



NATIONAL EDUCATION SECTOR PLAN

2008 – 2017

A STATEMENT

**MINISTRY OF EDUCATION, SCIENCE AND
TECHNOLOGY**

MALAWI

JUNE 2008

CONTENTS

TABLE OF CONTENTS	i
LIST OF ABBREVIATIONS	ii
THE EDUCATION SECTOR'S.....	iii
VISION.....	iii
MISSION.....	iii
MANDATE.....	iii
CORE VALUES.....	iii
ACKNOWLEDGEMENTS.....	iv
FOREWORD.....	v
PREFACE.....	vi
1.0 PREAMBLE.....	1
2.0 BACKGROUND.....	2
2.1 NATIONAL EDUCATION SECTOR PLAN (2008 -2017).....	3
3.0 RATIONALE FOR DEVELOPING THE NATIONAL EDUCATION SECTOR PLAN	4
4.0 EDUCATION SECTOR PRIORITIES BY SUB-SECTOR.....	5
4.1 BASIC EDUCATION.....	5
4.1.1 EARLY CHILDHOOD DEVELOPMENT.....	5
4.1.2 NON-FORMAL EDUCATION.....	7
4.1.3 PRIMARY EDUCATION.....	10
4.2 SECONDARY EDUCATION.....	15
4.3 TEACHER EDUCATION (PRIMARY AND SECONDARY).....	18
4.4 TECHNICAL AND VOCATIONAL TRAINING.....	21
4.5 HIGHER EDUCATION.....	23
5.0 KEY NESP INDICATORS.....	26
5.1 BASIC EDUCATION (PRIMARY).....	26
5.2 SECONDARY EDUCATION.....	27
5.3 TEACHER EDUCATION (PRIMARY AND SECONDARY).....	27
5.4 TECHNICAL AND VOCATIONAL TRAINING.....	27
5.5 HIGHER EDUCATION.....	28
6.0 IMPLEMENTATION.....	28
7.0 FINANCIAL IMPLICATIONS.....	31
APPENDIX.....	38

LIST OF TABLES

Table 1: Summary for basic Education Development Plan (Primary).....	38
Table 2: Summary for Secondary Education Development Plan.....	41
Table 3: Summary for Teacher Education (Primary and Secondary).....	43
Table 4: Summary for Technical and Vocational Training Development Plan.....	44
Table 5: Summary for Higher Education and Administration Programmes.....	45

LIST OF ABBREVIATIONS

ACE	American Council of Education
AIP	Annual Implementation Plan
AU	African Union
CBCC	Community Based Child Care
CBE	Complementary Basic Education
CDSS	Community Day Secondary School
CPDT	Continuous Professional Development for Teachers
DCE	Domasi College of Education
ECD	Early Childhood Development
EFA	Education For All
HIV/AIDS	Human Immuno Virus/Acquired Immuno-Deficiency Syndrome
IMS	Information Management System
IP	Investment Programme
IRI	Interactive Radio Instructions
M and E	Monitoring and Evaluation
MANEB	Malawi National Examinations Board
MCDECs	Malawi College of Distance Education Centres
MDGs	Millennium Development Goals
MGDS	Malawi Growth Development Strategy
MIE	Malawi Institute of Education
MLS	Malawi Library Services
MoEST	Ministry of Education, Science and Technology
MoU	Memorandum of Understanding
MoWCD	Ministry of Women and Child Development
MoYDS	Ministry of Youth Development and Sports
MPRSP	Malawi Poverty Reduction Strategic Paper
MSCE	Malawi School Certificate of Education
MTEF	Medium Term Expenditure Framework
MZUNI	Mzuzu University
NALP	National Adult Literacy programme
NCHE	National Council of Higher Education
NESP	National Education Sector Plan
PIF	Policy and Investment Framework
SADC	Southern Africa Development Community
SWAp	Sector Wide Approaches
TEVET	Technical Entrepreneurial and Vocational Education and Training
UNIMA	University of Malawi

THE EDUCATION SECTOR'S

VISION

TO BE A CATALYST FOR SOCIO-ECONOMIC DEVELOPMENT AND INDUSTRIAL GROWTH

MISSION

TO PROVIDE QUALITY AND RELEVANT EDUCATION TO THE MALAWIAN NATION

MANDATE

TO PROMOTE EDUCATION IN MALAWI IRRESPECTIVE OF RACE, GENDER, ETHNICITY, RELIGION OR ANY OTHER DISCRIMINATORY CHARACTERISTICS

CORE VALUES

- PROFESSIONAL
- MORAL
- TRANSPARENT AND ACCOUNTABLE

ACKNOWLEDGEMENTS

The National Education Sector Plan (NESP) - A Statement is the main output of the Ministry of Education Science and Technology and its Cooperating Partners (DfID CIDA, GTZ, JICA, UNICEF, USAID, WFP, UNESCO, World Bank and others). The NESP supports the Government of Malawi's commitment to the realization of the Malawi Growth Development Strategy (MGDS), and international protocols arising from Education For All (EFA) and Millennium Development Goals (MDGs). The NESP is expected to fit within the overall national development strategy, namely MGDS.

The production of this Plan has been made possible through consultations with a number of bodies including the civil society and stakeholders in education (CSCQBE, DAPP, FAWEMA, LEG, PRISAM, TUM etc). We wish also to acknowledge the contributions of the following Ministries of Women and Child Development, Youth Development and Sports, Finance and Economic Planning and Development and parastatals, such as Malawi National Commission for UNESCO and MANEB. Such consultations were largely in the form of working group membership lead by respective directorates and/or linked institutions of the MoEST and facilitated by cooperating partners active in the education sector. The assistance of other eminent persons who were consulted is also acknowledged. The Director of Education Planning of MoEST, Dr. Augustine F. Kamlongera and the Policy and Planning personnel in the same directorate (Ms. Thoko Banda, Ms. G. Milner, Mr. C. Maleta and Asma Zubairi), guided the development of this Statement. The same Directorate of Education Planning will continue taking a leading role in realizing the Operational Plan. To all who contributed to the realization of this Statement, the MoEST wishes to thank them and encourage them to continue with such a good spirit wherever and whenever duty calls.

The whole exercise had the support and encouragement of the various education officers and Honourable Ministers who held the Education portfolio in the course of developing this NESP.

FOREWORD

Education Planning in Malawi has since independence been guided by plans which have always been linked to Statements of Development Policies. Such an approach has made education meaningful in the course of addressing the national agenda. This Statement as a National Education Sector Plan, in a way, continues with the same approach though it has been broadened to allow all those involved in education irrespective of their institutional set up to operate as a cluster and one force addressing a common challenge and responding to the Malawi Growth Development Strategy and related international protocols such as Education For All and Millennium Development Goals. Thus, it is expected that the coming together of all key players in the education sector will create a synergy which will make a significant difference in Malawi and thereby respond to the national and international aspirations and expectations during the given decade (2008- 2017).

This National Education Sector Plan – Statement sets out the Government’s view of Malawi’s education sector goals, objectives and proposals on how such goals and objectives will be realized over the coming decade (2008-2017). The goals and objectives relate to expanded Equitable Access to education, improved Quality and Relevant education and improved Governance and Management of the same education as three key factors for making a positive difference in education for its citizens and the nation. In turn the intervention in education is expected to lead to the realization of the Malawi Growth Development Strategy as the pillar for all socio-economic and industrial growth for Malawi. The means for realizing the MGDS through education are many and varied, sometimes involving very specific action by the Government through Ministries such as Education, Science and Technology, Women and Child Development and Youth Development and Sports, other times involving direction or support from private individuals or institutions and civil societies. All in all this Statement should be a tool for all who are involved and/or have interest in education.

I am pleased that by using a participatory approach in developing this Statement and synchronizing it with the EFA Plan of Action, the Education sector is ready to embark on a development course that will change the education landscape and own it. Furthermore, it is my hope that all education institutions regardless of their inclination will work together to make the sought difference which all of us are talking about here in Malawi and beyond.

I urge all of you, including myself, to work together in realizing this Plan. Let us all remember that we can only make a difference when we work together for the same cause. As the realization of our past achievements has been possible through cooperative efforts of the Government, donor community, civil society and private sector, I have no doubt that such a co-operation will continue during the implementation of this Plan.

Dr. Bingu Wa Mutharika
STATE PRESIDENT OF THE REPUBLIC OF MALAWI

PREFACE

The National Education Sector Plan (2008 – 2017), reflects effort by the educationists and those with vested interest to improve the access, equity, quality, relevance, governance and management of education in Malawi, however, it represents only the first stage in a process. Substantial work remains to be done in translating the strategy into an Operational Plan (Action Plan) in line with Annual Implementation Plans and Medium Term Expenditure Framework and then executing the lines of action as implementation programmes. Coordination of this plan will rest with the Ministry of Education, Science and Technology – Education Planning Directorate although the respective ministries administering education issues will continue doing so. It is important to mention that the Ministry of Finance and Department of Human Resource Management and Development under OPC will continue playing their crucial role in the area of finances in relation to Sector Wide Approaches and human resources respectively. Indeed the Ministry of Economic Planning and Development will have an overall responsibility because the programmes in this plan are largely developmental by nature. The Ministry of Education, Science and Technology and the other ministries (Women and Child Development and Youth Development and Sports) have the burden of ensuring that adequate funding, personnel and working modalities are in place to ensure prioritization and implementation.

The plan as a Statement does not attempt to present a detailed and full blown quantified blueprint for action. But it does represent an attempt to lay a distinct path (goals and activities with financial implications) for the five sub-sectors (primary, secondary, technical and vocational training, teacher education and higher education). Although the three other areas, namely Early Childhood Development, Out-of-School Youth and Adult Literacy, have their precise statements (goals, activities and detailed financial implications) in the strategic plans, this sector plan provides a distinct overview of such planning and its financial implication. It will be important, that both the content of this Statement is respected in the action taken by all agencies of Government, cooperating partners and any other stakeholder, and that the NESP is subject to regular and comprehensive review and revision. The NESP will be subject to review on an annual basis through the Joint Sector Review.

Executing the strategies in this plan will place considerable responsibility on the Government, mainly Ministry of Education, Science and Technology and its directorates and related institutions. At times financial and other resources may have been overestimated in this plan. Where such a thing occurs, there will be deliberate effort to ensure that prioritization is understood and respected, and any action plan being adjusted to reflect the reality.

The NESP – A Statement itself has seven sections namely preamble, background, rationale, education sector priorities, key NESP indicators, implementation and financial implications. An Appendix containing Summary tables of the sub-sector development plan is included at the end of the document. The tables give an overall indication of the area of intervention in terms of goals (expected outcomes), strategies, overall activities (expected outputs), indicators of progress, targets by year, and cost factors.

The Ministry of Education, Science and Technology, as part of the education sector, has a mandate to promote quality and relevant education in Malawi. This Plan is a manifestation of this mandate.

Anthony Livuza
Secretary for Education, Science and Technology

1.0 PREAMBLE

The **vision** for the education sector is to be *a catalyst for socio-economic development, industrial growth and instrument for empowering the poor, the weak and voiceless. Education enhances group solidarity, national consciousness and tolerance of diversity* (MGDS 2006:50). In essence, the sector wishes to ensure better access and equity, relevance and quality, and good governance and management in all institutions from basic education to higher education.

