletin and EMIS Interpretation Report;
- M&E reports from the NCHE;
- M&E reports from TEVETA;
- Annual education profiles and district education profiles;
- Research and evaluation reports;
- Project progress and completion reports;
- Quarterly progress reports; and
- Policy briefs.

The Policy and Planning Directorate through M&E Section will ensure all reports go through an internal review process before dissemination. Once approved, products will be disseminated to stakeholders and posted on all relevant official Government ICT platforms.

Products on R, M & E related to Directorate of Policy and Planning and SIP implementation are expected to provide critical information in a decentralizing context. The M & E Section will seek to provide technical assistance, to the extent possible, to support the development and increased use of information products conveying R, M & E information to district, zonal and school stakeholders.

5.5.12 Information Dissemination and Dialogue Promotion Events

Technical Working Groups are expected to meet *every month* to assess program implementation. M&E officers will be present in various TWGs to disseminate findings and keep a check and balance system with implementers. TWG meetings will be followed by Sector Working Groups meeting at the end of each quarter where overall implementation of the PoWs for each year are assessed and corrective measures taken to ensure that implementation stays on course and targets are being met.

The Directorate of Policy and Planning hosts the *Joint Sector Review* on an annual basis for the Education Sector – during which R, M & E information will be disseminated. The Directorate will also hold a *yearly seminar* with stakeholders, partners and educational institutions to disseminate key data and findings from the previous year, facilitate reflection and dialogue about the findings, and work with respective departments as they develop their new work plans based on the refined programmes and outcomes from the M and E activities.

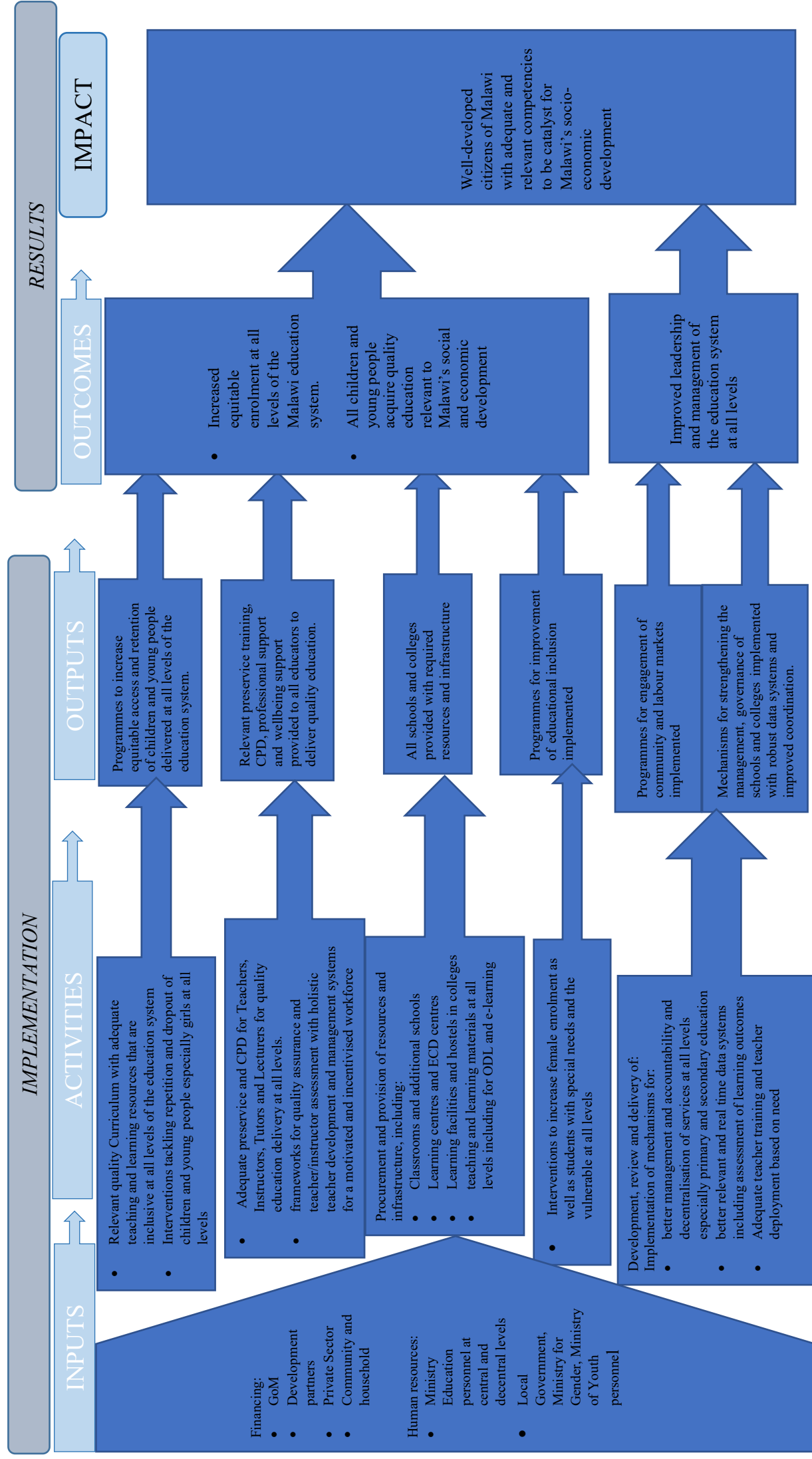
5.5.13 Capacity Building on M&E

To effectively carry out the monitoring and evaluation functions, capacity will be enhanced at all levels of the system. Skilled and well-trained people, reliable and effective systems, mobility and financial resources are prerequisites for the functional M and E system. Capacity will be built in the M and E System to effectively carry out its monitoring and evaluation functions during the implementation of the NESIP. Where necessary, technical assistance shall be tied to capacity building efforts of the host government agencies involved in M&E and statistical services.

5.5.14 Theory of Change

The monitoring system shall focus on the causal relationships that provide the conceptual linkages between the NESIP programme elements (impact, outcome, output and inputs as well as preconditions). It is therefore necessary to define the causal chain of each programme component and its preconditions. The theory of change and the result framework have already been included in different programme components that can then be ‘nested’ or linked together. The NESIP is expected to achieve its intended results within the theory of change outlined in Figure 22 below. Detailed Results Framework and definitions of indicators are presented in Annex 1 and Annex 2, respectively.

Figure 22: Theory of Change



COSTS OF IMPLEMENTATION AND FINANCIAL MANAGEMENT

The education sector continues to receive the biggest share of the national budget which is projected to increase steadily as the country is expected to benefit from the rapid economic growth in the subsequent years. Despite this, the education sector will require increased financial support from the Development Partners in order to meet the national targets. The 2020-30 National Education Sector Investment Plan (NESIP) financial framework is based on indicator targets and these have been used to come up with cost projections at sub-sector level. Data and indicator targets that have been used for costing of the NESIP include: Public school enrolment; Pupil Teacher Ratio (PTR); number of student teachers trained both in primary and secondary teacher training colleges/institutions; number of teachers at all levels of education; and infrastructure costs for new building, rehabilitation, and maintenance. Apart from where stated, projected costs are based on the 2020 constant prices. Population and economic growth, and changes in education policies are some of the factors that have also been taken into consideration when making the projections. The NESIP identifies several areas where increased efficiency and decentralization provide cost-savings to the Government of Malawi.

5.6 COST PROJECTIONS

In 2018/19 financial year (FY), the Malawi economy was projected to register a real Gross Domestic Product (GDP) growth rate of 3.2 percent down from the GDP growth rate of 4.0 percent registered in 2017/18 FY. The Government of Malawi continues to highly value the education sector as demonstrated by an allocation of 4.0 percent of the country's GDP to the education sector in 2018/19 FY which is however slightly lower than an allocation of 4.3 percent of the country's GDP made to the education sector in 2017/18 FY. The average GDP of 4.0 percent, which the Government spent on education between 2012 and 2019 is almost equivalent to the average GDP of 4.5 percent, which most Sub-Saharan Africa countries spend on education. The Table 15 below shows Budget allocations to education sector in proportion to the GDP between 2012 and 2019.

Table 15: Percentage of GDP spent on education between 2012 and 2019

Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Education-sector allocation minus Development Budget. Part 1	79	102	119	163	179	228	254
GDP	1,717	2,242	2,848	3,521	4,219	5,333	6,275
Percentage of GDP spent on Education	4.6	4.5	4.2	4.6	4.2	4.3	4.0

Source: Ministry Finance Books

The current annual Population Growth Rate (PGR) in Malawi is 2.89 percent and it is expected to peak by end of 2020 to 2.91 percent. While it is expected to slowly decline, growth will continue to be substantial. It is expected that the population will be 20,283,691 by end of 2020 and 26,578,247 by end of 2030, representing an average population annual growth rate of 3 percent.

Based on the parameters and the indicators used to cost the 2020-30 NESIP, the estimated overall financial requirements for both recurrent and capital costs for the NESIP are at MK6.5 trillion (\$8.1 billion) as shown in Table 16 below. The costs are broken down by sub-sector or level of education to enable the Ministry of Education (MoE) to identify and disaggregate financial resources for each sub-sector or level of education as required. The resources under Primary and Secondary education sub-sectors include resources for Malawi Institute of Education (MIE) and Malawi National Examination Board (MANEB)

Table 16: NESIP recurrent and capital costs in for the period between 2020 and 2030 (MK 000,000)

Sector/Sub-sector	Budget Type	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total Costs
Early Childhood Development	Development	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
	Recurrent	18,305	26,735	33,922	40,702	48,537	55,460	65,338	72,387	82,759	85,466	529,610
Primary Education	Development	28,350	38,800	39,800	42,250	36,250	37,750	37,750	38,250	38,750	37,750	375,700
	Recurrent	150,333	170,813	213,452	218,466	235,691	250,821	249,372	272,387	292,646	320,287	2,374,269
Complimentary Basic Education (CBE)	Recurrent	1,025	1,345	1,078	1,288	1,260	1,560	1,183	1,198	1,123	1,149	12,209
Adult Literacy	Recurrent	4,831	4,912	5,093	5,759	4,959	3,162	2,520	2,455	2,425	2,425	38,540
Out of School Youth	Recurrent	978	1,522	1,094	1,141	1,302	1,544	2,108	2,024	2,249	2,677	16,639
Secondary Education	Development	42,875	42,875	56,959	50,959	54,875	42,875	66,875	42,875	90,875	42,875	534,918
	Recurrent	53,794	64,552	78,663	82,277	88,342	94,594	102,588	111,110	120,009	129,303	925,232
Teacher Education	Development	3,400	3,300	3,600	3,000	-	-	-	-	-	-	13,300
	Recurrent	7,777	12,042	12,517	13,868	16,138	13,862	11,851	11,833	12,064	14,972	126,925
Higher Education	Development	6	3,006	3,006	3,006	3,006	6	6	6	6	6	12,056
	Recurrent	72,183	76,802	81,998	86,138	90,763	97,263	104,021	107,524	111,541	116,319	944,553
Technical and Vocational Training	Development	23,323	25,823	37,980	33,929	24,073	33,179	30,029	30,023	21,229	21,229	280,818
	Recurrent	950	2,709	5,470	2,927	2,646	3,482	2,105	1,610	1,740	2,135	25,774
Inclusive Education, Gender and other Cross Cutting issues	Development	2,925	2,925	2,925	2,925	2,925	2,925	2,925	2,925	2,925	2,925	29,250
	Recurrent	15,520	18,269	19,024	20,197	20,998	21,598	21,154	22,911	10,598	20,058	190,325
System Governance and Management	Recurrent	4,920	6,216	4,486	4,800	5,284	4,831	4,821	4,952	5,670	5,740	51,721
Total		432,695	503,848	602,268	614,832	638,247	666,112	705,845	725,668	797,807	806,515	6,493,839

The figures presented in Table 16 above have been calculated by making projections across the 10-year period from a base year of 2020. The baseline figures were compiled using the budget data from MoE budget, donor support and other sources of funding to the education sector for the 2020/21 fiscal year. The costing projections for the period between 2020 and 2030 are based on extrapolation of the 2020/21 FY figures combined with the application of the indicative targets and the parameters set for key factors such as Primary Completion Rate (PCR), Enrolment Ratio (ER), and Pupil Teacher Ratio (PTR) in order to obtain a realistic idea of both the recurrent and capital investments expenditure required to meet these targets across the education sub-sectors.

On pupil teacher ratio, the focus is on the projected number of teachers to be trained and recruited during the NESIP implementation period and on enrolment ratio, the focus is on the projected number of pupils/students enrolled at all levels of education. Similarly, on primary completion rate, the focus is on the projected number of pupils completing primary education

against the total number of pupils enrolling during the NESIP implementation period disaggregated by gender. Inflation projections have been factored in over the years in order to make sure that the future costs are discounted to the present value. Similarly, population growth projections have also been factored in and these may have a bearing on enrolment levels.