The **mission** of education is to *provide quality and relevant education to the Malawian nation*. Such education should enable people to acquire relevant knowledge, skills, expertise and competencies to perform effectively as citizens, workforce and as leaders of Malawi, thereby reduce poverty amongst the people of Malawi.

In implementing the Vision and Mission, Malawi will make its **main Strategic Priority** the improvement of quality, equity, relevance, access and efficiency in **Basic Education**, working to meet the Education for All goals and Millennium Development Goals. Complementing this main priority, **Secondary Education** will double enrolment during the ten years, while focussing on upgrading quality, and on retention of girls. Access to **Technical and Vocational** education will expand, and the colleges will be rehabilitated. At the **Higher Education** level, enrolment in existing public universities will double in ten years, with significantly increased efficiency to minimize costs to the budget, complemented by expansion of private tertiary education. Overall Special Needs Education programmes will feature prominently and HIV/AIDS mitigation and gender equity will be a cross cutting interventions at all levels/sub-sectors during this plan period (2008-2017).

To realize the vision and its mission, and in accordance with these strategic priorities, the education sector has defined three thematic areas of intervention during the ten year period of the current National Education Sector Plan (2008 – 2017), namely:

- i. Expand equitable access to education to enable all to benefit,
- ii. Improve quality and relevance of education to reduce drop-out and repetition and promote effective learning, and
- iii. Improve governance and management of the system to enable more effective and efficient delivery of services.

The National Education Sector Plan (NESP) responds to the three thematic areas through calling for improvements in Early Childhood Development¹ (Early Childhood Education), non-formal education (out-of-school youth and adult literacy) and formal education (primary, secondary, technical and vocational training – tertiary and higher education). Such an approach implies that the plan has to reflect and subsume participation of various public organizations which are responsible for the various domains, namely: Ministries of Women and Child Development, Youth Development and Sports and Education, Science and Technology, statutory bodies (Malawi Institute of Education, Malawi Library Services, Malawi National Examinations Board and the Universities), TEVETA and the non-public and/or private organizations in education. District

¹ Refer to Education For All (EFA) Plan for details. All forms of Implementation Plans to be proposed and executed by respective ministries/institutions, namely Ministries of Women and Child Development, Youth Development and Sports and Education, Science and Technology Training.

Assemblies, as service providers at the local level, have a significant role in accordance with the 1998 Local Government Act and Decentralization Policy in translating and delivery of education services at local level.

Implementation of the NESP will be supported by capacity and systems development and by an emerging series of strategies vis a vis policies, which set out the Government of Malawi's intentions and guidelines for important initiatives, linked to national goals. Implementation of the NESP will also be reviewed and monitored according to outcomes and indicators (at both sectoral and programme level) and the plan itself, as a living document, will be revised and modified according to outputs and outcomes.

2.0 BACKGROUND

The beginning of education planning in Malawi dates back to 1964, at independence, when the Government of Malawi contacted the American Council of Education to conduct a survey and thereafter advance approaches (plans) for attaining certain targets besides stating financial commitments and new projects. The survey's main objective was to determine Malawi's education needs for social and economic progress. The survey, which assessed all levels of formal education, influenced the development of Malawi from 1964 until 1972 and subsequent planning exercises up to 1994.

The first formal education plan (1973 - 1980) was intended to provide guidelines for education development on primary, secondary and teacher education although an addendum on technical and vocational training came forth in 1976. Despite not incorporating all sub sectors of the formal education system it provided the first real attempt at planning for the evolution of education system since the introduction of formal education in Malawi during the last quarter of the 19th Century. Among other objectives, this plan aimed at:

- i. Basing educational development, in particular post – primary education, on the needs of labour market,
- ii. Align curricula relevance to socio-economic and environmental needs,
- iii. Maximize utilization efficiency of existing resources and facilities, and
- iv. Equitably distribute education facilities and resources.

The second education sector development plan (1985 – 1995) incorporated all levels of formal education as well as various parastatal organizations associated with the Ministry of Education, Science and Technology at that time. The overall objective of this plan was to consolidate policies so that a proper balance is maintained in the levels of physical and human resources allocated to all levels of education system. Precisely the plan aimed at:

- i. Equalizing educational opportunities,
- ii. Promoting education systems efficiency,
- iii. Improving physical and human resources, and
- iv. Judiciously utilizing the limited resources to the education sector.

From 1995 to 2005; the Policy and Investment Framework (PIF) has guided the education sector development and Medium Term Expenditure Framework (MTEF). Specifically, the PIF aimed at:

- i. Increasing access to educational opportunities for all Malawians at all levels of the system,
- ii. Ensuring that Malawi's education system does not intensify existing inequalities across social groups and regions,
- iii. Maintaining and improving the quality and relevance of education,
- iv. Developing an institutional and financial framework that will sustain Malawian schools and students into the future, and
- v. Intensifying financing pathways and strengthening of financial managerial capacity within the education sector and at all levels.

The three stated plans were responding to the Development Policies which the Government of Malawi was pursuing between 1964 and 1994.

In light of emerging issues during the PIF implementation, the document was reviewed in 2001. This led to re - strategizing and introduction of new policy directions to address the emergent issues. The PIF has been implemented in line with national development directions in both the Medium – Term Expenditure (MTEF) and the MPRS.

2.1 NATIONAL EDUCATION SECTOR PLAN (2008 – 2017)

National Education Sector Plan² (NESP) draws on the first and second education development plans, PIF and the Long-term Development Perspective for Malawi (Vision 2020). Subsequent to these development policies, it is also drawn from the current medium – term national development strategy (the Malawi Growth and Development Strategy - MGDS). Furthermore, the NESP reflects the Government of Malawi's commitment to both regional (Southern African Development Community and the African Union) and international (the Millennium Development Goals) targets and priorities, and it incorporates the ideals Education For All (EFA) National Plan of Action³, in order to respond to the Fast Track Initiative. Consistent to the above and based on the Paris declaration on donor assistance, the NESP paves the way towards a Sector Wide Approach (SWAp) to planning, development and financing of the education sector. In essence, the detailed NESP is the long-term programme from which the MTEFs, District Education Plans (DEPs) and Annual Implementation Plans (AIP) will be drawn.

The NESP operationalizes the MGDS broad educational development priorities, which recognizes education as a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. It is also cognizant of the positive role of education in enhancing group solidarity, national consciousness and tolerance of diversity. Furthermore it ratifies the facilitating role of education in the development of a culture of peace, which is conducive and critical for socio-economic, political and industrial development and appraises education as being critical and necessary for economic and industrial growth and development. Precisely the broad national goals in the MGDS are:

² NESP states specific details and costs for primary, secondary, teacher education (primary and secondary), technical vocational and higher education sub-sectors only.

³ As in footnote 1 the EFA Plan of Action gives comprehensive details and their related costs for early childhood development, primary, out-of school youth and adult literacy as per responsible institution/ministry.

- i. To equip students with basic knowledge and skills to enable them to function as competent and productive citizens in a free society,
- ii. Students with disabilities are able to live an independent and comfortable life,
- iii. To provide the academic basis for gainful employment in the informal, private and public sectors, and
- iv. Provide high quality professionals in all fields.

As stated earlier in the preamble, the NESP covers Basic Education (Early Childhood Development, out-of-school youth, complementary basic education and adult literacy as non-formal education and Primary Education), Secondary Education (Open and Distance Education and Formal), Teacher Education Development for Basic and Secondary education; Technical Education and Vocational Training (formal, village polytechnics and distant learning) and higher education (private, public and open universities). Thus it is envisaged that NESP will have a wide coverage in the course of implementation and will involve key players (stakeholders) in the private and public sector.

The NESP forms the basis of all investment (by Government of Malawi and all Development Partners). Decisions about funding for development of the education sector will be based upon this plan. Decisions to adopt new approaches and new interventions will depend upon the evaluations arising from formal review and co-ordinated dialogue mechanisms (the annual joint sector review, incorporating the annual review of the NESP, for example). The NESP programmes may, therefore, be modified in the light of experience and agreed need, but they will nevertheless continue to reflect the co-ordinated, transparent and systematic approach desired by Government. Existing programmes and projects (developed prior to finalising this NESP) which are supported by individual agencies will run their intended courses and evaluations of them will inform the NESP. Once such existing programmes and projects have completed, no separate, freestanding intervention will be developed outside the NESP framework. Development partners will agree a Memorandum of Understanding with the Ministry of Education, Science and Technology, to this end.

3.0 RATIONALE FOR DEVELOPING THE NATIONAL EDUCATION SECTOR PLAN

- i. The NESP consolidates education sector development strategies and their policies into one implementable output and results based framework with linkages to existing financing mechanisms and allowance for future reviews of the same. To this effect, the NESP provides a strong basis for a SWAp,
- ii. The NESP is comprehensive in scope, as it does cover all levels of education and sub sectors therein for a ten year period (2008-2017),
- iii. The NESP provides opportunities for facilitating life-long learning (continuous education),
- iv. The NESP provides a holistic coverage on dimensions and implementation of international covenants, agreements and protocols on education; to which the Republic of Malawi has adopted through ratification or by virtue of being part of the global economy and international socio – political landscape, and
- v. The NESP articulates and ensures the necessary leadership and ownership of and by the Government of Malawi in developing the education sector between 2008 and 2017.

4.0 EDUCATION PRIORITIES BY SUB-SECTOR

It is important to note that implementation will be determined by inter-linkages of activities in relation to priorities and not only thematic areas. In other words implementation will be dictated by the inter-linkages of a number of issues/activities to achieve expected outcomes. Nonetheless, thematic prioritization will guide the entire process of determining expected sequential outcomes over the ten year period of this plan.

4.1 BASIC EDUCATION

Notwithstanding the current understanding of basic education to imply only primary education within MoEST and Malawi, globally basic education is for the age range 0 to 16 year olds and it includes pre-school (Early Childhood Development), adult literacy as well as out-of-school youth. Pre-School is for five (5) year olds and below. Primary education is for six (6) to thirteen (13) year olds and it has eight standards. Out-of-school youth education and adult literacy is for those aged fifteen (15) years and above; however, in practice out-of-school youth includes children who could be under primary school. In essence basic education should include the lower level of secondary education in terms of inclusion of 15 and 16 year olds although in this document such an age grouping is under secondary education (Section 4.2).

Pre-school and adult literacy falls under the responsibility of the Ministry of Women and Child Development. Primary education is under the Ministry of Education, Science and Technology. Out-of-school youth education falls under the Ministry of Youth Development and Sports.

4.1.1 EARLY CHILDHOOD DEVELOPMENT

The provision of Early Childhood Development (ECD) is an important pillar to Education for All. There are 6,277 Early Childhood Development (ECD) centres as pre-schools. Only 30 percent of targeted pre-school children attend ECD centres. The majority of these centres are concentrated in urban and semi-urban areas. The major challenges facing the Early Childhood Development sub-sector include:

- i. Lack of systematic monitoring and evaluation including Information Management System (IMS) and standard monitoring and evaluation tools,
- ii. Poor conditions of ECD centres due to lack of support from government and communities at large and poor coordination of stakeholders,
- iii. Lack of integration of special needs in ECD provision,
- iv. Poor advocacy for and information on the importance of ECD,
- v. Lack of community and parental involvement in the provision of ECD,
- vi. Acute shortage of trained teachers for ECD,
- vii. Lack of standard instructional materials such as syllabuses and operational guidelines, and
- viii. Insufficient public funding for ECD activities.