5.7 PRIORITIZATION

All the education sub-sectors have been considered within the NESIP and funding allocations have been made accordingly. Similarly, issues for cross cutting departments have been included in the relevant sub-sectors. However, in view of the concerns about access to quality education in the early years of schooling, the basic education sub-sector, particularly primary schooling, remains a spending priority for the MoE. As shown in table 16 above, out of the MK6.5 trillion required for the implementation of NESIP for the 10-year period, Primary Education budget requirement is at MK2.8 trillion, representing 42.3% of the overall budget requirement. Primary Education is followed by Secondary Education which stands at MK1.5 trillion, representing 22.5% of the overall budget requirement. The third sub-sector is Higher Education which has a budget requirement of MK957.0 billion, representing 14.7% of the overall budget requirement.

The fourth and the fifth are Early Childhood Development (ECD), and Technical and Vocational Training that have budget requirements of MK542.0 billion and MK307.0 billion, representing 8.3% and 4.7% of the overall budget requirement, respectively. The sixth and the seventh are Inclusive Education, Gender and Other Crosscutting Issues, and Teacher Education that have budget requirements of MK220.0 billion and MK140 billion, representing 3.4% and 2.2% of the overall budget requirement, respectively. The eighth and the ninth are Systems Governance and Management, and Adult Literacy that have budget requirements of MK52.0 billion and MK39.0 billion, representing 0.8% and 0.6% of the overall budget requirement, respectively. The tenth one is Out of School Youth which stands at MK17.0 billion, representing 0.3% of the overall budget requirement and the last one is Complementary Basic Education (CBE) which stands at MK12.0 billion, representing 0.2% of the overall budget requirement.

Primary Education has a percentage share of 42.3% which is lower than the recommended percentage share of 45%. However, considering that 99% of the resources under Inclusive Education, Gender and Other Crosscutting Issues fall under Primary Education, that is 3.37% of the 3.4% allocated to Inclusive Education, Gender and Other Crosscutting Issues is part of the Primary Education and that the whole 2.2% of the overall budget allocated to Teacher Education falls under Primary Education, hence, the overall percentage share for Primary Education in Malawi is at 48% over and above the recommended level of 45%.

5.8 OVERALL RECURRENT AND CAPITAL COSTS

As shown in Table 17 below, it is expected that resources coming from the Government during the period of NESIP implementation will be approximately MK4.5 trillion (\$5.6 billion) while the Development Partners are expected to contribute about MK333.7 billion (\$417 million). Hence, the expected overall resources trickling to the education sector between the period from 2020 and 2030 is at MK4.8 trillion (\$6 billion). However, the total cost for implementing the NESIP during the 10-year period is about MK6.5 trillion (\$8.1 billion) leaving a financing gap of MK1.7 trillion (\$2.1 billion). As shown in Table 14 above, out of the expected total cost of the 2020-30 NESIP, MK5.2 trillion (\$6.5 billion) is for recurrent expenditure while MK1.2

trillion (\$1.5 billion) is for capital expenditure, representing 81% and 19% of the overall cost, respectively.

While the financing gap is MK1.7 trillion (\$2.1 billion), this may reduce further considering that most of the DPs have only provided projections of their financial support for only five years, a period between 2020 and 2025. The financing gap for the ideal scenario for this period of the NESIP implementation is at 20% while the financing gap in the second 5 years of the NESIP implementation is at 29%. However, as alluded to, the financing gap for the second 5 years of the NESIP implementation is going to shrink considering that DPs have not yet made their financial commitments in the second half of the NESIP implementation period. Overall, the financing gap of the NESIP implementation over the 10-year period for the ideal scenarios is at 25% which is definitely going to reduce once the DPs have made their pledges in the second half of the period of NESIP implementation.

The financing gap for the realistic scenario in the first 5 years and second 5 years of the NESIP implementation is the same as that of the ideal scenario as they both stand at 20% and 29%, respectively. Similarly, the overall financing gap of the NESIP implementation over the 10-year period is at 25% for both the realistic and ideal scenario. There are no variations in the financing gaps of the two scenarios in terms of percentage due to the fact that in the realistic scenario, projected resource requirements as well as the projected financial inflows have been reduced by the same proportion. However, in monetary terms, the financing gap in the ideal scenario stands at MK1.7 trillion (\$2.1 billion) while the financing gap in the realistic scenario stands at MK1.2 trillion (\$1.5 billion).

The resources provided in Table 17 reflect the ideal scenario while the resources provided in Table 18 reflect the realistic scenario. The realistic scenario has taken into account the exogenous factors that may have a bearing on the behaviour of the macro and microeconomic variables that may in the end adversely affect the performance of the economy at large. Among the exogenous factors is the Corona Virus known as COVID-19, which has negatively impacted the performance of the world economy through the demand and supply shocks that have been created. The continued existence of the COVID-19 may continue to disrupt the operations of the global economy both in terms of trade and provisions of other key essential services. This may adversely affect an economy such as Malawi through reduced revenue inflows as well as reduced Foreign Aid flow from key Development Partners. In view of this, an assumption has been made that the revenue inflows as well as the support from the DPs will be scaled down by 30%.

Table 17: NESIP 2020-30 Ideal Resource Envelop from Government of Malawi and DPs (MK000,000)

Financing Source	2021	2022	2023	2024	2025	Total for 1 st 5 Years	2026	2027	2028	2029	2030	Total for 2 nd 5 Years	Total for 10 Years
Total Budget Requirement	432,695	503,848	602,268	614,832	638,247	2,791,891	666,112	705,845	725,668	797,807	806,515	3,701,948	6,493,839
Government Contribution	329,498	351,876	376,955	404,349	430,632	1,893,310	458,623	488,433	520,182	553,993	590,003	2,611,234	4,504,545
Donor Contribution	99,621	100,171	78,923	34,966	20,000	333,681	0	0	0	0	0	0	333,680
Financing Gap	3,576	51,801	146,390	175,517	187,615	564,900	207,489	217,412	205,486	243,814	216,512	1,090,714	1,655,614

Table 18: NESIP 2020-30 Realistic Resource Envelop from Government of Malawi and DPs (MK000,000)

Financing Source	2021	2022	2023	2024	2025	Total for 1st 5 Years	2026	2027	2028	2029	2030	Total for 2nd 5 Years	Total for 10 Years
Total Budget Requirement	302,887	352,694	421,588	430,383	446,773	1,954,324	466,278	494,092	507,968	558,465	564,561	2,591,363	4,545,687
Government Contribution	230,649	246,313	263,869	283,044	301,442	1,325,317	321,036	341,903	364,127	387,795	413,002	1,827,864	3,153,181
Donor Contribution	69,735	70,120	55,246	24,476	14,000	233,577	-	-	-	-	-	-	233,577
Financing Gap	2,503	36,261	102,473	122,862	131,331	395,430	145,242	152,189	143,840	170,670	151,559	763,500	1,158,930

Table 19 below provides a summary of NESIP strategic objectives by sub-sector and the probable resource envelope for the selected years within the period of its implementation. As can be observed in the table, the strategic objectives have been categorised along the lines of the sub-sectors in the Education Sector. The objectives are placed in the range from Early Childhood Development to Higher Education. The prominence of each objective is depicted by the amount of the resources allocated to it. There is highest allocation of resources to the improvement of equitable access to primary education. The details on respective allocations to sub-sectors are provided in the table below.

Table 19: Summary of NESIP strategic objectives by sub-sector and the probable resource envelope (MK000,000)

Sub-sector	Strategic Objectives	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total (MK)
Early Childhood Development	1: Increase access to ECD services on an equity basis.	2,366	2,204	2,204	2,204	2,262	2,800	2,800	2,800	2,800	2,800	25,238
	2: Improve quality of learning and teaching in ECD.	16,984	25,444	32,825	39,605	47,353	53,677	63,615	70,694	81,066	83,773	515,037
	3: Improve governance and management of ECD.	155	287	93	93	122	183	123	93	93	93	1,335
Primary Education	1: Improve equitable access to primary education (entry on age and completion) and participation in inclusive primary education.	166,032	192,195	206,473	222,205	238,621	257,871	277,384	299,309	322,612	349,937	2,532,639
	2: Improve quality and relevance of teaching and learning in primary education.	4,432	10,141	39,085	27,457	27,818	25,199	6,360	7,692	4,654	4,469	157,306
	3: Efficient governance, management and accountability of primary education service delivery.	8,220	7,277	7,695	11,054	5,502	5,502	3,379	3,635	4,129	3,630	60,023
Complimentary Basic Education (CBE)	1: Improve equitable access to primary school age out of school children and youth.	143	74	54	60	66	123	80	88	108	106	900
	2: Improve quality and relevance of education for out of school children and youth	193	452	312	335	359	516	333	310	302	302	3,415
	3: Strengthen governance and management of learning centres for out of school children and youth	689	820	712	894	835	921	770	800	712	741	7,893
Adult Literacy	1. Increase access of adult literacy and education programmes	2,815	3,543	3,592	4,417	4,053	3,114	2,520	2,455	2,425	2,425	31,358
	2. Enhance relevance and quality of adult literacy and education programmes	882	738	738	745	738	48	-	-	-	-	3,887
	3. Improve coordination, management and implementation of adult literacy and education programmes	1,135	632	764	596	168	-	-	-	-	-	3,295
Out of School Youth	1. Improve numeracy and literacy levels of out of school young people	146	383	177	97	106	134	443	135	165	505	2,293
	2: Improved provision of integrated services to youth	506	616	507	464	478	529	537	521	617	595	5,370

	3: Improved Technical, Vocational and Livelihood (indigenous) skills for sustained self-reliance	259	458	345	580	718	881	1,128	1,367	1,467	1,577	8,780
	4. Strengthen governance and management of Out of School Youth Functional Literacy Centres	67	65	65	-	-	-	-	-	-	-	197
Secondary Education	1: Increase access and equity to secondary education for all eligible students, with particular focus on girls, vulnerable groups and other categories of students that find access difficult, including those travelling longer distances in rural areas.	41,990	44,696	43,814	43,839	44,032	44,174	44,379	44,584	44,799	45,004	441,314
	2: Improve the quality and relevance of secondary education.	11,443	15,738	41,213	34,633	40,249	29,474	55,908	34,357	84,605	38,634	386,254
	3: Improve governance and management of secondary education by strengthening leadership capacities at school, cluster and local council levels for improved learning outcomes.	43,236	46,993	50,595	54,764	58,936	63,821	69,175	75,044	81,480	88,539	632,582
Teacher Education	1. Ensure that Teacher Education institutions create sufficient learning space to keep up with education sector needs.	3,909	5,836	6,806	7,240	5,745	1,396	696	714	776	788	33,906
	2. Provide quality and relevant teacher training, including continuous professional development.	6,635	8,929	8,758	9,210	9,905	12,046	10,802	10,564	10,934	13,695	101,478
	3. Strengthen governance and management of Teacher Education.	632	578	553	419	488	420	353	555	353	489	4,841
Higher Education	1: Increase equitable access for students in Higher Education.	10,153	14,413	16,569	17,766	18,970	18,736	21,419	21,079	20,682	21,019	180,807
	2: Improve skills, quality and relevance of Higher Education for industry or market	1,429	1,804	1,613	1,682	1,645	1,664	1,909	1,732	1,945	1,954	17,379
	3: Establish an efficient and effective governance and management system	60,607	63,591	66,822	69,695	73,153	76,869	80,698	84,718	88,920	93,352	758,424
Technical and Vocational Training	1: Improve equitable access to TEVET programs.	23,459	21,875	33,937	29,865	20,141	23,151	20,151	19,991	21,401	21,609	235,579
	2: Enhance quality and relevance of TEVET programmes.	468	5,974	9,388	6,942	6,497	13,427	11,563	11,594	1,519	1,519	68,890
	3: Improve governance and management of TEVET institutions.	324	256	103	26	59	26	26	26	26	180	1,053

	4. Promote research and development in TEVET	23	427	23	4,435	4,396	4,397	56	394	23	23	56	1,070
Inclusive Education, Gender and other Cross Cutting issues	1: Improve access and equity to quality education through the implementation of Inclusive Education, gender integrated SHNHA and other crosscutting issues in education service delivery.	4,376	4,453	4,435	4,396	4,397	4,398	4,403	4,407				44,059
	2: Improve the quality of service provision in IE, gender and other crosscutting issues.	13,319	15,804	16,357	17,228	17,925	18,537	7,975	17,506				164,126
	3: Improve governance and management of inclusive education, gender and other cross cutting issues.	750	936	1,156	1,498	1,601	1,145	1,070	1,070				11,391
System Governance and Management	1: Improve coordination and collaboration among stakeholders in the education sector.	1,769	1,242	1,162	1,164	1,213	1,171	1,174	1,157				12,397
	2: Strengthen administration, financial management and accountability in the education system.	1,016	987	991	965	964	860	853	848				9,201
	3: Improve human resource capacity and management	2,009	2,453	2,208	2,546	2,717	2,665	2,800	3,346				26,933
	4. Strengthen inspectorate and advisory services.	43	1,304	43	43	307	43	43	307				2,221
	5. Improve human resource capacity and management	82	230	82	82	82	82	82	82				969
Total		432,695	503,848	602,268	614,832	638,247	705,845	725,668	797,807	806,515			6,493,839

The model has included the following assumptions when projecting the resource envelope for the NESIP:

- GDP growth is held at an average of 5% between 2020 and 2030;
- Population growth is held at an average of 3% between 2020 and 2030;
- Inflation is held at an average of 7% between 2020 and 2030;
- Consumer Price Index is held at an average of 1.7 between 2020 and 2030; and
- Education expenditure as a percent of GDP is held at an average of 4%.

The increase in costs during the years of the NESIP implementation will among other factors be attributed to: Increased requirement of qualified teachers both at basic and secondary education levels; increased requirements of Teaching and Learning Materials (TLMs); provision of school feeding and nutrition programmes; provision of remote allowances to teachers working in hard to reach areas; provision of nutrition programme for teachers who are HIV positive; provision of programmes to encourage girls to enrol and stay in school; and support to orphans and learners with special education needs; provision of bursaries and cash transfers to secondary school students and loans and grants to university students; provision of training to student teachers in various training institutions; and increased requirements for infrastructure and equipment as well as maintenance. Qualified teachers receive salaries that are more than twice those of unqualified teachers. Hence, salaries for qualified teachers account for the majority of recurrent expenditures while infrastructure and maintenance requirements that include expansion of the basic schools, rehabilitation of schools requiring major repairs and ensuring routine maintenance of school structures account for the majority of capital expenditures over the life of the NESIP.

However, efficiency measures will be put in place in order to reduce the costs during the course of implementing the NESIP. Increased costs will be offset by implementing several efficiency measures that include: Decreasing repetition rate, increasing primary and secondary school completion rates, reducing the number of illegal beneficiaries of the hardship allowances, increasing the use of low cost technologies in school construction and maintenance, promoting bulky procurement of education materials where necessary in order to experience economies of scale, and redeployment of underutilized staff to schools where their services are required.

5.9 FINANCING MODALITIES IN THE EDUCATION SECTOR

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 operationalize the declaration adopted at the high level forum on Aid Harmonization in Rome, the Paris Declaration, and the Accra Agenda for Action. NESIP 2020-30 will thus be financed by domestic resources as well as Development Partners' aid flow. Development Partners are expected to provide timely, transparent and comprehensive information on aid flows over the NESIP framework to enable MoE to capture external funding to the sector in the Government budget. Funds committed by the Development Partners for the financing of expenditures in the NESIP will follow one or more of the three financing modalities.

The first financing modality is General Budget Support. Under this financing modality, funds allocated for the financing of the NESIP will be part of the Government of Malawi (GoM) resources. These funds will be disbursed to the GoM account at the centre and the District Assemblies through the National Local Government Finance Committee (NLGFC). These

funds will be used towards any activities defined in the annual Programme of Works (PoWs) as guided by the strategic priorities of the NESIP.

The second financing modality is the Education Services Joint Fund (ESJF). This is a funding mechanism which has been designed to receive funding from multiple Development Partners (DPs). It uses the elements of the Government systems such as planning, budgeting, procurement, and reporting, but maintains a parallel funding flow with strong fiduciary and procurement oversight and controls. It has been designed as a means to efficiently and securely channel DPs funds to approved priority Government budget lines or activities, reduce fragmentation of DPs support, and strengthen Government fiduciary and procurement systems, as long as the DPs deem it not feasible to use alternative mechanisms for channelling funds that may be more fully integrated with Government financial systems. The objectives of the ESJF are to: Improve performance and address specific priority issues constraining the delivery of the education services in Malawi; provide a secure, efficient, and accountable mechanism to channel funds to defined MoE budget lines both at national and district level; and provide incentives and resources for the Government of Malawi to improve its financial management performance. The underlying principles on which the partnership between the Government of Malawi and ESJF DPs rest are: Respect of human rights, the rule of law, and free and fair democratic processes; strengthening Public Financial Management (PFM) and combating corruption; and open and transparent governance, including strengthening of accountability between the Government of Malawi and the citizens of Malawi.

The third financing modality is donor project/program support. To accommodate donors that refrain from using Government financial systems, an agreement is made between MoE and the donor on a key policy program to support particular institutions directly that would have conventionally been financed through ESJF. A particular case would be for a donor to directly support primary schools by partly financing Primary School Improvement Programme (PSIP) straight to the school bank accounts.

All these financing modalities are in use in the Education Sector in Malawi and programmes, projects and activities supported using these modalities are all aimed to increase efficiency and effectiveness in the delivery of education services in Malawi for the good of all learners in Malawi.

ANNEX 1: RESULT BASED INDICATOR FRAMEWORK

SUB-SECTOR OBJECTIVE	INDICATOR NAME	BASELINE 2019	2025 TARGETS	2030 TARGETS	DATA SOURCE / METHODOLOGY	RESPONSIBLE INSTITUTION
1.2. EARLY CHILDHOOD DEVELOPMENT (ECD)						
Ensure equitable access to quality ECD services for children aged 5- 6 years	Outcome 1: Increased access to ECD on an equitable basis					
	ECD net enrolment rate (NER)	48%	70%	100%	ECD	MoGCDSW
	ECD Gross enrolment rate (GER)	58%	70%	100%	ECD	MoGCDSW
	Number of ECD centres operational	12,220	14,720	17,220	ECD	MoGCDSW
	% of ECD centres providing supplementary meals	3	3	5	EMIS	MoGCDSW
	Outcome 2: Improved quality of learning and teaching in ECD					
	Percentage of caregivers trained	50%	75%	100%	ECD	MoGCDSW
	Care giver child ratio	1:69	1:30	1:25	ECD	MoGCDSW
	ECD kits: centre ratio	TBA	4:1	5:1	ECD	MoGCDSW
	Percentage of children aged between 48-59 months who achieved at least 50% score on literacy and numeracy components of the Malawi Development Assessment Tool (MDAT)	17%	50%	75%	ECD	MoGCDSW
	Outcome 3: Improved governance and management of ECD					
	ECD budget as % of national budget	0.2%	2%	3%	ECD	MoGCDSW
	% ECD centres implementing the Malawian harmonized ECD curriculum	30	50	100	ECD	MoGCDSW
	% of ECD practitioners on the payroll of government	0	75%	100	ECD	MoGCDSW

1.1 PRIMARY									
Outcome 1: Improved equitable, inclusive access and participation primary education.									
Improve equitable access to quality learning for all children in primary education	Gender Parity Index (primary enrolment)	National	1.01	1.02	1:02	EMIS		MoE	
		Rural	1.01	1.02	1.02	EMIS		MoE	
		Urban	1.00	1.02	1.02	EMIS		MoE	
	Net Intake Rate (NIR)		84	92	97	EMIS		MoE	
	Gross Intake Rate (GIR) %	Boys	117	112	108	EMIS		MoE	
		Girls	119	113	110	EMIS		MoE	
	Net Enrolment Ratio (NER) %	Average	91	94	97	EMIS		MoE	
		Boys	87	92	96	EMIS		MoE	
		Girls	92	95	98	EMIS		MoE	
	Gross Enrolment Ratio (GER) %	Average	128	109	104	EMIS		MoE	
		Boys	126	107	102	EMIS		MoE	
		Girls	130	111	106	EMIS		MoE	
	% of dropouts re admitted		10%	50%	90%	EMIS		MoE	
	Dropout rate %	Average	3.2	2	1.5	EMIS		MoE	
		Boys	3.1	2	1.5	EMIS		MoE	
		Girls	3.2	2	1.5	EMIS		MoE	
	Repetition rate %	Average	22.7	14	9.5	EMIS		MoE	
		Boys	23.2	15	10	EMIS		MoE	
		Girls	22.2	13	9	EMIS		MoE	
		Female (rural)	23	12	8	EMIS		MoE	

	Male(rural)	24	15	9	EMIS	MoE
	Female (urban)	22.5	10	6	EMIS	MoE
	Male (urban)	24	11	8	EMIS	MoE
	Primary Completion rate %	58	60	70	EMIS	MoE
	No of new schools constructed	14	150	300	M&E reports	MoE
	No of schools rehabilitated	TBA	2500	5000	M&E reports	MoE
	Number of low cost community led classrooms constructed	2000	20000	44000	M&E reports	M&E
Outcome 2: Improved quality and relevance of teaching and learning in primary school education.						
	Primary pupil: teacher ratio (PTR): All schools	66.8:1	62:1	58:1	EMIS, TMIS	MoE
	Primary Pupil Teacher qualified Ratio (PqTR):	70:1	65:1	60:1	EMIS, TMIS	MoE
	% of teachers in schools teaching a separate class at the point of the school visit	TBA	90%	90%	EMIS, TMIS	MoE
	% of schools enforcing time on task and teacher attendance	TBA	80%	100%	EMIS	MoE
	% of schools with PqTR higher than 100:1	TBA	20%	10%	EMIS	MoE
	Pupil text book ratio (English Chichewa Mathematics)	3:1	2:1	1:1	EMIS	MoE
	% of schools with pupil textbook ratio higher than 3:1	TBA	30%	10%	EMIS	MoE
	Primary pupil: permanent classroom ratio (PpCR):	121:1	98:1	80:1	EMIS	MoE
	% of schools with PCR higher than 80:1	TBA	25%	15%	EMIS	MoE

	Learner : ICT gadget	TBA	90:1	61:1	EMIS	MoE
	Percentage of schools implementing SIP guidelines	75	90	100	EMIS	MoE
	% of schools with follow up mechanisms on learner absenteeism	TBA	90	100	EMIS	MoE
	PSLCE Pass rate	77.46	83	88	MANEB	MANEB
	PSLCE Pass rate (Male)	82.47	85	90	MANEB	MANEB
	PSLCE Pass rate (Female)	72.15	80	85	MANEB	MANEB
	% of children achieving minimum proficiency in literacy and numeracy at Std 2, Std 4 and Std 8	Chichewa 34% English 10% Mathematics 76%	Chichewa 50% English 50% Mathematics 80%	Chichewa 75% English 70% Mathematics 90%	EMIS	MoE
	Outcome 3: Efficient governance, management and accountability of primary education service delivery.					
	% of education budget allocated to primary subsector	53%	53%	53%	Budget Section	MoE
	% of schools meeting the minimum construction package	0	100	100	EIMU	MoE
	1.3 COMPLEMENTARY BASIC EDUCATION (CBE)					
	Outcome 1: Improve equitable access to primary age for out of school children and youth					
	Total number of learners in CBE centres (Total)	56,450	125,000	47,000	EMIS	MoE
	Gender Parity Index (GPI) CBE	1.14	1.00	1.00	EMIS	MoE
	Outcome 2: Improve quality and relevance of education for out of school children and youth					
	Percentage of instructors adequately trained	TBA	100	100	MoE	MoGCDSW
	Pupil-Textbook ratio	TBA	1:1	1:1	MoE	MoGCDSW
	Outcome 3: Improved governance and management of CBE centres for out of school youths					
	% of CBE centres with functional governing bodies	0	100	100	EMIS	MoE
	1.3. OUT OF SCHOOL YOUTH FUNCTIONAL LITERACY					
Expand access and enhance utilization of	Outcome 1: .Improve numeracy and literacy levels of out of school young people					

basic literacy, numeracy and livelihood skills and knowledge attained by young people for effective participation in sustainable personal, community and national development	Number of learning centres	500	740	1140	Statistics Unit	MoYS
	Gender Parity Index (GPI) out of school youth	1.14	1.00	1.00	Statistics Unit	MoYS
	Total enrolment in functional literacy centres	6,000	15,000	30,000	Statistics Unit	MoYS
	Outcome 2: Improve quality and relevance of education for out of school children and youth					
	Percentage of instructors adequately trained	TBA	100	100	MoE	MoGCDSW
	Pupil-Textbook ratio	4:1	1:1	1:1	MoE	MoGCDSW
	Outcome 3: Improved Technical, Vocational and Livelihood (indigenous) skills for sustained self -reliance					
	% of Out of School Youth graduates provided with start up tools and materials	100	100	100	Statistics Unit	MoYS
	Number of out of school youth supported with livelihood skills	500	8700	39000	Statistics Unit	MoYS