The Government of Malawi will tackle the challenges raised above through the following priorities and strategies:

PRIORITY 1 - Access and Equity

- i. Promote stimulation-learning activities at an early life for all children,
- ii. Promote early detection, intervention and inclusion for children with special health and education needs, and
- iii. Promote early childhood care for orphans and vulnerable children.

PRIORITY 2 – Quality and relevance

- i. Improve quality ECD services for children in Malawi,
- ii. Design a curriculum for children with disabilities, and
- iii. Improve training of ECD teachers/educators/trainers.

PRIORITY 3 – Governance and management

- i. Develop ECD data base including on SNE and gender segregation,
- ii. Strengthen the institutional framework for the delivery of ECD services,
- iii. Promote the profile of ECD,
- iv. Develop an ECD Act,
- v. Improve implementation of the ECD policy, and
- vi. Provide parental education and support groups on early childhood.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient ECD:

- i. At least 80 percent of children aged 5 years and below will have an opportunity to access ECD by 2017,
- ii. The average annual growth of ECD, as a whole, will be 17.5 percent,
- iii. The increase coverage of ECD services will be based on the current basis of 84 percent CBCCs, 4 percent day care centres and 12 percent pre-schools,
- iv. Each ECD centre will increase the number of minimum classes from two to three in order to curb underage enrolment and prepare five year olds for entry into standard one (primary education) at an appropriate age of six years. Thus, three classrooms will still be levels 1 and 2 although level 2 will have separate classes for ages 4 and 5 with a relatively modified syllabus/course content,
- v. Communities, as Community Based Care Centres (CBCC), will be encouraged to establish ECD centres through grants which will be accessible upon meeting minimum standards,
- vi. Each education district will have an ECD resource centre to offer the necessary services to CBCCs, and
- vii. By 2018, the average care giver to child ratio will be 1:20 and the helper to child ratio will be 1:40.

4.1.2 NON-FORMAL EDUCATION

A) Adult Literacy

Adult illiteracy in Malawi remains high, particularly among women and the poor. According to the 2005 Integrated Household Survey, only 64% of adults (15 years and above) were literate. The corresponding literacy rates for male adults and female adults were 76% and 52%, respectively. The link between literacy, development and poverty reduction is that literate people are able to access information pertaining to their development needs from a variety of sources. Literate people understand and easily follow instructions for performing various development activities.

Recognizing the importance of literacy to improve lives of the population, the Government of Malawi established the National Centre for Literacy and Adult Education with the aim of providing literacy to 2.5 million people by the year 1995. However, by 2006 the National Adult Literacy Programme (NALP) had covered just over 860,000 people. NALP also provides continuing education consisting mainly of post-literacy activities to prevent relapsing into illiteracy.

The major challenges facing adult literacy and continuing education in Malawi include:

- i. Lack of a comprehensive policy which defines adult literacy and reflects the link between thematic monitoring and evaluation including Information Management System (IMS) and standard monitoring and evaluation tools,
- ii. Limited capacity in terms of human and material resources to facilitate adult literacy and continuing education and train and retain sufficient number of adult literacy and continuing education instructors,
- iii. Inadequate management which results in poor coordination, poor incentives for instructors and poor funding,
- iv. Limited integration of special needs,
- v. Poor male participation,
- vi. Curriculum not up to date, and
- vii. Misconception of adult literacy due to poor publicity and advocacy.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Access and equity

- i. Increase equitable access to adult literacy and continuing education activities by men and women, and
- ii. Special advocacy activities targeting men and adults with special needs.

PRIORITY 2 – Quality and relevance

- i. Enhance monitoring and evaluation of adult literacy programmes
- ii. Improve the provision of teaching and learning materials for both special needs and other adults,

- iii. Promote mother tongue instructions,
- iv. Recruit instructors based on defined minimum Government education qualifications and provide relevant training, and
- v. Curriculum to adopt REFLECT methodologies.

PRIORITY 3 – Governance and management

- i. Develop national adult literacy policy,
- ii. Provide appropriate incentives to instructors,
- iii. Strengthen coordination among different committees,
- iv. Encourage community leaders to take a role (promote and monitor) in adult literacy, and
- v. Develop database for adult literacy and continuing education

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient adult literacy:

- i. Non-formal basic education includes out-of-school youth and adult literacy,
- ii. Development Programmes for adult literacy are aligned with Complementary Basic Education and expected to use primary schools as learning centres. Parallel to the use of schools, there should be 92,000 classes built by 2017,
- iii. Female functional literacy programmes will be emphasized to at least bring it to the overall national male literacy rate. Of course, strategies will be designed to attract male participation in adult literacy classes,
- iv. A minimum budgetary allocation of 3 percent will be required to make a significant impact of the adult literacy programme,
- v. The use of mother tongue will be promoted with the curriculum infusing the REFLECT approach so that the programme is functional, and
- vi. Overall, the literacy rate of adults is expected to reaching 5 million adults by 2017. Such improvement will take into account identifying and mainstreaming of adults with special needs not later than 2010.

B) Out-of-School Youth

The provision of non-formal basic education is relatively new in Malawi and it is currently provided in partnership with the Ministry of Youth Development and Sports and Non Governmental Organizations (NGOs). The Ministry of Education, Science and Technology is piloting the implementation of Complementary Basic Education (CBE) in four districts. Out-of-school youth education is aimed at providing essential knowledge, skills and values to promote self-reliance, encourage life long learning and full participation in societal development.

Out-of-school youth programmes target those who dropped out of primary school and those who have never attended school. The course content is equivalent to the first five standards of primary school. Although the programme is relatively not large, it has the following challenges:

- i. Lack of advocacy on out-of-school youth education,
- ii. Limited alternatives approaches to out-of-school youth education,

- iii. Lack of relevant curriculum for out-of-school youth clubs,
- iv. Poor access for children with special needs, and
- v. Weak linkages among youth clubs and between the youth service providers/policy makers.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Access and equity

- i. Increase access to education for out of school youth, through such modes as Interactive Radio Instructions (IRI), Complementary basic Education (CBE) and open and distance learning,
- ii. Enforce community based rehabilitation programmes run with special needs component by MACOHA, and
- iii. Provide an alternative form of education to out of school youth such as Interactive Radio Instructions (IRI) and CBE.

PRIORITY 2 – Quality and relevance

- i. Develop a relevant curriculum for out of school youth without losing sight of youth with disabilities, and
- ii. Improve the service delivery of out-of-school youth clubs.

PRIORITY 3 – Governance and management

- i. Strengthen dialogue among youth clubs and between the youth service providers/policy makers.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient out-of-school youth/complementary basic education:

- i. Those younger than 9 should be encouraged to return to primary school as they are not yet old enough to feel too old to enter those classes
- ii. Where the 9-17 year olds are not or do not return to normal school they will undertake a three-year CBE course. It is likely that children (the younger age group of 9-13) would have a greater tendency to return to school while for the youths (14-17) the course could be complete in its own right. The feasibility of meeting the needs within the same course of those who want to return to school and those who do not will be established in the pilot. If the numbers out of school in a village are sufficient, it may be possible to establish classes for younger and for older children. Another possibility is differentiation, perhaps in the third year, with a stronger emphasis on prevocational skills for the youths and a retained stronger emphasis on literacy for the younger children.
- iii. Those 18 and over fall outside school-age and the remit of the Ministry of Education and are catered for by programmes of adult literacy and income-generation in the Ministry of Women and Child Development,

- iv. On average, two years of primary schooling can be covered through one year of complementary basic education. If, however, additional elements such as prevocational skills are included in the complementary curriculum, then progress against the normal curriculum will be a little slower. A three-year course has the advantage of having a shortened time-scale which is likely to be within the vision of those out-of-school who will be interested by this stage in enhanced livelihoods.
- v. In order to assure equivalence and the ability of children to re-enter primary school, the curriculum for complementary basic education will have to be matched to a specified number of years of the primary curriculum. It will have to reflect the guidelines laid down in the primary curriculum framework⁴ and subsequently developed in syllabuses for learning areas. At the same time, there is a curriculum for technical and vocational education and training which is specified in the Qualifications Framework⁵. Entry to level 1, the foundation certificate of this framework, is theoretically open to anyone who attains the prerequisite competences. (In practice, a shortage of places means that a junior certificate after two years of secondary education is needed for admission.) Bearing in mind the fact that parents and young people often have aspirations in the direction of vocational and entrepreneurial training (despite the limited number of job opportunities), it would also make sense for complementary basic education courses to consider inclusion of the preliminary basic competences of the technical-vocational and/or trade test/craftsman qualifications,
- vi. The management of complementary education should be considered at national, district and community levels,
- vii. Grants to CBEs for the support of orphans. Starting with the support of 20% of CBEs in 2009/10 to 100% of CBEs by 2013/14,
- viii. During the first phase there will be in up to 100 learning centres in 2-4 districts between 2006 -2008. The potential beneficiaries are up to 6,000 children who have dropped out of or never attended school. Expansion to new districts will be subject to the interest of existing and additional service providers and through the existence of appropriate demand,
- ix. Promote life skills programmes, technical-vocational education/training and Behaviour Change Intervention (BCI) to mitigate impact of HIV/AIDS among the out-of-school youth, and
- x. Mainstream special needs education and gender in out-of-school youth programmes.

Overall, the establishment of 15 Learning Centres in 3 Districts (Ntchisi, Chikwawa and Lilongwe Rural) has already been achieved by 2007/08. Intent is to increase the number of centres by 500 each year. From 2012/13 onwards this will increase by 600 centres every year

4.1.3 PRIMARY EDUCATION

Overall the longest existing structure under basic education and within the entire education sector is primary education. Primary education is the sub-sector which affects the greatest number of people, and which is the basis for all other education. Good primary education is valuable both for those who leave school at the end of primary, and for those who continue their education. Only if the primary sector functions well can students gain the basic knowledge to progress to secondary,

⁴ Government of Malawi (2004) Primary Education Curriculum and Assessment Framework

⁵ TEVETA (2004) TEVET Qualifications Framework Handbook

while research world-wide shows that people who have a good primary education are likely to be more productive in life than those who have not. However, it is the same primary structure which harbours most of the challenges in the entire education system in Malawi due to increasing enrolment without adequate funding and management. Such inadequate funding and management in turn leads to the following challenges:

- i. Shortage of qualified primary school teachers,
- ii. Poor strategic management of teachers,
- iii. Inadequate and inferior physical infrastructure,
- iv. Inadequate teaching and learning materials,
- v. Poor monitoring and supervisory systems,
- vi. Poor access for children with special needs,
- vii. Poor retention of girls mainly from standards five to eight,
- viii. Negative impact of HIV/AIDS, and
- ix. Poor participation of school committees and their communities in school management (MGDS 2006:50).

In response to the challenges, Malawi is implementing a priority, fast-track programme to strengthen primary education, which will be the base for all other education developments. The programme combines policy measures, quality improvement and investments, through three sets of strategies listed below. Through policy and other measures, Malawi plans to give all children a quality primary education.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 - Quality and relevance

- i. Improve teaching inputs to facilitate more effective learning and to increase learning achievement, including supply of books and other teaching-learning materials (through programmes now under way), training of teachers, Interactive Radio Instructions (IRI) and Complementary Basic Education,
- ii. Reduce class sizes to facilitate more effective learning through progressively recruiting: (a) increased numbers of trained teachers as they become available, and (b) teacher trainees recruited through an urgent programme, who will work as teachers while studying through distance learning. Particular efforts will be made to reduce class size for Standards 1 and 2. For special needs, moving towards the recommended teacher pupils ratio of 1 teacher to 10 pupils in special schools and 1 teacher to 5 pupils in resource centres by the end of the plan period,
- iii. Starting through the Primary Curriculum and Assessment Reform programme now under way, enhance the relevance of the primary curriculum and improve delivery by diversifying the modes and methods. Furthermore, develop appropriate tools for special needs such as sign language and braille,
- iv. Reinforce inspection and supervision system of primary education, and
- v. Introduce appropriate incentives to teachers and supervise their performance, including access to VCT and supporting those positive teachers to mitigate absenteeism and early death.

PRIORITY 2 – Access and equity

- i. Increase net enrolment and completion rates, targeting those disadvantaged by gender, poverty, special needs and geographical location, encouraging all children to complete the eight years of primary education,
- ii. Improve enrolment, particularly female enrolment, in Standards 5 to 8,
- iii. Improve, expand and maximise use of educational infrastructure through rapidly expanding programmes to construct classrooms, school facilities and teachers' housing in difficult areas, complemented by grants to communities to provide shelters for classes which are temporarily without classrooms,
- iv. Optimise private sector participation in basic education, and
- v. Strengthen complementary basic educational modalities for learners including Interactive Radio Instructions (IRI), Complementary Basic Education and Open and Distance Learning.

PRIORITY 3 - Governance and Management

- i. Mobilise communities to participate in 'whole-school development' and management for both normal and special needs pupils,
- ii. Ensure appropriate decentralisation of delivery of education services which incorporates processes of planning, budgeting and financing, and monitoring and evaluation (M&E),
- iii. Introduce policy measures to reduce the size of classes in Standards 1 and 2, to reduce repetition, drop-out, and enrolment of over- and under-age children, and to encourage promotion between standards, reinforce HIV/AIDS awareness, girls empowerment, safe schools (child friendly schools), and,
- iv. Monitor performance and strengthen internal efficiency of sub-sector.

In addition to the fast-track programme, the following **guiding principles** are critical for the envisaged positive change in primary education between 2008 and 2018:

- i. Ratio of pupils to teachers progressing to a 1:60 ratio by 2013/14 and below 1:60 ratio by 2017/18
- ii. Percentage of teachers eligible for hardship fund increasing from 15% in 2008/09 to 30% by 2014/15 and staying at 30% thereafter
- iii. Transfer of teachers transferred from CDSSs to primary schools starts with 300 in 2008/09 and thereafter 200 teachers
- iv. Using Distance Education Teacher Trainees as a measure of reducing the pupil to teacher ratio to 1:60 by 2013/14. Starting with 4,000 temporary (voluntary) teachers in 2008/09
- v. Replenishment of textbooks for additional pupils in each Standard at the beginning of the plan and thereafter replenishment of textbooks every three yearsⁱ
- vi. Giving 3 exercise books per subject per child for all standards, 1 slate per child in Standard 1, 3 pencils per child in a year for all children in Standards 1-4 and 3 pens per child in a year for all children in Standards 5-8
- vii. The Primary Curriculum Assessment Review (PCAR) curriculum rolled out to all Standards by 2009/10 and taking into account special needs

- viii. The Interactive Radio Instruction (IRI) programme rolled out to all schools starting with Standard 1 in 2007/08 and being completely rolled out to all Standards by 2014/15
- ix. The Interactive Video Learning (IVL) programme rolled out to 50 schools in 2007/08 and increased to 50 more schools for each year
- x. Increasing the number of classrooms operating as double shift from 15.2% of the total in 2007/08, peaking at 20% in 2012/13 and ending with 15% in 2017/18
- xi. The number of schools constructed will increase by 50 every year
- xii. Number of classrooms to be constructed being 2,930 in 2007/08 and being reduced to 400 by 2017/18
- xiii. Provision of grants to communities to erect standard classroom shelters in difficult areas where it will not be possible to immediately build classrooms and follow up in later years to build the classrooms – more information to follow
- xiv. Teachers houses – 1,000 constructed every year from 2008/09 until the end of the NESP period in 2017/18
- xv. Grants to schools for the support of orphans. Starting with the support of 20% of schools in 2009/10 to 100% of schools by 2013/14
- xvi. Support to girls in isolated areas for Standards 6, 7 and 8 in terms of monetary incentives starting in 2009/10
- xvii. Establishment of mother groups in all schools to support girl education in primary schools by 2017/18.
- xviii. School feeding programmes to benefit 635,000 children from 2008/09 onwards
- xix. School Health and Nutrition, including HIV/AIDS programmes, to be provided to all school children in public primary schools
- xx. Communities will be strengthened through monetary support and training throughout NESP period through the continued roll-out of the National Strategy for Community Participation and
- xxi. Direct grants to enable school based improvement planning and management thereby reinforcing decentralization.

(See Appendix 1 for activities and cost details)

4.1.1 Targets and Projections

Table 1 below shows the changes projected in Primary Education, including enrolment projections, projections of numbers of qualified teachers who will be available, and targets for enrolment, repetition and promotion rates. It is assumed that the enrolment projects will improve hand in hand with literacy and numeracy rates. Furthermore the end of cycle pass rate will at least be above 80 percent by 2017.

Table 1: Primary Education: Enrolment, Targets, Teachers, Classrooms

All Primary Schools	2006	2007	2008	2012	2017
Enrolment, Total	3,280,714	3,306,926	3,396,373	3,738,709	3,744,402
GER	117.2	115.0	115.1	115.9	106.1
Female Enrolment, % of Total	50.0%	50.0%	50.0%	50.0%	50.0%
Female Enrolment, %, Standards 1-4	50.6%	50.6%	50.5%	50.2%	50.0%
Female Enrolment, %, Standards 5-8	48.6%	48.6%	48.7%	49.5%	50.0%
Enrolment Standard 1	886,512	846,934	804,995	629,553	531,879
GER Standard 1	221.5	206.0	190.7	136.4	105.4
Enrolment Standard 5	315,596	329,438	349,421	464,061	454,811
GER Standard 5	91.7	93.2	96.2	116.9	104.8
Enrolment Standard 8	158,192	166,170	180,223	284,559	399,562
GER Standard 8	51.4	52.6	55.5	80.2	103.0
Promotion Standard 1	51.9			80.0	90.0
Repetition Standard 1	23.4			15.0	5.0
Promotion Standard 5	68.6			80.0	90.0
Repetition Standard 5	16.8			15.0	5.0
Private School % of Enrolment	1.2%	1.3%	1.4%	2.0%	5.0%

Government-Supported Schools	2006	2007	2008	2012	2017
Qualified Teachers	38,463	37,120	37,500	48,870	61,990
Distance Education Trainee			4,000	9,000	-
Other Teachers	3,894	3,492	3,500	880	-
Total Teachers	42,357	40,612	45,000	58,750	61,990
Pupil-Teacher Ratio	76.6	80.4	74.4	62.4	57.4
Number Classrooms	35,729	36,959	39,889	46,096	62,667
Pupil-Classroom Ratio	91	88	88	79	57
Proportion Classes Double Shift		15%	16%	20%	15%

Source: Ministry Education Projections

Note: "Other teachers" from 2008 includes some TTC trainee teachers on practical year
The GER by 2017 will be almost equal to the NER.

4.2 SECONDARY EDUCATION

In an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated. Therefore, secondary education, with a bias towards girls, is:

- i. A human right, and important for achieving gender equity,
- ii. Important to improving health and life chances of individuals, families, and communities,
- iii. Important for national development - economic, social, political, and
- iv. Necessary for reaching MDGs, EFA and for maintaining UPE

It can be further reflected that the importance of secondary education is due to:

- i. The complexities which the world is going through demands more and better education and skills for the young ones, mainly girls, beyond basic learning and knowledge,
- ii. Its ability to improving the welfare of the next generation as it offers them an opportunity to delay motherhood/parenthood, and
- iii. Its likelihood to be the only turnkey in the quest for qualified human personnel (teachers and other professions) who can make a difference at the basic education level etc.

Overall, in providing secondary education to a progressively growing proportion of the age group, the Government of Malawi intends to prepare students for wage and self-employment in both the formal and informal sector. Furthermore, it is the intent of government to prepare some of these students for tertiary and higher education in various fields. The Ministry recognizes that by improving access and equity, quality and relevance, and governance and management, secondary education will be able to realize the intended goals. Whilst pursuing the normal formal approaches to teaching and learning, the Ministry through its Malawi College of Distance Education will endeavour to increase student enrolment in secondary education by making open and distance learning accessible to all eligible students. Likewise Secondary education will be accessible to adults who want to upgrade their education qualifications through the same open and distance learning.

The secondary education level has a number of challenges which have to be addressed if the system is to improve. In earnest the major challenges to be resolved are the following:

- i. Inadequate access to secondary education with emphasis on special needs students, orphans and needy ones,
- ii. Inadequate supply of qualified teachers, especially in Community Day Secondary Schools,
- iii. Inadequate basic infrastructure and teaching and learning materials,
- iv. Low funding to the secondary sub-sector, especially CDSS receiving less resources than government and grant secondary schools,
- v. Poor retention especially for girls due to long distance to school and unfavourable gender environment among others,
- vi. Partial implementation of the curriculum which in turn affects negatively public examination administration and results,
- vii. Poor learning achievement with only around 50 percent of students passing end-of-cycle examinations,

- viii. Inefficient use of existing resources such as infrastructure, time and staff,
- ix. Negative impact of HIV/AIDS on teachers and students, and
- x. Lack of financial prudence, management and information systems thereby compromising standards.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Access and equity

- i. Increase enrolment and make selection and admission of students more equitable including that of special needs students and OVCs,
- ii. Improve, expand and maximize use of educational infrastructure; and where applicable construct hostels for girls and facilities for those with special needs,
- iii. Maximize private sector to participate in secondary education,
- iv. Rationalise teacher numbers and improve qualified status of secondary teachers, and
- v. Strengthen complementary secondary education modalities such as open and distance learning.

PRIORITY 2 – Quality and relevance

- i. Improve teaching inputs so as to facilitate more effective learning outcomes, recruiting trained teachers and training those who are not qualified, while making efficient use of the scarce resource of trained, specialist teachers and ensuring that the total number of teachers remains at a cost-efficient level. Furthermore, the current 6,000 primary school teachers will be replaced and/or upgraded,
- ii. Introduce appropriate incentives to teachers, require teachers to work a full working week, and supervise their performance,
- iii. Strengthen inspection and supervision of secondary education,
- iv. Review the curriculum and assessment of secondary school education and take into account special needs, gender matters among others, and
- v. Improve the relevance of the secondary curriculum and delivery and enhance HIV/AIDS prevention as part of the course content.