1.4. ADULT LITERACY

Reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development	Outcome 1: Increase access of adult literacy and education programmes					
	Number of new centres opened	0	5,000	10,000	MoGCDSW	MoGCDSW
	Percentage of adult literacy graduates introduced to innovative approaches integrating adult literacy and education into livelihood and other activities	20%	60%	80%	MoGCDSW	MoGCDSW
	Outcome 2: Improved quality and relevance of adult literacy and education programmes					
	Percentage of instructors adequately trained	TBA	100	100	MoGCDSW	MoGCDSW

	Pupil-Textbook ratio	TBA	1:1	1:1	MoGCDSW	MoGCDSW
2. SECONDARY EDUCATION						
Increase equitable access to quality secondary education for all.	Outcome 1: Increased equitable access to secondary education with particular attention to girls , vulnerable groups and those from rural area.					
	Number of New Public Secondary Schools constructed	0	235	470	EIMU ⁹	MoE
	Number of classrooms constructed in existing schools	0	300	600	EIMU	MoE
	Number of CDSS with technical wings	0	8	18	EMIS	MoE
	Number of beneficiaries for bursaries for needy students	14,500	40,000	65,000	EMIS	MoE
	Gender Parity Index	National (avg.)	1:1	1:1	EMIS	MoE
	(secondary enrolment) All schools	Rural	1:1	1:1	EMIS	MoE
		Urban	1:1	1:1	EMIS	MoE
	Net Enrolment Rate (NER)	15%	30%	50%	EMIS	MoE
	Gross Enrolment Ratio (GER)	23.7%	38%	52%	EMIS	MoE
	Primary transition rate (Total) %	38%	56%	76%	EMIS	MoE
	Dropout rate	13.35%	11%	8%	EMIS	MoE
	Outcome 2: Improved quality and relevance of secondary education					
	% of secondary schools with Student Qualified Teacher Ratio greater than 40:1	TBA	40%	10%	EMIS	MoE
		Maths	75:1	40:1	EMIS	MoE
	Secondary Student Qualified Teacher ratio (SQTR)	Physical Science	260:1	40:1	EMIS	MoE
		English	90:1	40:1	EMIS	MoE
	Secondary student: classroom ratio (PCR)	67:1	50:1	40:1	EMIS	MoE

⁹ SEED Project (USAID 2020-2023)

	% of schools with ICT integration in secondary	TBA	40%		70%	M&E	MoE
	% of schools meeting minimum standards in reforms of secondary education curriculum learning and assessment practices	60%	80%		100%	M&E	MoE
	% of learners meeting minimum performance standards in specific core subjects – English, Maths, Science and Chichewa at Form 2	40	70		80	M&E	MoE
	MSCE Pass Rate	National	63%	70%	83%	MANEB	MoE
		Female	57%	69%	80%	MANEB	MoE
		Male	69%	71%	85%	MANEB	MoE
	Student-Textbook ratio in Mathematics, Sciences and English	3:1	2:1		1:1	MANEB, EMIS	MoE
	Outcome 3: Improved governance and management of secondary education						
	Percentage of schools withSSIP instituted and functional	0%	70%		100%	M&E	MoE
	% of secondary schools with functional board of governors	0%	70%		100%	M&E	MoE
3. TEVET							
% Ensure access and equity, quality and relevance and effective and efficient governance and management of the TEVET subsector.	Outcome 1: Increased equitable access to TEVET programs that are relevant to developmental demand						
	Enrolment in Technical College	10,500	13,000		16,000	TEMIS	TEVET
	Gender Parity Index (Technical College)	0.5	0.8		1:1	TEMIS	TEVET
	% increase in schools with technical subjects and functional technical labs at secondary school level refurbished	40%	70%		100%	EMIS	MoE
	Number of Technical Secondary schools established	12	24		30	M&E reports	MoE
	Number of new Community Technical Colleges established	0	10		13	TEMIS	TEVET

	Number of new Community skills development centres	0	65	130	TEMIS	TEVET
	% of TEVET institution meeting minimum infrastructure standards	TBA	75	100	M&E reports	TEVET
Outcome 2: Improved functional quality and relevance of the TEVET education sector						
	Student Qualified Instructor Ratio	67:1	40:1	20:1	TEMIS	TEVET
	Percentage of the TEVET graduates employed (self-employed and Industry)	TBA	75%	90%	TEMIS	TEVET
	Number of Technical Education Instructor' Training Colleges established	0	1	1	TEVET	MoL
	Percentage of TEVET staff provided with pre-service training and continuous professional development	20%	60%	100%	TEMIS	TEVET
	Number of new Business, innovation and technological incubation centres established	0	8	17	TEMIS	TEVET
Outcome 3: Improved governance of TEVET sub-sector						
	% of TEVET trainees accessing industrial attachment	TBA	100%	100%	M&E reports	MoL
Outcome 4: Research and development promoted						
	% of TEVET institutions undertaking research and innovation	TBA	100%	100%	M&E reports	MoL
	Number of labour market surveys conducted	0	1	2	M&E reports	MoL
4. TEACHER EDUCATION						
Ensure access and equity, quality and relevance and effective and efficient governance and management of	Outcome 1: Increased equitable and inclusive access to Teacher Education.					
	Enrolment of Primary teachers in TTCs	6,364	8,164	12,246	EMIS/TEMIS	MoE
	Enrolment of secondary teachers in TTIs	2,288	2,650	3,313	EMIS/TEMIS	MoE
	Gender Parity Index for Primary school teacher trainees	1.2	1.0	1.0	EMIS/TEMIS	MoE

the Teacher Education subsector.	Gender Parity Index for Secondary school teacher trainees	0.70	0.80		1.0	EMIS/TEMIS	MoE
	Number of Teacher Training Institute of Inclusive Education	0	1		1	EMIS/TEMIS	MoE
	Outcome 2: Improved functional quality and relevant teacher training, including continuous professional development.						
	Percentage of Colleges with ICT based learning support	40%	100%		100%	M&E reports	MoE
	Percentage of Primary teachers attending CPD_(male/female)	50%	70%		100%	M&E reports	MoE
	Percentage of Secondary teachers attending CPD_(male/female)	30%	70%		100%	M&E reports	MoE
	TTC IPTE students: tutor ratio (all colleges)	67:1	40:1		30:1	M&E reports	MoE
	Outcome: 3 Improved Governance and management of Teacher Education						
	Average months of delay in availability of annual Teacher Education data	>6	3		3	TEMIS	MoE
	5. HIGHER EDUCATION						
Ensure access and equity, quality and relevance and effective and efficient governance and management of the Higher Education subsector.	Outcome 1: Increased equitable access for students in Higher Education						
	Gender Parity Index (for enrolment in public university)	0.5	0.8		0.9	HEMIS	NCHE
	Number of new public universities established	0	4		7	HEMIS	
	Total University Enrolment (public and private)	30,970	45,500		60,800	HEMIS	NCHE
	% of girls and disadvantaged students enrolled and retained in different programmes including STEM	TBA	40%		60%	HEMIS	NCHE
	Total number of student offered loans	13,035	17,065		32,500	HESLGB	NCHE
	Outcome 2: Improved skills , quality and relevance of Higher Education for industry or market						
	Percentage of accredited institutions of higher learning with quality assurance mechanism	20%	70%		100%	HEMIS	NCHE

	Percentage of Lecturers trained in pedagogical skills	10%	48%	85%	HEMIS	NCHE
	Number of research areas published	100	198	300	HEMIS	NCHE
	Number of business innovation and technological incubation centres established	0	9	17	HEMIS	MoE
	Outcome:3 Efficient and effective governance and management system established					
% of Higher Education institutions aligned to the NQF		0%	50%	100%	HEMIS	MoE
7. INCLUSIVE EDUCATION, GENDER AND OTHER CROSS CUTTING ISSUES						
Ensure that inclusive education, gender SHNHA and other crosscutting issues are integrated across all levels of the education system.	Outcome 1: Improved equitable access to quality education for both male and female students and students with special needs;					
	Number of new resource centres constructed	0	465	790	M&E reports	MoE
	Percentage of SNE learners enrolled at primary	40%	60%	80%	EMIS	MoE
	Percentage of SNE learners enrolled at secondary	40%	60%	80%	EMIS	MoE
	Ratio of Male to female SNE students receiving bursaries	TBA	1:1	1:1	EMIS	MoE
	Percentage of primary schools with safe drinking water	TBA	80%	100%	SHN, M&E	MoE
	Percentage of secondary schools with safe drinking water	TBA	80%	100%	SHN, M&E	MoE
	Percentage of public schools participating in SHN programme – Schools Meals	45%	60%	70%	SHN, M&E	MoE
	Percentage of schools with guidance and counselling service	60%	80%	100%	SHN, M&E	MoE
	% of learners accessing HIV/AIDS testing and LSE services	40%	70%	100%	SHN, M&E	MoE
	Outcome 2: Improved quality of service provision in IE, Gender and other crosscutting issues; and					
	SNE Student: Textbook ratio	4:1	1:1	1:1	EMIS	MoE
	Percentage of schools (ECD, CBE, primary, secondary, and tertiary) where the minimum package of	0	35% 44% 45%	44% 54%	SHN, M&E	MoE

	school based health services are provided, respectively	20% 30%	55% 30% 40%			
	Percentage of schools with specialised teachers in Special needs	TBA	30%		EMIS	MoE
8. SYSTEM GOVERNANCE AND MANAGEMENT						
Ensure effective and efficient implementation of the NESIP	Outcome 1: Improved coordination and collaboration amongst the stakeholders in the education sector.					
	% of the budget funded	75%	90%	100%	Budget	MoE
	Outcome 2: Strengthen administration, financial management and accountability for results in the education system.					
	% increase in utilization and compliance levels	95%	100%	100%	Budget, M&E	MoE
	Outcome 3: Improved human resource capacity					
	Automated teacher management information system established	0	1	1	ICT	MoE
	Outcome 4: Strengthen Planning, Monitoring and Evaluation at all education levels					
	Average number of delays in producing integrated EMIS data (months)	TBA	4	4	EMIS	MoE
	Outcome 5: Strengthen Inspectorate and advisory services					
	Percentage of primary, secondary and teacher training institutions schools that are inspected annually	(Primary) 30%	75%	75%	DAIS	MoE
		(Secondary) 15%	50%	100%	DAIS	MoE
		(TTI) 25%	50%	100%	DAIS	MoE

ANNEX 2: DEFINITIONS FOR SELECTED INDICATORS

Indicator Name	Definition
# of schools, centres, colleges, or other educational institutions	Number of institutions for a specified subsector, geographical area, proprietorship, etc.
% schools with safe drinking water	Number of (primary) schools that have boreholes, piped water, protected hand-dug wells, or protected springs as sources for drinking water divided by the total number of schools for a specified geographical area, proprietorship, etc.
% schools with pupil sanitary facilities in use	Number of (primary) schools that have – for girls and/or boys -- flush toilets (in use), pit latrines (in use and basic pit), or urinal blocks (improved/in use & basic in use) divided by the total number of schools in a given year for a specified geographical area, proprietorship, etc.
% schools with electricity source	Number of (primary) schools that have a source of electricity (ESCOM, generator, or solar power) divided by the total number of schools for a specified geographical area, proprietorship, etc.
# of classrooms	Number of classrooms for a specified subsector, geographical area, etc.
Enrolment	Number of pupils or students enrolled at a given grade or level of education, regardless of age. Typically, these data are collected at the beginning of the school-year.
Gross enrolment ratio (GER)	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education.
Net enrolment ratio (NER)	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
Net intake rate (NIR)	New entrants in the first grade of primary education who are of the official primary school-entrance age (6 years old), expressed as a percentage of the population of the same age.
# of students in tertiary education per 100,000 inhabitants	Number of students enrolled in tertiary education in a given academic-year per 100,000 inhabitants (population of all ages)
Transition rate (primary to secondary)	The number of students admitted to form 1 of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in standard 8 of primary education in the previous year.
Gender parity (GPI)	Ratio of female to male values of a given indicator. (e.g., GPI pupil/student enrolment, teachers/instructors, survival rate, completion rate, exam pass rate)
# of teachers (or caregivers, instructors, lecturers)	Number of staff classified as teachers (etc.) at a given level or subsector of education.
% qualified teachers	Number of teachers who have received the minimum required, formal pre-service preparation divided by the total number of teachers (etc.) at that level or subsector of education. The minimum qualification for primary teachers is diploma in Education, while for secondary teachers the minimum qualification is a degree in Education, a diploma in Education, or a non-Education degree plus a University Certificate of Education.
Pupil- or student-teacher ratio (PTR or STR)	Average number of pupils (students) per teacher (instructor, etc.) in a specific level of subsector of education.
Pupil-qualified teacher ratio (PQTR)	Average number of pupils (students) per “qualified” teacher in a specific level or subsector of education.