PRIORITY 3 – Governance and management

- i. Monitor performance and strengthen internal efficiency of the sub-sector,
- ii. Offer support to all teachers and students affected and infected by gender related matters and HIV/AIDS,
- iii. Strengthen PTAs and management boards, and
- iv. Enhancing financial prudence and accountability.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient secondary education:

- i. Increase participation of the private sector by at least 10 percent,

- ii. Projected rapid increase of enrolment from 50 percent of those eligible for normal public schools, open and distance and private learning to 130 percent,
- iii. Construction of appropriate structures for at least 500 current CDSS so that all are approved and functioning in line with expectations of a conventional secondary school,
- iv. Carry out a Secondary Curriculum and Assessment Review (SCAR) which should be initiated by 2011 thereby improving availability of teaching and learning materials and relevance,
- v. Mainstream special needs in all secondary school programmes,
- vi. Increase availability of mathematics and science teachers in all schools by ,
- vii. Reduce the teacher to student ratio in line with the maximum 30 teaching hour week per teacher and not lower than 25 teaching hour week,
- viii. Provision of at least 75 percent of teachers houses and their equitable deployment mainly in needy rural areas, and
- ix. Ensuring improved girls enrolment and retention so that it reaches the same level as that of male students through giving bursaries, construction of hostels, other necessary amenities and reinforcing the re-admission policy.

(See Appendix 2 for activities, timing and cost details)

4.2.1 Targets and Projections

Table 2 below shows the changes projected in Secondary Education, including enrolment projections overall, in Government-supported and private schools, projections of numbers of teachers and classrooms. The projected rapid increase in enrolment (50% increase from 2007 to 2012, and 130% increase from 2007 to 2017) would be obtained by a 30% increase in enrolment in Government-supported schools to 2012 and 90% to 2017, an increase in enrolment in Open Schools from nearly 7,000 in 2007 to 19,000 in 2012 and 34,000 in 2017, and increases in private enrolment of 90% by 2012 and 230% by 2017. Overall, the Government will maintain a 50:50 male to female ratio for secondary school places. Furthermore, it will reinforce automatic promotion, reduce drop out to at most five percent through a number retention mechanisms such bursaries and advocacy campaigns for girls, thereby improve completion rate to 95 percent and learning outcome to at least 95 percent of the students by the end of the plan period,

Table 2. Secondary Education: Enrolment, Targets, Teachers, Classrooms

All Secondary (Public, Private, Open)	2006	2007	2008	2012	2017
Total Enrolment	218,310	210,325	215,613	316,019	486,706
GER	20.5	19.0	19.0	23.5	30.5
Enrolment Government-Supported Secondary Schools (excluding Open)	161,874	154,636	155,767	202,252	292,024
Enrolment Open Secondary Schools	4,433	6,939	7,546	18,961	34,069
Enrolment Government-Supported Secondary Schools (including Open)	166,307	161,575	163,314	221,214	326,093
Enrolment Private Secondary Schools	52,003	48,750	52,299	94,806	160,613
Government-Supported Secondary Schools (excluding Open)					
Total Teachers Required	7,633	7,475	6,615	5,779	8,344
Qualified Teachers	2,655	2,872	3,050	5,056	8,344
Unqualified Teachers	4,978	4,835	3,565	723	
Teachers Open Secondary Schools	348	551	539	1,053	1,703
Total Classrooms Gov't-Supported	3,664	3,754	3,818	4,597	6,348
Classrooms Using Double-Shift	1%	1%	2%	10%	15%

Source: Ministry Education Projections

4.3 TEACHER EDUCATION (PRIMARY AND SECONDARY)

The rapid expansion of primary and secondary education has increased greatly the demand for trained primary and secondary teachers. On the hand the supply of trained primary and secondary teachers (from the primary Teacher Training Colleges, and for secondary teachers the Domasi Teacher Training College, and the universities of Malawi and Mzuzu) has not been able to respond to that demand.

It should be borne in mind that teacher education in Malawi addresses two key areas primary and secondary school teacher needs. The secondary school teacher training has two levels a diploma and degree programme. The Government of Malawi intends to increase teacher supply through introduction of distance and parallel modes of training in order to reduce pupil to qualified teacher ratio in basic education; including the secondary sub sector.

The major challenges facing teacher education at both primary and secondary school level are:

- i. Lack of coherent policies and clear strategies to address overwhelming demand which in turn has put a strain on and/or compromised both the quantity and quality of primary and secondary school education. Incoherent policies have led to teachers being reluctant to work in areas of greatest need (remote and rural schools) and inadequate teaching time. The above challenges have been compounded by an estimated 6 percent attrition rate of primary school teachers,
- ii. The total output has remained at less than 3,000 for primary school teachers and about 400 for secondary school teachers annually. Thus there is still a large need for qualified teachers,
- iii. The funding for teaching and learning is inadequate. Infrastructure and other facilities have not been maintained and procurement of what can facilitate effective and efficient training for teachers has not been done. The poor learning environment in colleges impacts

- negatively on preparation of teachers and discourages potential teacher learners from enrolling,
- iv. Qualified teachers rarely attend professional development courses (Continuous Professional Development - CPD),
 - v. A significant number of secondary school teachers are under-qualified. The situation is compounded by limited teacher development programmes. Current teacher orientation in the new curriculum has not only been limited in subject coverage but also inadequate in depth. Finally, though there is need for introduction of new subject areas, the colleges do not have capacity to train teachers in these new subjects,
 - vi. Lack of teacher education co-ordinating bodies mandated to link the Ministry of Education, Science and Technology, universities and colleges in order to produce a qualified, dedicated and flexible teaching force. ,
 - vii. The problem of co-ordination extends to teacher management. Teachers are prepared by one organisation, posted by another, managed by two others, and potentially disciplined by at least two others. There is a need to ensure clear roles and responsibilities for each organisation and a mechanism for co-ordinating them,
 - viii. The impact of HIV/AIDS on education staff requires urgent attention. Investments in teacher education and recruitment will continue to be wasted if teachers die after only a few years of service,
 - ix. Recruitment and deployment of teachers is inefficient and not deliberately targeted for the female teacher trainees. Inefficient deployment results in lower Pupil Teacher Ratios in urban at than rural areas. Too many primary school teachers are deployed in other duties and/or levels through “administrative arrangements”. For example there are almost 1,000 teachers deployed in secondary schools without appropriate qualifications. The lack of female teachers has a detrimental impact on female student. In addition, the dominance and conduct of male teachers are a serious concern in particular in rural areas, and
 - x. Poor inspection of schools and teachers has led to weak supervision of the quality of teaching and learning, and
 - xi. Need for qualified special needs teachers and necessary inputs for primary and secondary schools.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Access and equity

- i. Introduction of additional programmes in teacher training institutions at all levels of education to increase capacity including special needs education,
- ii. Upgrade under-qualified tutors in primary teacher training institutions to minimum qualification levels so as to enhance lecture/tutorship facilitating skills,
- iii. Expansion of teacher student intake in the training colleges for both normal and special needs with emphasis on increased female intake,
- iv. Construction and refurbishment of new TTCs, INSET (In-Service Training)-Centres, additional hostels, classrooms, laboratories, staff houses and demonstration schools (classroom and staff houses), and Introduce Distance Teacher Training for trainee teachers (volunteers with appropriate qualifications) work in primary schools, and upgrade the Distance Training for Secondary Teachers, and

- v. Strengthening INSET system in secondary for training trainers and unqualified teachers through upper INSET

These strategies will increase primary TTC output from 2,400 in 2007 to about 4,000 by 2012. In the medium term distance training will also add, at most four, thousand trained teachers per year between 2011 and 2015. Although the plan targets 1 teacher to 60 pupils, there will be attempts to improve this ratio so that by the end of the plan period the ideal target of 1 to 40 is not far fetched. Thus, there will be a need to maintain the gained momentum so that improvements are not offset by attrition and ultimately improve teacher to pupil ratio to 1:40 by 2017.

In addition to the Government TTCs, private TTCs will be encouraged and where applicable established in partnership with the Ministry of Education. Such colleges will be part of this National Education Sector Plan. These private colleges will specialize in providing qualified and compassionate teachers for the rural areas of Malawi, with the aim of improving the overall quality of education in primary schools.

PRIORITY 2 – Quality and relevance

- i. Upgrading of college lecturers and reinforce their supervision
- ii. Review of course content to reflect reforms in primary and secondary education including gender related issues, special needs and HIV/AIDS
- iii. Expansion of library capacities in teacher education institutions
- iv. Improvement of teaching inputs into vocational training to facilitate more effective learning,
- v. Strengthen inspection and supervision of teacher education, and
- vi. Introduction of teacher training in primary education at bachelors of education level and institutionalize In-Service training (IN-SET)/Continuous Professional Development for Teachers (CPDT) for primary, secondary and teacher training personnel.

PRIORITY 3 – Governance and management

- i. Enhance professional capacity in planning, monitoring and supervision of managers in teacher education institutions for normal and special needs scenarios,
- ii. Institutionalize and link teacher education management information systems with overall Education Management Information System,
- iii. Instill discipline principles among teacher trainees,
- iv. Mitigate HIV/AIDS through awareness and other related support services to staff and students, and
- v. Provide infrastructure and utilities in teacher education management to promote effective and efficient management of teacher training institutions.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient teacher education:

- i. Provide in service training to all primary teachers at least one session in every four years throughout the NESP implementation period,

- ii. Deploy primary teacher trainees to schools starting with 4,000 teacher trainees (volunteers) in 2008 and continue each year up to 2017/18. These teacher trainees will undergo a distance teacher training programme which is under development and will be effective end 2008,
- iii. Upgrade under qualified teachers in secondary schools through distant and residential programmes,
- iv. Upgrade 415 teacher trainers profile through continued professional development,
- v. Rehabilitation and expansion of 6 teacher training colleges,
- vi. Construction of two new teacher training colleges in South East and Shire Highlands education division,
- vii. Construct 8 special needs education units in all teacher training colleges,
- viii. Expand 10 libraries in teacher training colleges with ancillary facilities and linkages with international library catalogues,
- ix. Integrate guidance and counseling into the teacher development centers and cluster leading schools for training of teachers in these areas and provision of supporting materials through the form of an annual grant, and
- x. Provide Nutritional and monetary support to HIV-positive teachers. By 2017/18 support should be extended to 6,000 teachers. On aggregate, align HIV/AIDS issues with the HIV/AIDS Strategic Plan.

(See Appendix 3 for activities and cost details)

4.4 TECHNICAL AND VOCATIONAL TRAINING

Overall it is expected that technical and vocational training and education should benefit both in and out-of-school youth. Besides, the training and education at this level should be aligned with the labour market demands. However the following major challenges hinder technical and vocational training delivery:

- i. The unsystematic management and operation of the technical and vocational training has led to inadequate funding, lack of prioritization and poor link with TEVETA. All this has in turn resulted in institutions having obsolete and inadequate equipment and low funding allocation. Although the private sector is giving a one percent levy to TEVET, there is no appropriate machinery (governance and management) ensuring that the funds remitted are channelled for the needs in the colleges,
- vii. The consequence of poor funding has been continuous use of an outdated curriculum. This is compounded by the demand on the students to follow an overlapping curriculum which demands that they sit for three different examinations and boards at the end of their training although such training only leads to a certificate level. The bottom line of using an outdated curriculum has been underperformance of graduates in industries,
- viii. Non-availability of a teacher training college with a strong bias towards technical courses so that the colleges and secondary schools do not over depend on the Polytechnic for its instructors and teachers
- ix. There is need to mainstream special needs, gender related matters and HIV/AIDS in the technical vocational sub-sector, and

- x. Inadequate infrastructure which leads to reduced intake thereby failing to satisfy the increasing demand for places. In addition the colleges were built with a bias for more male boarders than female therefore denying the nation an opportunity for gender equity.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Governance and management

- i. Review and revise TEVET Act, so that emergent issues, such as special needs, gender and HIV/AIDS are included, and direct vocational training and public private partnership policies and directions are taken on board through a broad consultative process which should ensure that constituencies views are factored into the TEVET Act,
- ii. Promote private sector participation in providing technical and vocational training,
- iii. Reform governance of technical and vocational training institutions, and
- iv. Promote internal efficiency of the TEVET system.

PRIORITY 2 – Quality and relevance

- i. Improve curriculum delivery for technical and vocational teacher training,
- ii. Diversify approaches for delivering technical and vocational training so that special needs and gender is included for both students and staff,
- iii. Strengthen inspection and supervision system of technical and vocational education in secondary and technical colleges,
- iv. Rehabilitate public technical colleges infrastructure to improve learning conditions and environment,
- v. Strengthen and improve on examination modalities, certification and mode of assessments and services in technical colleges so that students have added value within the minimum time possible,
- vi. Improve staffing, coordinating and sourcing research in technical studies and commissioned studies (Local and international) by government agencies and the private sector on industrial growth and development of the economies, and
- vii. Enhance provision and management of relevant equipment, teaching and learning materials bearing in mind gender, special needs and others factors.

PRIORITY 3 - Access and equity

- i. A new technical college constructed,
- ii. Vulnerable groups empowered with survival and employable skills,
- iii. Promote HIV/AIDS awareness and related activities for both staff and students, and
- iv. Strengthen links with general education on career guidance and counselling.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient technical and vocational training:

- i. Raise student: classroom ratio to 1:40 by 2008/09 by increasing enrolment of students and use of instructors to support lecturers in a classroom.
- ii. Reduce student: instructor ratio from 1:67 to 1:20 by 2017/18 through hiring of 146 instructors from the graduates from colleges teaching technical and vocational training to fill existing vacancy establishments
- iii. Upgrade 180 instructors to bachelors level in technical and vocational training by 2016/17 to effectively meet the increase in enrolment by 74% by 2017/18
- iv. Reduce student: workshop ratio to 1:20 by 2017/18
- v. Provide a stock (10,000) of books in various areas in all college libraries by 2017/18
- vi. Link libraries in the existing colleges to international catalogues in technical and vocational areas by 2009/10
- vii. Build 84 classrooms and 36 workshops in the existing colleges
- viii. Build 13 hostels in technical colleges in distant places
- ix. Build additional 7 computer laboratories with ancillary facilities in existing technical colleges
- x. Rehabilitate workshops in 24 model primary schools and 12 secondary schools with technical and vocational education wings
- xi. Construct 7 libraries with ancillary facilities and book stock in technical colleges by 2017/18
- xii. Construction of 5 technical and vocational wings in teacher training colleges
- xiii. Establish 25 village polytechnics in areas within the vicinity of technical colleges so that they are supported by college staff and student practical exercises
- xiv. Review certification system to realign it to international standards
- xv. Review curricula to make it responsive to national and global economy needs
- xvi. Rationalize instructor : student contact hours for effective and efficient delivery of technical and vocational education

Rationalize and outsource non – core functions / services being provided by the administration of the colleges to reduce administrative costs by 75% by 2017/18.

(See Appendix 4 for activities and cost details)

4.5 HIGHER EDUCATION

The NESP identifies expanding access, improving quality and relevance, and enhancing management and governance of the system as index goals of the overall national education sector strategic plan, and the proposed interventions with respect to higher education seek to address the identified challenges in the context of these goals during the plan implementation period. The major identified challenges under higher education are mainly attributable to restrictive statutory prescriptions, the public policy vacuum and the opaque relationship with government. These challenges can be further split as following:

- i. Weaknesses and deficiencies in university management system, including the absence of clear regulations governing such processes as the creation of posts, appointment of staff, the tenure system. Such managerial weaknesses in turn affect access, equity and other issues etc.,
- ii. There is lack of mechanism to monitor productivity, which is adversely impacted upon by staff absenteeism and private work,

- iii. Governance problems are in the system, such as poorly defined governance structures, lines of authority and delegation of powers,
- iv. The unit cost of educating a student in the public universities is relatively high, which connotes that a comparatively large proportion of total education spending is devoted to higher education,
- v. Limited access due to shortage of space and modalities for admission, such modalities are largely at the detriment of special needs and female students (poor intake of special needs and female students),
- vi. Throughput and drop-out rates are not being monitored, documented and acted upon,
- vii. Unemployment among Malawi university graduates is thought to be relatively high, calling into question the alignment between offered course and national needs,
- viii. The existing provision for the external moderation of final examinations has fallen into disuse with a few exceptions,
- ix. Teaching staff remains largely junior in terms of academic rank, with only twenty (20) percent of staff in UNIMA and one (1) percent at Mzuzu holding PhD or equivalent qualifications,
- x. Negative impact of HIV/AIDS among staff and students, and
- xi. Quality is further undermined by inadequacies and deficiencies in the teaching and learning resources such as the library, laboratories, computer access etc.

The Government of Malawi will tackle the challenges raised above through and under the following priorities and strategies:

PRIORITY 1 – Governance and management

- i. Develop policies designed to encourage private providers of services to be in line with minimum quality requirements set aside at institutional level,
- ii. Prepare and put in place a Higher Education Act that articulates values and goals of Malawi higher education, creates and defines its governance and generally, institutionalizes a Council for Higher Education as a regulatory board responsible for accreditation and regulating the system for greater efficiency and effectiveness in its public purposes including ensuring gender balance, needy and vulnerable groups and mainstreaming special needs and HIV/AIDS,
- iii. In collaboration with relevant government departments, institute a semi-autonomous accreditation and quality assurance agency under the supervision of the council for higher education,
- iv. Strengthen governance, management, oversight, transparency, and accountability of higher education institutions, and
- v. Develop and implement other programmes to improve quality and efficiency, funded by the universities themselves from their own resources (including from the recurrent Government grant).

PRIORITY 2 – Access and equity

- i. Double enrolment over the next 5 to 10 years focusing on critical academic areas, while increasing efficiency in public universities to keep spending by the state to approximately current levels, and while expanding private universities

- ii. Mainstream special needs in all programmes, train teachers for special needs education and establish a special needs unit to monitor related programmes,
- iii. Mainstream mitigation of HIV/AIDS among students and staff, and
- iv. Increase access for females and students with special needs where applicable.

PRIORITY 3 – Quality and relevance

- i. Focus infrastructure development on science and technology laboratories, workshops and Information Computer and Technology,
- ii. Monitor quality, accreditation standards and advise government on higher education policy,
- iii. Upgrade teaching and learning infrastructure in colleges so that the learning environment and college facilities are conducive to efficiency and effective facilitation of academic instructions, and
- iv. Improve staff qualifications, especially lecturers without PhDs and rationalizing the use of those with PhDs so as to enhance the quality of teaching, learning, research and development without losing sight of gender, special needs and HIV/AIDS related matters.

To realise the priorities and strategies, the following **guiding principles** will be adhered to between 2008 and 2017 for developing and sustaining an effective and efficient higher education:

- i. Reduce lecturer : student ratio to 1:18 through annual increase in the lecturer numbers by 2% at UNIMA and 4% at MZUNI to meet student enrolment which will double by 2017/18
- ii. Retain experienced academic staff through motivating packages
- iii. Develop national research policy that will utilize expertise in the public universities so that expertise is incrementally relevant to the dynamics in the national and global economy
- iv. Raise academia staff profile through continuous professional development
- v. Reduce student: computer ratio to 1:5 through provision of computer laboratories with support from the private sector
- vi. Link all colleges to international library catalogues by 2008/09
- vii. Expand broadband wave length of connectivity to internet services in all colleges to facilitate e-learning, virtual learning and distance education programmes which should cater for 33% of residential programmes by 2012/13
- viii. Provide facilities for micro – teaching targeting 33% of teaching aids at each college
- ix. Update 50% of stock of books in all libraries in core titles
- x. Review curricula every five years
- xi. Increase library and teaching area space in colleges by 100% with ancillary facilities in lecture theatres and science laboratories.
- xii. Increase academic office space by 50%.
- xiii. Interest out construction of student flats to private sector in the construction industry by in the construction. This is targeted to meet 70% of student accommodation demand by 2017/18 at the cost of students.
- xiv. Rehabilitate existing hostels and cafeteria space to facilitate management contract out to the private sector in order to reduce administrative costs by 75% by 2017/18.

- xv. Develop policies to encourage providers of non-educational services to be in line with quality requirements set at institutional level through the implementation of report on outsourcing non core functions
- xvi. Establishment of guidelines and committee to regulate the quality of non-educational services at the University level.
- xvii. Prepare and put in place a Higher Education Act that articulates values and goals of Malawi higher education, creates and defines its governance and generally, and establish a National Council for Higher Education.
- xviii. In collaboration with relevant government departments, institute a semi-autonomous accreditation and quality assurance agency under the supervision of the National Council for Higher Education in Malawi.
- xix. Strengthen governance, management, oversight, transparency and accountability of higher education institutions so that it includes special needs, gender, HIV/AIDS among other issues..

(See Appendix 5 for activities and cost details)

5.0 KEY NESP INDICATORS

The enrolments, completion rates, staffing levels and teacher distribution are expected to improve by 2017 as follows:

5.1 BASIC EDUCATION

5.1.1 Early Childhood Development

- i. 80 percent of the children (including special needs) are reached by 2017,
- ii. Ratio of caregiver to child is 1:20 by 2017,
- iii. Ratio of helper to child is 1:40 by 2017, and
- iv. Increased expenditure for ECD by 3 percent of total education budget.

5.1.2 Adult Literacy

- i. Literacy rate of 15 years and above improved by 50 percent by 2015 and 60 percent by 2018. Thus number of adults reach 5 million (including special needs) by 2017,
- ii. Equitable distribution of literacy rates between male and female by 2017,
- iii. At least 92,000 literacy centres by 2017,
- iv. At least 3 percent of adult literacy over total education spending, and
- v. Having IRI in all CBE and adult literacy centres by 2017.

5.1.3 Out-of-School Youth

- i. 600 centres for CBE are established yearly from 2012/13,
- ii. 90 percent of out-of-school youth (including special needs) have access to training/education by 2017,
- iii. At least 85 percent literacy rate for population aged 15-24, and
- iv. At least 2 percent of out-of-youth expenditure over total educational.

5.1.4 Primary

- i. Reduced drop out from 14.3 percent to 5 percent,
- ii. Reduced repetition from 18 percent to 5 percent. Only move towards automatic promotion upon developing mechanisms for remedial measures for failing pupils and improving teaching and learning which reflects successful continuous and summary assessment,
- iii. Improved distribution of teachers in rural areas from 1 qualified teacher to 90 pupil to at least 1:70,
- iv. Improve the survival rate of pupils to standard five from 53 percent to 75 percent, and Increase the survival rate from 29.6 percent to 60 percent at standard 8

Overall Basic Education ranges between 54 percent and 60.2 of the total education expenditure during the plan period.