Completion rate	The ratio of the total number of individuals successfully completing (or graduating from) a given stage/level of education or a given program to the total number of individuals entering the respective stage/level of education or program.
Survival rate (to Standard 5 or Standard 8)	Percentage of a cohort of pupils who enter Standard 1 of primary education who are expected to reach Standard 5 or Standard 8.
Adult literacy rate	The percentage of population aged 15 years and over who can both read and write with understanding a short simple statement about their everyday lives.
Average % correct answers on EGMA (3-8) by Std. 2, Std. 4, or Std. 7 pupils	Average % correct answers of all pupils assessed with the following Early Grade Mathematics Assessment subtests: number identification, number (quantity) discrimination, missing number (pattern completion), word problems, addition problems, and subtraction problems
% Std.2, Std. 4, or Std. 7 scoring zero in reading fluency on EGRA	Number of pupils in a given standard who score zero on the reading fluency subtest of the Early Grade Reading Assessment divided by the number of pupils assessed in that standard
PSLCE / JCE/ MSCE pass rate	Total number of pupils/students passing the exam (Primary School Leaver Certificate Exam, Junior Certificate Exam, and Malawi School Certificate Exam), expressed as a percentage of the total number of pupils/students sitting for the same exam.
# of diplomas or degrees awarded	Total number of diplomas (or degrees) in all fields awarded in a given year by recognized institutions in Malawi
% of schools inspected	Total number of schools inspected by staff of the Directorate of Inspection and Advisory Services divided by the total number of schools in a given year multiplied by 100
% of inspection reports disseminated	Number of reports written and disseminated focused on a given type of institutions inspected by staff of the Directorate of Education Management and Advisory Services divided by the total number of reports written in a given year
# of performance reviews of HQ offices	Total number of performance reviews of MoE headquarters' offices conducted in a given year
% of recurrent public education expenditure devoted to a given subsector	Amount of recurrent expenditure for a given subsector of education divided by the total recurrent expenditures in the Education sector overall
% of schools with developed and approved SIPs	Number of schools with developed and approved School Improvement Plans (based on written reports of district education managers) divided by total number of primary schools
% Schools receiving School Improvement Grants	Number of schools receiving school improvement grants (based on written reports of district education managers) divided by total number of primary schools
Amount of SIG funding disbursed to primary schools	Total amount of school improvement grant funding disbursed to primary schools, based on NLGFC, DA and DEM records
% schools with active PTAs	Number of (primary) schools having PTAs which meet at least once per term, divided by the total number of primary schools.
% schools with active school management committees	Number of (primary) schools having school management committees which meet at least once per term
% school with active mother groups	Number of (primary) schools having mother groups which meet at least once per term.
Dropout rate	Proportion of pupils from a cohort enrolled in a given standard, form, or year (or averaged across standards or forms for a specified level/subsector of education) who are no longer enrolled in the following school year.
Repetition rate	Proportion of primary school pupils from a cohort enrolled in a given standard school year who are enrolled in the same standard in the following school year.

% enrolment in private schools (or institutions)	Enrolment in private educational institutions at a given level of education expressed as a percentage of total enrolment in the same level or subsector.
% schools (or institutions) that are private	Number of schools or other institutions registered as private (i.e., not government or grant-aided) expressed as a percentage of the total number of schools in the same level or subsector
% of financing that is private	Amount of educational expenditure in a given year derived from private sources divided by that year's total educational expenditure
% of students receiving loans	Number of tertiary-level students receiving loans divided by the total number of tertiary-level students in a given year
Total value of student loans recovered	The sum of the outstanding loan balances of all current tertiary-level students who have received loans
Number of policies and programmes reviewed/developed	Total number of policies/programmes reviewed by MoE.
% reduction in vacancy rate	Vacancy rate this year less vacancy rate in the last year divided by vacancy rate last year multiplied by 100
% reduction in arrears	Arrears this year less arrears in the last year divided by arrears last year multiplied by 100
% reduction in utilisation and compliance levels	Utilisation/Compliance levels this year less Utilisation/Compliance levels last year divided by Utilisation/Compliance levels last year multiplied by 100
% increase of SNE learners enrolled	SNE learners this year less SNE learners in the last year divided by SNE learners last year multiplied by 100
% of schools where the minimum package of school based health services are provided	Number of schools with minimum package of school based health services provided divided by total number of schools in a given year multiplied by 100
% of public schools participating SHN program- school meals	Number of public schools participating in SHN program- school meals divided by total number of public schools in a given year multiplied by 100
Textbook to student ratio	Total number of textbooks divided by total number of students in a given year
% of female students enrolled in Science related courses at University level	Number of female students enrolled in Science related courses divided by total number of female students at University level in a given year multiplied by 100
Number of HEIs using revised competency based curriculum	Total number of HEIs using revised competency based curriculum in a given year
% of primary/secondary school/TVET teachers attending CPD courses-disaggregated according to gender	Number of primary/secondary school teachers attending CPD courses divided by total number of primary/secondary teachers in a given year multiplied by 100
% of secondary schools with functional labs at secondary school refurbished	Number of secondary school with functional labs refurbished this year less last year divided by last year's number of secondary school with functional labs refurbished multiplied 100
Share of secondary schools with student-qualified teacher ratio greater than 40:1	Total number of secondary schools with student-qualified teacher ratio greater than 46:1 divided by total number of secondary schools in a given year
Share of schools of PCR higher than 110:1	Total number of primary schools with PCR greater than 110:1 divided by total number of primary schools in a given year

Note: Data sources for the indicators have been presented in Annex 1.

ANNEX 3: ROLES AND RESPONSIBILITIES

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	• Recruiting and promoting staff • Building staff capacity • 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 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 School Health, 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'LPO 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. • Managing school nutrition programs • Managing WASH programs
Directorate of Higher Education	• Ensure coordination and collaboration among all players in higher education • Monitor implementation of all higher education strategic goals
Directorate of Information Communication and Technology	• Provide ICT as a tool in providing education services
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 activities 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.
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, • Provide education services to learners • Implement and manages all school level activities • 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 Gender, Children and Community 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 .	• Monitoring and supervising out of school youth, • Providing data for out of school youth, • Determining the indicators for out of school youth
Ministry of Transport and Public Works	• Monitoring construction works for education structures, • Providing Guidelines for determining progress of construction projects.
Ministry of Finance Economic Planning and Development	• Providing funding for implementation • Monitoring the Public Sector Investment Programme • 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 Agriculture Irrigation, Water and Water Development	Monitoring water and sanitation issues in schools.
Ministry Labour, Skills and Innovation	- 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. - Monitoring the decentralisation of the education sector.
Ministry of Local Government and Rural Development	
Local Councils	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: IMPLEMENTATION PLAN

2020-25 NESIP IMPLEMENTATION PLAN (MK000,000)																
Sector/Sub-sector	Strategic Objective	Priority Action	Activity	Output Indicator	Target Y1	Target Y2	Target Y3	Target Y4	Target Y5	Budget Y1	Budget Y2	Budget Y3	Budget Y4	Budget Y5	Total for 5 Years	Responsible Department
Early Childhood Development	1: Increase access to ECD services on an equity basis.	i. Develop and implement an equity-based ECD delivery system with specialist support for children with special needs, including prototype designs for ECD centres that ensure safe, inclusive and effective learning environments for all	a. Conduct orientation meetings with VDCs on the importance of establishing an in ECD centre	Number of orientation meetings with VDC's conducted	50	50	50	50	50	40	40	40	40	40	200	MoGCDSW
			b. Conduct ECD week	ECD week conducted	1	1	1	1	1	76	44	44	44	44	253	MoGCDSW
			c. Upgrade ECD centres to a standard ECD centre	Number of ECD centres upgraded	60	60	60	60	60	1,200	1,200	1,200	1,200	6,000	MoGCDSW	
			d. Engage private sector actors to partner with Government on ECD service provision through service agreements.	Number of private sector institutions supporting ECDs	30	30	30	30	30	30	30	30	30	152	MoGCDSW	
			e. Develop an MOU on private sector engagement in ECD services	Number of MOUs developed	30	-	-	-	-	72	-	-	-	72	MoGCDSW	
			f. Train parenting educators on parenting education	Number of parenting educators trained	200	200	200	200	200	300	300	300	1,500	MoGCDSW		
			g. Conduct parenting education supervision visits	Number of supervision visits conducted	200	200	200	200	200	16	16	16	80	MoGCDSW		

			j. Review Interactive Radio Instruction manuals and guides	IRI manual and guides reviewed	1	-	-	-	-	-	-	142	-	-	-	142	-	MoGCDSW
			k. Airing of Interactive Radio Instruction programs	Number of IRI programmes aired	-	12	15	18	21	-	30	-	30	30	30	122	30	MoGCDSW
			l. Conduct baseline and Mid-Line studies on IRI	Baseline study on IRI conducted	1	-	-	-	-	-	90	-	-	-	-	90	-	MoGCDSW
			m. Build the capacity of key Stakeholders in the implementation of Interactive radio instruction	Number of stakeholders trained	1,200	1,200	1,200	1,200	1,200	248	248	248	248	248	248	1,240	248	MoGCDSW
			n. Build the capacity of Training institutions to offer ECD programs at various levels	Number of ECD practitioners trained	2,400	2,400	2,400	2,400	2,400	171	171	171	171	171	171	857	171	MoGCDSW
			n. Conduct supportive supervision	Number of support supervision conducted	4	4	4	4	4	17	17	17	17	17	17	85	17	MoGCDSW
			o. Conduct learning visits on ECD services	Number of study visits conducted	1	1	1	1	1	15	15	15	15	15	15	75	15	MoGCDSW
			p. Train Transitional Facilitators to adequately support transitioning children	Number of Transitional Facilitators trained	60	60	60	60	60	70	70	70	70	70	70	350	70	MoGCDSW

Primary Education	3: Improve governance and management of ECD.	i. Develop an ECD management information system and use the data for adaptive programming;	r. Develop, review and disseminate the ECD syllabus	ECD syllabus developed, reviewed and disseminated	1	1	-	-	-	-	38	334	-	-	-	372	MoGCDSW
			a. Review ECD tools to adapt MDAT and MELE	Number of tools revised	-	2	-	-	5	-	-	29	-	-	29	58	MoGCDSW
			b. Build the capacity of key Stakeholders MDAT and MELE	Number of officers and stakeholders trained on MELE and MDAT	-	140	140	140	140	-	-	73	73	73	73	292	MoGCDSW
			c. Develop ECD MIS	ECD MIS developed	1	1	-	-	-	45	45	-	-	-	-	90	MoGCDSW
			ii. Revise and disseminate ECD Policy and strategic plan	ECD Policy and strategic plan revised and disseminated	1	1	0	0	0	90	90	-	-	-	-	181	MoGCDSW
				Number of ECD Policy and strategic plan printed and disseminated	-	1,500	-	-	-	-	-	30	-	-	-	30	MoGCDSW
			a. Conduct lobby meeting with government and other stakeholders	Number of lobbying meetings conducted	2	2	2	2	2	20	20	20	20	20	20	100	MoGCDSW
			i. Develop a realistic and costed investment and implementation plan to expand	School construction minimum package developed and disseminated	1	1	-	-	-	120	120	120	-	-	-	241	Basic Directorate

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		i. Conduct education research studies at Primary, Secondary and Teacher Education which inform decisions for implementing curriculum at these levels	a. Conduct education research studies at Primary, Secondary and Teacher Education which inform decisions for implementing curriculum at these levels	Number of research studies conducted	1	-	-	1	-	-	-	47	-	-	47	-	94	MIE
		i. Review IPTE Curriculum in order to align it with the primary school curriculum, and adopt a new approach which is more focused on teaching rather than content-based curriculum and incorporate emerging issues	a. Orientation of TTC Lecturers on Instructional Materials	Number of TTC Lecturers oriented on Instructional Materials	-	30	40	-	-	-	-	-	18	21	-	-	39	MIE
		ii. Disseminate research findings to stakeholders for policy direction	a. Disseminate research findings to stakeholders for policy direction	Research findings disseminated to stakeholders for policy direction	-	1	-	-	1	-	-	-	47	-	-	47	94	MIE
		ii. Review the National Primary Curriculum to incorporate	a. Develop and draft Primary instruction materials	National Primary Curriculum reviewed	-	1	-	-	-	-	-	-	294	-	-	-	294	MIE

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		education delivery;	b. Conduct PPP Forums	Number of meetings conducted	2	2	2	2	2	2	2	2	2	2	93	103	113	124	137	570	Basic Directorate
			c. Develop and update PPP Directory	PPP Directory developed and updated	1	1	1	1	1	1	1	1	1	1	4	5	5	6	6	26	Basic Directorate
			d. Monitor PPP implementation	PPP Monitoring reports	4	4	4	4	4	4	4	4	4	4	27	30	33	36	39	164	Basic Directorate
		iii. Incentivise Personnel	a. Implement management performance systems	Management performance systems implemented	1	1	1	1	1	1	1	1	1	1	28	28	28	28	28	140	MIE
		iii. Increased capacity in printing examinations materials	Procurement of Heavy Duty Digital Printing Machine	Heavy Duty Digital Printing Machine procured	1	-	-	-	-	-	-	-	-	-	1,500	-	-	-	-	1,500	MANEB
			a. Review and disseminate deployment guidelines	Deployment guidelines reviewed and disseminated	-	1	1	1	1	1	1	1	1	1	-	57	92	-	-	149	Basic Directorate
			b. Train district implementers on deployment guidelines	Number of District trained on deployment guidelines	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	41	Basic Directorate
			c. Enforce implementation of primary teacher deployment guidelines to ensure provision of adequate teachers to the most needy schools	Number of Districts that are fully implementing deployment of teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Basic Directorate
		iv. Review remoteness allowance so that it is attached to schools and not	a. Conduct consultation meetings with stakeholders on remoteness allowance	Number of stakeholders meetings conducted	-	1	-	-	-	-	-	-	-	-	-	424	-	-	-	424	Basic Directorate

	to individual teachers;	b. Monitoring implementation of remoteness allowance	Number of schools monitored	-	-	-	3,000	3,000	3,000	-	-	-	29	31	33	92	Basic Directorate
	iv. Procure printing press in order to increase the availability of textbooks and other education materials to schools and colleges across the country while at the same time generating Appropriation in Aid.	a. Procurement and Installation of Printing press	Printing press and other key assets procured	1	-	-	-	-	-	3,000	-	-	-	-	-	3,000	MIE
		b. Maintenance of Printing press	Printing press and other key assets maintained	-	-	-	1	-	-	-	-	-	-	1,000	-	1,000	MIE
	ix. Procurement of vehicles	a. Procurement of Motor Vehicles	Number of motor vehicles procured	-	7	-	-	-	-	-	400	-	-	-	-	400	MIE
	v. Improve coordination and information sharing between district councils, Ministry of Local		Number of Motor Vehicles maintained	-	5	-	-	-	-	-	10	-	-	-	-	10	MIE
		a. Conduct meetings with councils	Number of meetings conducted	4	4	4	4	4	4	69	129	129	129	129	129	584	Basic Directorate

	Government and MoE	b. Conduct meetings between MoE and Ministry of Local Government	Number of meetings conducted	4	4	4	4	4	4	20	20	20	20	20	100	Basic Directorate
	vi. Review policies to guide management affair and equitable decision making	a. Develop and review policies	Human resources policies reviewed and implemented	-	-	1	-	-	-	-	74	-	-	-	74	MIE
	vii. Upgrade key members of staff to improve efficiency and performance	a. Train Staff	Number of staff trained in various aspects	8	10	10	12	15	55	69	83	69	103	378		MIE
	viii. Review terms and conditions of service	a. Review conditions of service and Salary structure	Terms and conditions of service reviewed	1	-	-	-	-	56	-	-	-	-	56		MIE
	x. Purchase of office equipment	a. Purchase of Office equipment	Office equipment procured	10	-	-	10	-	50	-	50	-	-	100		MIE
		b. Maintenance of Office equipment	Office equipment maintained	-	-	10	-	-	-	-	3	-	-	3		MIE
		a. Establish new CBE Learning Centres	Number of new learning centres established and operational	120	800	880	968	1,064	34	38	46	42	50	210		Basic Directorate _ CBE
	i. Expand equitable CBE to all districts	c. Monitor Training	Number of districts visited	18	18	20	20	25	11	12	14	13	15	64		Basic Directorate _ CBE
	ii. Strengthen primary school age out of school children and youth.	a. Conduct a study to capture out of school children	Study conducted	1	-	-	-	-	8	-	-	-	-	8		Basic Directorate _ CBE

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		teaching and adequate digitalized teaching and learning materials	c. Digitalize learners books and facilitators guides	Number of CBE Learning Areas with digitized textbooks	200	-	5,940	11,880	23,760	47,520	32	36	39	43	47	-	24	-	24	Basic Directorate _ CBE
		iii. Review CBE package to reflect the needs of children of different ages and prior knowledge and skills.	e. Procure Teaching and Learning Materials	Number of CBE Textbooks procured	5,400	5,940	11,880	23,760	47,520	32	36	39	43	47	198					Basic Directorate _ CBE
		i. Develop standard guidelines on governance and management of learning centres;	a. Develop and review CBE implementation guidelines	Guidelines developed and reviewed	5	-	-	-	-	90	-	-	-	-	-	-	90	-	90	Basic Directorate _ CBE
		i. Expand equitable CBE to all districts	c. Monitor Training	Number of districts visited	18	18	20	20	20	25	4	4	4	5	5	22				Basic Directorate _ CBE
		ii. Strengthen coordination mechanism among stakeholders including community participation in programmes implementation	a. Conduct coordination meetings with stakeholders	Number of coordination meetings held	3	3	3	3	3	9	10	11	12	13	55					Basic Directorate _ CBE
	3: Strengthen governance and management of learning centres for out of school children and youth	iii. Improve monitoring and supervision of CBE programme for quality service delivery	d. Monitor CBE implementation	Number of bicycles procured and used by facilitators	100	-	200	-	400	10	-	20		40	70					Basic Directorate _ CBE

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3. Improve coordination, management and implementation	ii. Professionalize adult educators	c. Train Rural Librarians	Number of Rural Librarians trained	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	102	69	69	69	377	MCE&CD (Adult Literacy)
			Number of certificate courses in Adult Learning and Development developed	-	-	-	1	-	-	-	-	-	-	8	-	8	MCE&CD (Adult Literacy)
		b. Sponsor initial certificate course	Number of initial certificate courses sponsored	1	-	-	-	-	-	58	-	58	-	-	-	58	MCE&CD (Adult Literacy)
			Number of teaching and learning materials procured	85,400	85,400	85,400	85,400	85,400	85,400	1	1	1	1	1	1	6	MCE&CD (Adult Literacy)
	iii. Provide adequate teaching and learning materials to ALE centres	a. Procure teaching and learning materials for adult literacy and education centres	Number of text books procured	24,000	24,000	24,000	24,000	24,000	24,000	224	224	224	224	224	224	1,120	MCE&CD (Adult Literacy)
			Number of pencils procured	1,000	1,000	1,000	1,000	1,000	1,000	80	80	80	80	80	80	400	MCE&CD (Adult Literacy)
			Number of Chalk-boards procured	60,000	60,000	60,000	60,000	60,000	60,000	120	120	120	120	120	120	600	MCE&CD (Adult Literacy)
	i. Promote and strengthen adult literacy and education coordination	e. Reorganize and train Literacy committees	Number of Literacy committees reorganized and trained	2,000	-	500	-	500	-	528	-	168	-	168	-	864	MCE&CD (Adult Literacy)

n of adult literacy and education programmes	structures at community levels;	a. Reorganize National level Adult Learning and Education coordinating committees	Number of National level Adult Learning and Education coordinating committees reorganized	1	1	1	1	1	1	1	-	112	112	112	112	-	448	MCE&CD (Adult Literacy)
		b. Support review meetings for National level structures	Number of review meetings for National level structures supported	2	2	2	2	2	2	2	-	120	120	120	120	-	480	MCE&CD (Adult Literacy)
		c. Reorganize and orient District level Adult Learning and Education coordinating committees	Number of District level Adult Learning and Education coordinating committees reorganized and oriented	10	15	20	30	-	90	90	90	90	90	90	90	-	358	MCE&CD (Adult Literacy)
		d. Support review meetings for District structures	Number of review meetings for District structures supported	10	15	20	30	-	112	112	112	112	112	112	112	-	448	MCE&CD (Adult Literacy)
		f. Support administration requirements of the ALE coordination structures	Percent support to administration requirements of the ALE coordination structures supported	4,000	6,000	8,000	10,000	-	24	24	24	24	24	24	24	-	96	MCE&CD (Adult Literacy)

3: Improved Technical, Vocational and Livelihood (indigenous) skills for sustained self-reliance		h. Procure vehicles and office equipment for Out of School Youth programme	Number of motor vehicles procured	2	2	2	2	2	2	2	137	115	137	630	OSY
			i. Conduct quarterly programme coordination meeting	4	4	4	4	4	4	36	36	36	36	179	OSY
			a. Conduct skills assessment study	-	1	-	-	-	-	156	-	-	-	156	OSY
			Number of youth trained on Technical Vocational and live hood skills	500	700	1,000	3,000	4,000	42	42	42	42	42	208	OSY
	iii. Facilitate provision of Technical and Livelihood Skills to FL graduates	b. Train the youth in Technical Vocational and live hood skills	Number of out of school youth supported with livelihood skills	500	700	1,000	3,000	4,000	54	74	104	304	404	940	OSY
			Number of groups provided with materials and start up tools	500	700	1,000	3,000	4,000	164	176	189	214	252	995	OSY
			Number of firms engaged to support out of school youth with livelihood skills	-	1	1	2	2	-	10	10	20	20	60	OSY
			d. Engage Firm to offer Business Advisory Services	-	1	1	2	2	-	10	10	20	20	60	OSY
	4. Strengthen governance and management of Out of School Youth Functional	i. Institutionalize the out of school functional literacy component in the youth	Number of advocacy meeting convened	2	2	2	-	-	67	60	60	-	-	187	OSY
			a. Convene advocacy meetings	2	2	2	-	-	-	67	60	60	-	-	187

	Literacy Centres	department under the Ministry of Youth and its inclusion in as a sub-programme in the national budget	b. Conduct SR assessment by the DHRMD															OSY
Secondary Education	1: Increase access and equity to secondary education for all eligible students, with particular focus on girls, vulnerable groups and other categories of students that find access difficult, including those travelling longer distances in rural areas.	i. Expand secondary school infrastructure to improve access taking into account gender and SNE learners;	of existing schools	SR assessment conducted	-	1	1	-	-	-	5	5	5	-	-	-	9	
					Number of Library/ICT blocks constructed for the existing schools	30	30	30	30	30	1,350	1,350	1,350	1,350	1,350	1,350	6,750	Secondary Directorate
					Number of Laboratory blocks constructed for the existing schools	30	30	30	30	30	1,350	1,350	1,350	1,350	1,350	1,350	6,750	Secondary Directorate
					Number of Pit latrines constructed for the existing schools	90	90	90	90	90	2,700	2,700	2,700	2,700	2,700	2,700	13,500	Secondary Directorate
					Number of administration blocks constructed for the new schools	47	47	47	47	47	1,645	1,645	1,645	1,645	1,645	1,645	8,225	Secondary Directorate
					Number of Laboratory blocks constructed for the new schools	47	47	47	47	47	2,115	2,115	2,115	2,115	2,115	2,115	10,575	Secondary Directorate
					Number of library/ICT blocks constructed for the new schools	47	47	47	47	47	2,115	2,115	2,115	2,115	2,115	2,115	10,575	Secondary Directorate
					Number of teachers houses constructed for the new schools	47	47	47	47	47	2,350	2,350	2,350	2,350	2,350	2,350	11,750	Secondary Directorate
					Number of classrooms blocks constructed for the new schools	47	47	47	47	47	2,820	2,820	2,820	2,820	2,820	2,820	14,100	Secondary Directorate
					Number of classrooms blocks constructed for the new schools	47	47	47	47	47	2,820	2,820	2,820	2,820	2,820	2,820	14,100	Secondary Directorate

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3: Improve governance and management of secondary education by strengthening leadership capacities at school, cluster and local council levels for improved learning outcomes.			i. Establish a school-based data collection and management system that enables school-level accountability and availability of appropriate and timely data for sector oversight;	i. Implement the revised curriculum	Number of teachers orient on the revised curriculum	-	-	-	-	-	-	-	-	-	-	-	-	2,053	-	2,053	-	2,053	DIAS
				j. Monitoring implementation of the secondary curriculum	Number of schools implementing the revised curriculum monitored	-	-	-	-	200	-	-	-	-	-	-	-	-	-	-	50	-	DIAS
				k. Conduct refresher trainings for Inspectors and Secondary Education Advisors	Number of Inspectors and Advisors trained	50	50	50	50	50	50	50	17	17	17	17	17	17	17	17	84	84	DIAS
				a. Develop and implement guidelines on the operations of Board of Governors in secondary schools	Guidelines on the operations of Board of Governors in secondary schools developed and implemented	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Secondary Directorate
	3: Improve governance and management of secondary education by strengthening leadership capacities at school, cluster and local council levels for improved learning outcomes.	i. Establish a school-based data collection and management system that enables school-level accountability and availability of appropriate and timely data for sector oversight;	ii. Decentralize secondary school subsector;	b. Revitalize Malawi Secondary School Head teachers Association (MASSHA) and students councils	Number of secondary schools that are active members of MASSHA	890	-	-	-	-	-	-	48	-	-	-	-	-	-	-	-	-	Secondary Directorate
				c. Train head teachers on leadership and management	Number of head teachers trained in Leadership and Management	100	200	200	200	200	200	200	240	240	240	240	240	240	240	240	1,201	1,201	Secondary Directorate
					Number of new head teachers inducted	100	100	100	100	100	100	77	77	77	77	77	77	77	77	385	385	385	Secondary Directorate
				a. Undertake functional review at council and cluster level	Functional Reviewed undertaken	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Secondary Directorate