5.2 SECONDARY EDUCATION

- i. Increased secondary enrolment and mainly girls participation to at least 50 percent,
- ii. Improved throughput at MSCE from the current 38.6 percent in 2006 to at least 65 percent,
- iii. Increased teaching staff to student ratio in Community Day Secondary Schools from 1:104 to 1:60. Ultimately reduce to 1:40 by 2017,
- iv. Reduced overhead costs of secondary education as a result of increased enrolment and reduced boarding subsidy, and
- v. Overall total recurrent budgetary allocation for secondary should be at least 12 percent to a maximum of 16.6 percent during the plan period.

5.3 TEACHER EDUCATION (PRIMARY AND SECONDARY)

- i. Increasing the supply of teachers with a bias towards increase female throughput for both primary and secondary schools by at least 35 percent,
- ii. Mainstreaming of special needs education in at least half of the teacher training colleges,
- iii. Institutionalization of In-Service Training (INSET)/Continuous Professional Development for Teachers in the education system,
- iv. Increased and rationalized use of teaching staff, and
- v. Overall the recurrent budgetary allocation for teacher education ranges between 4.8 percent and 6.1 percent of the total budget during the plan period.

5.4 TECHNICAL AND VOCATIONAL TRAINING

- i. Increased enrolment with a bias towards increasing the intake of females in non-traditional areas and special needs students,
- ii. Reducing overhead costs of running colleges,
- iii. Rationalizing teaching staff in line with relevant training requirements, and
- iv. Overall recurrent budget requirement for technical vocational training is 0.7percent to 4.4 percent between 2008 and 2017.

5.5 HIGHER EDUCATION

- i. Doubling enrolment whilst taking into account special needs and gender factors,
- ii. Reducing overhead costs from 185 US dollars to 65 US dollars or below,
- iii. Increasing and rationalizing staffing levels with appropriate qualification from 20 percent to 75 percent, and
- iv. The total budget during the plan period ranges between 12.1 percent and 15.1 of total recurrent education budget.

6.0 IMPLEMENTATION, MONITORING AND EVALUATION

6.1 IMPLEMENTATION

Implementation plans for each programme area will be presented as part of the Medium Term Expenditure Framework although in a form of three year implementation schedule and plan; ultimately specified into Annual Implementation Plan (AIP) with mobilization action plans in them. The AIP will be associated with an annual work plan. It is recognized that implementation capacity in the sector is fragmented and weak at all levels. This is partly a result of the significant impact of HIV/AIDS and lack of a holistic understanding of the sector by key prime movers in education. Current teacher attrition rates run at six percent (6%), much of which is attributed to the effects of HIV/AIDS.

To effectively and efficiently absorb additional financing, the sector will require significant institutional strengthening and capacity development. Furthermore, the NESP will assist in defining the overarching mandate and expected outcome of the education sector so that all efforts are harnessed around such expectations. Of course one of the key programmes for attaining success in realizing the NESP is Capacity Development.

In a nutshell, the (Government of Malawi Ministry of Education, Science and Technology and other relevant institutions) will facilitate the implementation of the plan by:

- i. Formulating into programmes the major development priorities indicated in this plan,
- ii. Monitor and evaluate on periodic basis the progress made in meeting specified outcomes,
- iii. Determining outcome indicators in line with overall plan statistical data, enrolments, staffing levels, costs and any other relevant areas which will be updated periodically in line with the monitoring and evaluation process,
- iv. Assisting districts to develop plans (within the set of national guidelines and micro planning survey results) for local allocation of resources for mainly pre-school, primary, IRI, CBE, open and distance learning and secondary education development. The plans will be implemented as part of MTEF, and
- v. Establishing a development programme which will take care of capacity development in the context of aligning technical assistance with associated commodity aid, training requirements and improved structural and systemic approaches in the execution of development and related issues.

6.2 Monitoring and Evaluation

Monitoring and evaluation of the NESP implementation is key to the achievement of the key priorities and programmes and attainment of the goals and objectives aimed at improving access and equity, quality and relevance, governance and management of education in Malawi. It is further necessary to denote that there will be research to complement and make meaning of the different interventions and M and E during the plan period.

The need for Monitoring and Evaluation (M and E)

- Will assist in the annual review of the NESP and its comprehensive review initially after three years.

- Will enable stakeholders to know the extent to which the programmes are meeting their objectives and leading to their desired effects

- Will build greater transparency and accountability in terms of use of resources

- Information generated through M&E will provide policy makers with a clearer basis for policy making

- Will provide regular feedback to enhance the on-going learning experience and to improve the planning process and effectiveness of interventions

- NESP implementation will be monitored using various indicators provided in the action plan for each education sub sector. The action plan has outlined a variety of monitoring indicators ranging from input and output to outcome and impact indicators.

The formal monitoring and evaluation of NESP will be based on the existing systems, strengthened by including a broader range of stakeholders and refining the mechanisms used. Apart from this formal internal system, the NESP will encourage the development of other external monitoring systems through civil society institutions. To this end, Government will ensure that monitoring information is transparent and widely disseminated. Civil society and public media will be used to disseminate information to all stakeholders.

In a nutshell, the NESP, without disregard of other M and E methods and tools not stated herein, will generally use the following methods and tools for monitoring and evaluation: questionnaires/surveys, interviews, documentation reviews, observations, focus groups, case studies, key informant interviews and direct measurements at school, zone, district, division and national level.

6.3 The Logical Framework Approach to NESP programme implementation and its monitoring and evaluation

The logical framework approach provides a structure for logical thinking in NESP programme implementation and its monitoring and evaluation. It makes the NESP programme logic explicit, provides the means for a thorough analysis of the needs of NESP programme beneficiaries and links programme objectives, strategies, inputs and activities to the specified needs. Furthermore, it indicates the means by which programme achievement may be measured.

The Logical Frame Matrix Structure

Programme Description	Indicators	Means of Verification (MOV)	Assumptions
Goal: The broader development impact to which the NESP programme contributes at a national and/or sectoral level.	Measures of the extent to which a contribution to the goal has been made. Used during evaluation.	Sources of information and methods used to collect and report it.	Explicit presentation of related documents such as the MGDS and other international documents and protocols and their indicators
Purpose: The development outcome expected at the end of the programme. All education sub sectors will contribute to this.	Conditions at the end of the NESP plan indicating that the Purpose has been achieved. Used for programme implementation and evaluation.	Sources of information and methods used to collect and report it.	Assumptions concerning the purpose/ goal linkage.
Programme Objectives: The expected outcome of producing each programme's outputs.	Measures of the extent to which programme objectives have been achieved. Used during review and evaluation.	Sources of information and methods used to collect and report it.	Assumptions concerning the programme objective/ purpose linkage.
Outputs: The direct measurable results (goods and services) of the programme which are largely under programme management's control.	Measures of the quantity and quality of outputs and the timing of their delivery. Used during monitoring and review.	Sources of information and methods used to collect and report it.	Assumptions concerning the output/ programme objective linkage.
Activities: The tasks carried out to implement the project and deliver the identified outputs.	Implementation/work programme targets. Used during monitoring.	Sources of information and methods used to collect and report it.	Assumptions concerning the activity/ output linkage.

To strengthen implementation, monitoring and evaluation, beneficiary communities will have to be involved in most if not all activities of realising the NESP. Education districts and the Civil Society Organizations shall, therefore, mount capacity building exercises for communities to get involved in

input, processes, output, outcomes and impact of NESP at both the local and national level. Further, the existing education sub sectors implantation and monitoring and evaluation systems will be enhanced to allow for efficient, effective, consistent and quality tracking of expenditures.

7.0 FINANCIAL IMPLICATIONS

The projected costs and financing needs of Malawi's education plans are described in this section (See Tables 3 to 6 for details). The education sector will continue to receive the biggest share of the national budget, which is expected to increase as Malawi benefits from the expected rapid growth in national income in coming years. However, even with the expected economic growth, education will require major and increased support from development partners in order to meet national targets.

7.1 OVERALL RECURRENT COST

Table 3 on page 33 shows projections of the recurrent costs of the education system for 2008 to 2017, incorporating the new programmes needed to meet the targets set by the NESP, the MGDS, EFA and the Millennium Development Goals. The amounts are expressed in constant 2007 prices, that is including the 2007 salary increase. The table shows projected spending financed by Government from its own budgetary resources, or financed by existing development partner commitments not included in the Operational Budget, and also costs for which further funding is sought.

The projected increase in primary education spending reflects the costs of the following:

- i. Salaries and allowances of increasing numbers of qualified teachers as the graduates of teacher training institutions are recruited,
- ii. Salaries and allowances of unqualified trainee teachers (volunteer teachers) who will be studying through distance education. Distance education trainee teachers will fill the gap remaining between the numbers of teachers needed and the numbers of qualified teachers available, after replacing attrition among existing teachers, allowing for increased double-shift and multi-shift working, and a progressive reduction in the pupil-teacher ratio to reach 60:1 by 2013,
- iii. Books, and teaching-learning materials (especially exercise books),
- iv. School feeding and nutrition programmes,
- v. A proposed hardship fund for teachers in difficult areas, and a nutrition programme for teachers who are HIV positive,
- vi. Programmes to encourage girls to enrol and to stay in school; and to support orphans and those with special needs, and
- vii. Payments to schools for operating expenses and for routine maintenance.

Similarly, Secondary costs include:

- i. PE costs of increased numbers of qualified teachers, reflecting progressive recruitment of teachers with teaching qualifications (or relevant degrees) as Government secondary schools expand, balanced by a reduction in employment of unqualified teachers,

- ii. Books and teaching materials, balanced by an increase in the student contribution to the school textbook revolving fund,
- iii. Maintenance of Secondary Schools and necessary provision for girls and special needs,
- iv. Grants to Private Secondary Schools and Open Distance Learning (includes registration, monitoring of these institutions),
- v. Bursaries, and
- vi. Other Recurrent Transactions (increasing in line with enrolment).

Teacher Education includes the recurrent costs of training expanded numbers of trainee teachers in the training institutions, together with the costs of distance education for in-service trainees.

Higher Education includes:

- i. An increase in student loans to reflect a progressive increase in enrolment, and because students will be expected to pay for food and lodging, balanced by targeting loans only to students in need, and
- ii. Grants to universities remaining constant until 2012, reflecting reduced costs following the expected increases in operating efficiency.

Proportionally, in 2007 primary education received 54.6% of total recurrent spending, secondary education 12.0% and universities (including student loans) 20.8%. Table 3 shows primary costs growing to over 58.5% by 2012, and then falling slightly, as a proportion of significantly increased total spending. Because of the rapid growth in spending on primary education, Secondary costs would be lower as a proportion during the early years, and then increase to 21.4% of total by 2017. University spending would fall from its present comparatively high proportion, to between 10 and 11% by the end of the period.

Administration and other costs (for example, costs of subvented organisations such as the Examinations Board) were estimated in 2007/08 at 7.5% of recurrent spending on education. They are projected to fall as a proportion of recurrent spending to 7.2% in 2012 and 7.6% in 2017.