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	Governors and the education sector.	c. Monitor implementation of BoG	Number of BoG monitored	890	910	930	950	970	48	48	48	48	48	48	48	240	Secondary Directorate
		e. Print PFM	Number of booklets printed	1,000	-	-	-	-	10	-	-	-	-	-	-	10	Secondary Directorate
			Number of communities trained on PFM	-	200	400	600	-	-	-	89	91	87	-	-	267	Secondary Directorate
		f. Provide training on PFM	Number of National Trainers trained	60	-	-	-	-	16	-	-	-	-	-	-	16	Secondary Directorate
			Mapping of Teacher Trainers Needs conducted	-	1	-	-	-	-	52	-	-	-	-	-	52	DTED
			Number of Teacher Trainers trained	-	100	100	100	100	-	600	600	600	600	600	600	2,400	DTED
			Teacher Trainers Consultative meetings conducted	1	1	-	1	-	34	34	-	-	34	-	-	102	DTED
		a. Upgrade teacher trainers	Teacher Trainers Training Plan developed	1	-	-	-	1	72	-	-	-	-	-	-	145	DTED
		b. Conduct monitoring and evaluation on upgrading on teacher trainers	Number of Monitoring and Evaluation conducted	-	-	1	1	1	-	-	-	42	42	42	-	126	DTED
			Number of research on alternative modes of teacher training conducted	1	-	-	-	1	101	-	-	-	-	-	-	439	DTED
			Number of ODL modules developed	-	10	-	-	10	-	64	-	-	-	-	-	128	DTED
		a. Develop and Implement ODL mode of training teachers	Number of ODL modules printed	-	10,000	10,000	10,000	10,000	-	30	30	30	30	30	30	120	DTED
			ODL guidelines developed and reviewed	-	1	-	-	-	-	80	-	-	-	-	-	80	DTED
		b. Enrol ODL Teacher Trainees	Number of ODL Teacher Trainees enrolled	-	1,000	1,000	1,000	1,000	-	435	435	435	435	435	435	1,740	DTED
Teacher Education	1. Ensure that Teacher Education institutions create sufficient learning space to keep up with education sector needs.																
		i. Increase the number of evaluation on upgrading on teacher trainers in TTIs;															
		ii. Institutionalise alternative modes of teacher training such as ODL;															

2. Provide quality and relevant teacher training, including continuous professional development.	vi. Expand the resource base for teacher education through innovative approaches such as Public-Private partnership to increase access.	a. Implement PPP Policy	Number of consultative meeting with PPP and other stakeholders conducted	3	3	-	-	-	-	3	94	94	-	-	-	189	DTED
			PPP Policy disseminated	3	-	-	-	-	3	99	-	-	-	-	65	165	DTED
			Percentage of Teacher Trainers attending minimum number of 8 CPDs per year	50	50	60	70	70	70	64	64	64	64	64	64	322	DTED
		i. Improve capacity of teacher trainers at all levels;	Number of CPD Subject Specialists recruited and oriented	1,500	1,500	1,500	1,500	1,500	1,500	67	67	67	67	67	67	333	DTED
			Number of CPD coordinators recruited	34	34	34	34	34	34	67	67	66	66	66	66	333	DTED
			Curriculum reviewed and digitized	-	1	-	-	-	-	-	129	-	-	-	-	129	DTED
		ii. Improve teacher education and development curricula	Number of consultative meetings conducted	-	2	-	-	-	-	-	80	-	-	-	-	80	DTED
			Number of TTCs and TTIs implementing the new curricula	-	-	13	13	13	13	-	-	51	50	50	50	151	DTED
			NSTED reviewed and implemented	1	1	1	-	-	-	47	125	126	-	-	-	299	DTED
		iii. Review and implement NSTED and CPD Framework;	Number of TTCs and TTIs monitored CPD	-	-	13	13	13	13	-	-	73	73	73	73	218	DTED
			Implementation Strategic Plan developed	1	-	-	-	-	-	141	-	-	-	-	-	141	DTED

					6,500	8,300	8,000	7,500	6,000	5,200	6,640	6,400	6,000	4,800	29,040	DTED
				Number of IPTE certificate holders trained												
				Number of consultative meetings with stakeholders conducted	-	4	3	2	1	-	188	157	65	34	444	DTED
				Number of MOU agreement signed with Stakeholders	-	1	-	-	-	-	21	-	-	-	21	DTED
				a. Develop and implement Guidelines on STEM, Research, ICT, Science and Technology in Teachers and curriculum development												
				vi. Institutionalize STEM, Research, ICT Science and Technology in Teachers Development and Curriculum Development;												
				vii. Put in place quality assurance mechanisms at TTIs and TTCs and regularly conduct internal and external evaluations to ensure attainment of the National Standards of Teacher Education; and												
				a. Strengthen quality assurance in TTIs	2	2	2	2	2	15	15	15	15	15	75	DTED
				Number of TTIs and TTCS adhering to the national standards for teacher education	8	11	13	13	13	51	51	51	51	51	257	DTED
				Quantity of Teaching and Learning Materials for TTCs and TTIs procured	10	13	13	13	13	500	650	650	650	650	3,100	DTED
				Develop and implement civic and community engagement framework for TTCs and TTIs												
				Number of consultative meetings with teacher training institutions and TTCs conducted	-	-	2	2	-	-	-	66	66	-	133	DTED

		teacher education and development.		Teacher Education National Stakeholders Committee established and institutionalized	-	1	1	1	1	1	-	105	105	105	105	105	419	DTED
		i. Expand learning space in Higher Education, including virtual learning space, to increase transition from Secondary Education, with particular attention to access for disadvantaged students and females;	b. Open University a feasibility study, develop the architecture design for structure, conduct environmental social impact assessment	Open University a feasibility study conducted	-	1	-	-	-	-	-	328	-	-	-	-	328	Higher Education Department
			c. Benchmark Open Universities in other countries	Number of study tours conducted	-	-	3	-	-	-	-	-	-	366	-	-	366	Higher Education Department
				Number of construction works monitored	5	5	6	7	7	7	6	6	6	6	6	6	28	Higher Education Department
				Number of study tours conducted	2	2	2	-	-	-	35	22	35	35	-	-	91	Higher Education Department
		ii. Increase access through the construction and rehabilitation of universities and implementation of a National ODEL Policy;		Number of students enrolled	-	-	3,000	5,000	6,000	-	-	-	-	277	277	367	921	Higher Education Department
				Material development	-	-	4	4	6	-	-	-	-	360	360	540	1,260	Higher Education Department
Higher Education	1: Increase equitable access for students in Higher Education.		a. Establish Open University	Legal framework for the open university established	-	-	1	-	-	-	-	-	-	68	-	-	68	Higher Education Department

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2: Improve skills, quality and relevance of Higher Education for industry or market	i. Enhance the interface between industry, government and Higher Education institutions to enhance research-driven knowledge development, increase the quality and relevance of competency-based programmes and support economic growth;	a. Facilitate implementation of collaboration strategies between Universities and the private sector	Percentage of universities collaborating with the private sectors	40	45		50	60	70	37	37	37	37	185	Higher Education Department
			b. Development of a Strategic Framework for engagement between Higher Education and the private Sector	1	1		-	-	-	119	111	-	-	230	Higher Education Department
			c. Monitoring of the Implementation of the developed strategic framework for engagement of private sector and universities	-	-		16	22	24	-	-	23	28	75	Higher Education Department
			d. Monitor competency based curriculum	12	13		14	20	18	121	9	9	9	157	Higher Education Department
	ii. Build capacity in pedagogical skills for lecturers in Higher Education institutions;	a. Train new lecturers on University teaching	Percentage of new Lecturers trained-male, (female)	25	30		35	40	45	42	46	50	54	249	Higher Education Department
			Percentage of old Lecturers trained on different pedagogies-male, (female)												Higher Education Department
		b. In-service training for old lecturers on different pedagogies	Percentage of Lecturers trained in TTIs to Masters and PhD level-male, (female)	10	20		30	40	50	97	107	110	113	537	Higher Education Department
			Percentage of Lecturers trained in TTIs to Masters and PhD level-male, (female)	52	55		60	60	65	517	1,015	1,021	1,027	4,590	Higher Education Department

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		i. Develop policy and legislative frameworks to diversify the resource base for Higher Education, supported by PPPs;	a. Develop policy and legislative frameworks for resource mobilization in Higher Education institutions	Policy and legislative framework developed	-	1	-	-	-	-	-	41	-	-	-	-	-	-	-	41	Higher Education Department
		ii. Operationalize newly established universities that were delinked from UNIMA;	a. Facilitate and monitor the establishment of the delinked universities	Number of operational universities that were delinked from UNIMA	2	3	-	-	-	-	-	66	72	-	-	-	-	-	-	138	Higher Education Department
			a. Consultation with the Parliamentary Committee on Education, Science and Technology	Number of consultative meetings with Parliament Education Committee	2	2	-	-	-	-	-	29	29	-	-	-	-	-	-	58	Higher Education Department
			b. Presentation of Higher Education Bill to Parliament	Higher Education Bill in place	1	-	-	-	-	-	-	66	-	-	-	-	-	-	-	66	Higher Education Department
		iii. Finalize the Higher Education Bill, including reference to the need for Boards of Governors	c. Develop and roll out a communication strategy for higher education plans and policies	Communication strategy for higher education plans and policies developed and rolled out	-	1	1	-	-	-	-	-	47	45	-	-	-	-	-	92	Higher Education Department
			d. Facilitate the establishment of Placement Board/Services	Placement Board in place	1	1	1	-	-	-	-	163	106	412	-	-	-	-	-	681	Higher Education Department
			e. Facilitate and monitor the establishment of TTIs governing Boards	TTI governing Boards in place	2	2	2	2	2	2	2	40	40	8	8	8	8	8	8	105	Higher Education Department
	3: Establish an efficient and effective governance and management system																				

		iv. Implement a resource mobilization strategy, encourage self-generation of resources by Higher Education institutions develop and operationalize guidelines on provision of student accommodation by private proprietors;	a. Monitor implementation of the Resource Mobilization Framework in institutions of Higher Learning	Number of institution implementing resource mobilization framework	10	20	22					24	26	14	14	14	14	70	Higher Education Department
			b. Support operations of Education Subventions	Number of institutions provided with subventions	4	4	4	4	4			6	60,000	63,000	66,150	69,458	72,930	331,538	Higher Education Department
		v. Finalize and operationalize the Higher Education levy; and	a. Finalize and facilitate the operationalization of the Higher Education Levy	Higher Education Levy document finalized and operationalized	1	1		-	-	47	44							91	Higher Education Department
			a. Consult with key stakeholders of higher education on issues of student support on accommodation and attachment	Number of consultation meetings with key stakeholder conducted	1	1	1					32		26	20	-	-	78	Higher Education Department
			a. Support office operations	Percentage of office operations conducted	1	1	1					100		100	100	150	150	600	Higher Education Department
		vi. Enhance cooperation between industry, government, development partners and higher education institutions.	b. Capacity building	Number of officers trained	10	10	10	10	10	50	50	10		50	50	50	50	250	Higher Education Department
			b. Develop and operationalize guidelines on provision of students accommodation	Guidelines on provision of student accommodation by private proprietors in place	-	1	1	1	1			-		22	22	16	-	60	Higher Education Department

Technical and Vocational Training	1: Improve equitable access to TEVET programs.	i. Construct additional Community Technical Colleges and Skills Development Centres, and rehabilitate existing TEVET structures; ii. Establish public-private-partnerships in TEVET iii. Develop TEVET resource mobilization strategy iv. Introduce ODeL in TEVET	a. Construct new Community Technical Colleges and Community Skills Development Centres b. Rehabilitate and expand existing TEVET institutions b. Rehabilitate and expand existing TEVET institutions (rehabilitation to include disability friendly infrastructures) c. Monitor construction works d. Procure equipment a. Undertake consultative meeting with private sector on PPP a. Develop TEVET resource mobilization strategy a. Benchmark ODeL in other countries b. Construct new ODeL satellite centres	Number of new Community Skills Development Centres constructed Number of new Community Technical Colleges constructed Number of TEVET institutions expanded Number of TEVET institutions rehabilitated Number of institutions monitored Number of equipment procured Number of consultative meetings conducted A resource mobilization strategy for TEVET developed Number of ODeL benchmarking trips conducted Number of new ODeL satellite centres constructed	13 3 10 6 16 16 5 - - - - - - - -	13 2 10 10 15 15 5 1 2 2 2 2 2 2 2	13 2 10 10 15 15 5 - - - - - - - - -	13 2 10 10 15 15 5 - - - - - - - - -	13 2 10 10 15 15 5 - - - - - - - - -	6,500 2,700 3,000 900 23 10,200 27 - - - - - - - - -	6,500 1,800 3,000 900 23 9,350 27 - 25 - - - - -	6,500 1,800 3,000 900 23 9,350 27 - 41 25 - - - -	6,500 900 3,000 4,500 115 46,750 122 41 25 - - -	32,500 9,000 15,000 15,000 4,500 115 46,750 122 41 25 - - -	MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD MLMD

2: Enhance quality and relevance of TEVET programmes.	v. Increase number of female students in TEVET programmes; vi. Increase number of vulnerable and marginalized students accessing TEVET programs;	c. Monitor the construction of new ODeL centres and satellite centres	Number of new ODeL centres monitored	-	-	-	3	2	-	-	-	-	-	-	7	6	-	14	MLMD
			d. Develop course materials for ODeL	-	2	-	-	-	3	-	-	100	-	-	-	-	150	250	MLMD
			e. Recruit staff and students for ODeL	-	-	-	100	500	1,000	-	-	-	-	-	8	8	7	23	MLMD
			f. Procure equipment for ODeL	-	-	-	15	10	10	-	-	-	-	-	63	42	42	147	MLMD
		g. Procure Motor Vehicle 4x4	Number of ODeL equipment procured	-	-	-	2	3	-	-	-	-	-	-	3,000	2,000	-	5,000	MLMD
			Number of motor vehicles procured	-	4	-	6	-	-	-	-	-	-	-	150	100	-	250	MLMD
			Number of leaflets distributed	2,000	2,000	2,000	2,000	2,000	2,000	10	10	10	10	10	10	10	10	50	MLMD
			Number of Radio/TV programmes aired	100	100	100	100	100	100	50	50	50	50	50	50	50	50	250	MLMD
		c. Provide bursaries and scholarships to vulnerable and marginalized students in TEVET	Number of career guidance sessions conducted	30	30	30	30	30	30	19	19	19	19	19	19	19	19	95	MLMD
			Number of bursaries provided 60% women 40% men	500	500	500	500	500	500	30	30	30	30	30	30	30	30	150	MLMD
			Examination Bill developed	-	1	-	1	-	-	-	-	30	-	-	30	-	-	59	MLMD
			Percentage of Examination board offices constructed	-	-	-	20	60	100	-	-	-	-	-	1,020	1,002	1,020	3,042	MLMD
		i. Establish TEVET examination board	Furniture and equipment procured	-	-	-	1	-	-	-	-	-	-	-	2,000	-	-	2,000	MLMD

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through the implementation of Inclusive Education, gender integrated SHNHA and other crosscutting issues in education service delivery.	b. Screening and identification of learners with diverse needs c. Sensitize communities on inclusive education	Number of schools screening learners with special needs Number of communities sensitized	3,700	4,700	5,700	6,700	7,700	87	87	87	87	87	433	Special Needs Education	
			1,100	1,600	2,100	2,600	3,100	98	98	98	98	98	488	Special Needs Education	
			3,500	4,500	5,500	6,500	7,500	269	260	260	260	260	1,309	Special Needs Education	
	ii. Improve capacity for inclusive education in the education sector among specialist teachers and classroom teachers, head teachers and education officials at national, regional and local level	a. Train teachers on the teaching methodologies and assessment of learners with diverse needs	Number of teachers trained on teaching methodologies and assessment of learners with diverse needs Number of teachers and teacher educators oriented on the use of inclusive education tools in primary Education	300	350	350	350	113	128	128	128	128	128	626	Special Needs Education
		b. Orient teachers and teacher educators on the use of inclusive education tools in primary Education													
		c. Mainstream Inclusive Education in TTCs and TTIs curriculum													
		Revised curricula for inclusive education													
	iii. Promote sign language, braille and communication skills to teachers	a. Train teachers in sign language, Braille and communication skills for learners with special needs	Number of teachers trained in Braille Number of teachers trained in Sign Language	500	900	1,400	2,000	2,700	52	52	51	52	52	258	Special Needs Education
		600		700	800	900	1,000	53	53	53	53	267	Special Needs Education		
	iv. Improve skills to teachers on maintenance of assistive devices for learners with special	a. Train teachers on maintenance of assistive devices	Number of teachers trained on maintenance of assistive devices	160	200	200	200	200	67	81	81	81	81	390	Special Needs Education

2: Improve the quality of service provision in IE, gender and other crosscutting issues.	educational needs	a. Promote disaster-risk reduction, resilience and well-coordinated disaster response to school based hazards	Number of schools implementing Disaster Risk Management Plans	480	480	480	480	480	480	480	480	480	480	480	480	480	116	116	116	116	580	SHNHA
			Number of schools implementing child protection programmes	200	200	200	200	200	200	200	200	200	200	200	200	200	482	482	482	482	2,408	SHNHA
		b. strengthen child protection and safety (including support for Learners with Albinism) in the education sector	Number of schools with trained teachers in child protection and safe schools	480	480	480	480	480	480	480	480	480	480	480	480	480	115	115	115	115	576	SHNHA
			Implementation Plan developed	-	-	-	-	-	-	-	-	-	-	-	-	-	33	33	33	33	33	Special Needs Education
		a. Develop an investment plan for the implementation of the policy on Inclusive Education	Investment plan for implementation of a policy on inclusive education printed and disseminated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Special Needs Education
			Number of resources centres monitored	180	200	200	200	240	240	280	280	320	320	320	320	320	14	16	18	20	88	Special Needs Education
		a. Procure and distribute TLMs and assistive devices for learners with diverse needs in Primary education	Number of learners with diverse needs supplied with learning materials	188,669	203,624	203,624	218,574	218,574	233,534	233,534	248,489	248,489	248,489	248,489	248,489	248,489	400	480	560	640	2,800	Special Needs Education
			Number of Education Managers trained in HIV/AIDS programming	5	5	5	5	5	5	5	5	5	5	5	5	5	23	23	23	23	115	SHNHA
		b. Promote coordination and implementation of HIV & AIDS programmes in the education sector	Number of middle level staff trained in HIV/AIDS issues	500	500	500	500	500	500	500	500	500	500	500	500	500	240	240	240	240	1,200	SHNHA
		2: Improve the quality of service provision in IE, gender and other crosscutting issues.	the implementation of school health, HIV & AIDS, WASH, SRHR, menstrual hygiene management																			

		among school going children and teachers at all levels;		Number of Technical meetings on HIV/AIDS conducted	4	4	4	4	4	4	4	4	4	4	4	21	21	21	21	21	21	107	SHNHA
		c. Strengthen the provision of school health, hygiene and sanitation services in the education sector		Number of education Managers participated in school health related global programmes	3	3	3	3	3	3	3	3	3	3	3	14	14	14	14	14	14	69	SHNHA
			Number of school with functional first aid kits	2,100	2,340	2,520	2,760	3,000	6	6	6	6	6	6	6	6	6	6	6	6	30	SHNHA	
			Number of education managers trained in Menstrual Hygiene Management	20	25	30	50	60	4	6	6	6	6	6	6	6	11	13	41			41	SHNHA
		d. Promote the provision of Menstrual Hygiene Management services in the schools		Number of education staff trained in Menstrual Hygiene Management	45,000	50,000	52,000	70,000	80,000	675	750	780	1,050	1,200	4,455								SHNHA
			Number of Schools implementing Menstrual Hygiene Management services	2,100	2,340	2,520	2,760	3,000	11,100	13,450	13,890	14,290	14,850	67,580									SHNHA
		e. Promote gender mainstreaming, girls education, sexual reproductive health and rights in primary schools		Number of OVCs supported with school basic needs such as uniform	10,000	10,000	10,000	10,000	10,000	150	150	150	150	150	750								SHNHA

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other cross cutting issues.	a. Conduct consultation meetings on development of IE policy	Number of Consultation meetings conducted	35	35	-	-	-	-	40	40	-	-	80	Special Needs Education
		Inclusive Education policy developed	1	1	-	-	-	-	224	224	-	-	448	Special Needs Education
		Inclusive Education Policy printed and disseminated	-	500	-	-	-	-	13	-	-	-	13	Special Needs Education
		Number of Inclusive Education Technical Working Group conducted	4	4	4	4	4	4	27	27	27	27	133	Special Needs Education
	iii. Develop and implement Inclusive Education Policy	Number of colleges monitored	20	25	30	35	40	16	16	16	16	16	80	Special Needs Education
		Number of primary resource centres monitored	160	180	200	220	240	30	30	30	30	30	152	Special Needs Education
		Number of secondary schools monitored	50	50	50	50	50	30	30	30	30	30	148	Special Needs Education
		a. Consult coherence of the National Inclusive Education Strategy and Inclusive Education policy	-	-	-	1	1	-	-	-	-	220	417	Special Needs Education
	iv. Review and implement the National Inclusive Education Strategy	b. Monitor implementation of the National Inclusive Education strategy in Districts.	17	22	27	32	34	8	8	8	8	8	38	Special Needs Education
		b. Orient stakeholders on coherence between the National	-	-	-	10	20	-	-	-	-	129	258	Special Needs Education
		Number of orientation meetings undertaken	-	-	-	-	-	-	-	-	-	-	-	-
		Strategy reviewed	-	-	-	-	1	-	-	-	-	-	-	-
	iv. Review and implement the National Inclusive Education Strategy	Number of district implementing National Inclusive Education	17	22	27	32	34	8	8	8	8	8	38	Special Needs Education
		Number of orientation meetings undertaken	-	-	-	-	-	-	-	-	-	-	-	-
		Strategy reviewed	-	-	-	-	-	-	-	-	-	-	-	-
		Number of district implementing National Inclusive Education	17	22	27	32	34	8	8	8	8	8	38	Special Needs Education

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under one EMIS.	c. Print and distribute Census Report	Number of reports printed and distributed	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	165	165	165	165	165	825	EMIS
	d. Monitor web-based data base	Number of schools covered	7,500	7,500	7,500	7,500	7,500	7,500	7,500	23	26	28	31	34	142	EMIS	
	e. Procure Consultant for data base development	Database developed	-	2	-	-	-	-	54	-	-	-	-	-	54	EMIS	
	f. Print Learner Pass books	Numbers of districts covered	34	34	34	34	34	34	13	14	15	17	70	EMIS			
	h. Decentralize of EMIS to districts and zones	Number of zones covered	300	300	300	300	300	300	15	17	18	20	22	92	EMIS		
	i. Capacity building on Data base of school mapping	Number of learning institutions covered															
		Materials and resources purchased	1	1	1	1	1	38	41	45	50	55	229	EMIS			
	l. Data Collection processing and reporting Comprehensive and Sexually and Nutrition census)	Number of schools covered	7,500	7,500	7,500	7,500	7,500	30	33	37	41	45	186	EMIS			
		Number of schools covered	7,500	7,500	7,500	7,500	7,500	12	14	15	16	18	75	EMIS			
	4. Strengthen inspectorate and advisory services.	a. Development of quality assurance strategy	Quality assurance strategy developed	-	1	-	-	-	-	632	-	-	264	896	DIAS		
		b. Recruit primary school inspectors and advisors	Number of primary inspectors and advisors recruited	-	230	230	230	230	230	-	828	828	828	3,312	DIAS		
		c. Recruit secondary school inspectors and advisors	Number of secondary inspectors and advisors recruited	-	230	230	230	230	230	-	828	828	828	3,312	DIAS		

	ii. Provide high quality curriculum and resource schools with adequate and appropriate teaching and learning materials for all while promoting use of locally available resources, including promotion of use of mother tongue;	a. Consultation meeting on establishment of National Qualification Framework	Draft National Qualifications Framework bill	-	1																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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1. African Union Commission (2015). Agenda 2063: The Africa We Want.
2. African Union Commission (2016). Continental Education Strategy for Africa 2016-2025.
3. SADC (1997). The Southern African Development Community (SADC) Protocol on Education and Training.
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