Table 3: Recurrent Costs of Education Programmes, Million MK, Constant 2007 Prices

RECURRENT COSTS	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Early Childhood	1,153.68	1,313.36	1,613.17	1,838.07	2,187.31	2,517.94	2,762.80	2,964.89	3,262.03	3,497.75	3,831.21
Complementary Basic	-	53.26	156.03	293.10	361.73	449.30	472.17	495.05	495.05	495.05	495.05
Primary	13,775.96	14,947.36	16,657.82	17,510.09	17,911.47	19,770.58	20,692.38	20,457.04	21,413.21	22,061.20	21,364.54
of which, Teacher PE	6,909.37	7,207.53	7,651.95	8,070.06	8,659.21	9,286.94	9,862.59	10,124.12	10,441.76	10,721.33	10,817.51
Books and Materials	3,920.32	4,168.34	4,354.10	4,432.99	3,829.11	4,554.01	4,763.54	4,013.66	4,650.55	4,749.70	3,997.58
School Feeding & Nutrition	2,460.24	2,590.20	2,717.60	2,845.00	2,945.77	2,974.19	2,993.06	3,002.48	3,001.52	2,991.80	2,976.47
Secondary	3,289.26	4,308.57	4,361.89	4,605.69	6,290.85	5,713.44	6,243.62	8,507.08	7,776.45	8,227.31	10,655.54
of which, Teacher PE	2,557.70	2,258.58	2,154.35	2,113.80	2,134.31	2,166.29	2,363.40	2,565.83	2,777.61	2,962.94	3,097.40
Books and Materials	-	1,148.79	1,170.29	987.29	2,471.71	1,587.33	1,478.28	3,395.87	2,159.71	1,991.60	4,170.09
Primary Teacher Education	1,040.59	1,397.30	1,612.09	1,643.81	1,653.44	1,756.47	1,894.02	1,931.58	1,878.05	1,838.84	1,842.11
Secondary Teacher Educ.	176.55	225.53	285.50	294.96	279.41	295.87	288.82	304.78	321.23	337.69	354.14
TVT	175.35	241.50	240.20	329.85	343.99	835.31	1,083.37	1,966.63	2,003.96	2,046.21	2,072.93
Universities, Student Loans	5,672.80	4,842.43	4,404.48	4,399.19	4,392.26	4,625.35	4,758.63	4,893.68	5,030.39	5,168.79	5,308.92
Administration	2,043.88	2,373.70	2,383.17	2,641.72	2,731.56	2,885.71	3,157.53	3,223.57	3,495.53	3,705.35	3,770.23
Inspectors, Teacher Support	17.67	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58
TOTAL RECURRENT	27,324.91	32,853.94	31,711.40	33,553.54	36,149.07	38,847.01	41,350.40	44,741.34	45,672.96	47,375.23	49,691.72
Recurrent excl. ECD, CBE	26,171.23	31,487.32	29,942.21	31,422.37	33,600.03	35,879.77	38,115.43	41,281.40	41,915.88	43,382.43	45,365.46

As Proportion of Total

RECURRENT COSTS	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Basic	54.6%	59.0%	58.1%	58.5%	56.6%	58.5%	57.9%	53.4%	55.1%	55.0%	51.7%
Secondary	12.0%	13.1%	13.8%	13.7%	17.4%	14.7%	15.1%	19.0%	17.0%	17.4%	21.4%
Teacher Education	4.5%	5.2%	6.0%	5.8%	5.3%	5.3%	5.3%	5.0%	4.8%	4.6%	4.4%
TVT	0.6%	0.7%	0.8%	1.0%	1.0%	2.2%	2.6%	4.4%	4.4%	4.3%	4.2%
Universities, Student Loans	20.8%	14.7%	13.9%	13.1%	12.2%	11.9%	11.5%	10.9%	11.0%	10.9%	10.7%
Administration	7.5%	7.2%	7.5%	7.9%	7.6%	7.4%	7.6%	7.2%	7.7%	7.8%	7.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4: Investment Costs of Education Programmes, Million MK, Constant 2007 Prices

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Basic	4,167.09	10,950.63	11,863.95	12,127.46	12,701.22	12,431.08	12,599.77	11,940.80	11,591.87	11,455.47	11,474.91
Secondary	364.00	3,009.70	1,719.72	2,297.72	3,103.62	3,286.26	3,945.48	3,974.72	3,943.39	3,545.41	2,796.10
Teacher Education	311.30	824.70	1,329.30	2,124.15	1,008.00	573.00	286.00	25.00	25.00	25.00	25.00
TVT	-	35.23	142.80	136.15	430.50	124.50	148.55	130.49	144.66	103.27	100.40
Universities, Student Loans	-	944.96	1,425.87	1,425.87	1,425.87	1,214.63	1,238.92	1,263.70	1,288.98	1,314.75	1,341.05
Administration	-	715.20	430.20	106.70	77.70	77.20	57.90	57.90	57.90	-	-
TOTAL DEVELOPMENT	4,842.39	16,480.42	16,911.84	18,218.05	18,746.91	17,706.67	18,276.62	17,392.61	17,051.79	16,443.90	15,737.46

Notes: 1. University investment costs included in grant funding under recurrent expenditure.
2. Other investment costs (ECD, Special Needs, Administration and Other Institutions) are not included.

Table 5: Total Costs of Education Programmes, Million MK, Constant 2007 Prices

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
TOTAL RECURRENT	27,324.91	32,853.94	31,711.40	33,553.54	36,149.07	38,847.01	41,350.40	44,741.34	45,672.96	47,375.23	49,691.72
TOTAL DEVELOPMENT	4,842.39	16,480.42	16,911.84	18,218.05	18,746.91	17,706.67	18,276.62	17,392.61	17,051.79	16,443.90	15,737.46
TOTAL EXPENDITURE	32,167.30	49,334.36	48,623.24	51,771.60	54,895.98	56,553.68	59,627.02	62,133.96	62,724.75	63,819.13	65,429.18

Sub-Sectors as Proportion of Total

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Basic Education	59.4%	61.5%	62.3%	61.4%	60.4%	62.2%	61.3%	57.7%	58.6%	58.8%	56.8%
<i>Early Childhood Development</i>	3.6%	2.7%	3.9%	3.8%	4.6%	4.8%	5.2%	5.1%	5.8%	5.9%	6.3%
<i>Complementary Basic Education</i>	0.0%	0.1%	0.3%	0.6%	0.7%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
<i>Primary (formal)</i>	55.8%	58.7%	58.0%	56.9%	55.2%	56.6%	55.2%	51.8%	52.0%	52.1%	49.8%
Secondary	11.4%	14.8%	12.5%	13.3%	17.1%	15.9%	17.1%	20.1%	18.7%	18.4%	20.6%
Teacher Education	4.8%	5.1%	6.6%	7.8%	5.4%	4.6%	4.1%	3.6%	3.5%	3.4%	3.4%
TVT	0.5%	0.6%	0.8%	0.9%	1.4%	1.7%	2.1%	3.4%	3.4%	3.4%	3.3%
Universities, Student Loans	17.6%	11.7%	12.0%	11.3%	10.6%	10.3%	10.1%	9.9%	10.1%	10.2%	10.2%
Administration	6.4%	6.3%	5.8%	5.3%	5.1%	5.2%	5.4%	5.3%	5.7%	5.8%	5.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source for Tables 7.1 to 7.3: Ministry of Education projections

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Recurrent Cost Education as % GDP	6.2%	5.6%	5.6%	5.7%	5.7%	5.7%	5.9%	5.6%	5.5%	5.4%	6.2%
Total Cost Education as % GDP	9.3%	8.6%	8.6%	8.6%	8.4%	8.3%	8.1%	7.7%	7.4%	7.2%	9.3%

Source: GDP – Ministry of Finance/IMF Report, Ministry of Education projections

Table 6: Projected Financing for Education Spending

Projections: Fiscal Years	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
GDP, 2007/08 Prices	491,058.3	526,250.0	560,982.5	598,568.3	636,876.7	676,363.1	718,297.6	762,832.0	810,127.6	860,355.5	913,697.6	970,346.8
Growth in GDP, constant prices	7.6%	7.3%	6.6%	6.7%	6.4%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Government current expenditure net of interest repayment, % of GDP (IMF to 2009/10)	17.9%	18.9%	21.6%	18.4%	18.4%	18.4%	18.4%	18.4%	18.4%	18.4%	18.4%	18.4%
Government current expenditure net of interest repayment, MK million, 2007/08 prices	87,899.4	99,461.3	121,172.2	110,136.6	117,185.3	124,450.8	132,166.8	140,361.1	149,063.5	158,305.4	168,120.3	178,543.8
Government recurrent education expenditure, own resources, % of disposable recurrent spending	20.0%	20.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%
Government recurrent expenditure on education, MK million	17,549.4	20,680.9	24,234.4	22,027.3	23,437.1	24,890.2	26,433.4	28,072.2	29,812.7	31,661.1	33,624.1	35,708.8
Government capital expenditure on education, own resources	485.0	302.0	321.9	343.5	365.5	388.1	412.2	437.8	464.9	493.7	524.3	556.9

Sources: Ministry of Finance/IMF data, projected growth rates, proportions of expenditure; Ministry of Education projections.

Calendar Years	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Government recurrent education expenditure, MK million	19,115.2	22,457.7	23,130.9	22,732.2	24,163.6	25,661.8	27,252.8	28,942.5	30,736.9	32,642.6	34,666.4
Government education capital expenditure, own resources	393.5	312.0	332.7	354.5	376.8	400.2	425.0	451.3	479.3	509.0	540.6
Donor estimated disbursements	8,302.7	10,174.8									
Estimated Funding Available	27,811.4	32,944.5	23,463.6	23,086.7	24,540.4	26,061.9	27,677.8	29,393.8	31,216.2	33,151.6	35,207.0
Projected Expenditure											
Recurrent Programmes	27,324.9	32,853.9	31,711.4	33,553.5	36,149.1	38,847.0	41,350.4	44,741.3	45,673.0	47,375.2	49,691.7
Capital Cost	4,842.4	16,480.4	16,911.8	18,218.1	18,746.9	17,706.7	18,276.6	17,392.6	17,051.8	16,443.9	15,737.5
Total Programme Cost	32,167.3	49,334.4	48,623.2	51,771.6	54,896.0	56,553.7	59,627.0	62,134.0	62,724.7	63,819.1	65,429.2
Funding Gap, MK Million	16,389.9	25,159.6	28,684.9	30,355.6	30,491.7	31,949.2	32,740.2	32,740.2	31,508.5	30,667.5	30,222.2
"Additional" Funding Gap	113.0	173.5	197.8	209.3	210.3	220.3	220.3	225.8	217.3	211.5	208.4
MK Mns	16,389.9	14,984.84	18,510.11	20,180.75	20,316.94	21,774.45	22,565.36	21,333.74	20,492.72	20,047.37	
US\$ Mns	113.0	103.3	127.7	139.2	140.1	150.2	155.6	147.1	141.3	138.3	

Notes: Calendar year projections of fiscal data are two-year averages of fiscal year projections.

"Additional Funding Gap" assumes donor contributions remain at 2008 level, MK8,300 million (US\$57.0 mn) each year.

7.2 OVERALL INVESTMENT COST

Table 4 shows projected total public investment expenditure in education, increasing from MK 4.8 billion in 2007 to MK16.4 billion in 2008, and a peak of MK17.1 billion in 2013.

- i. The major increase is in the expanded priority programme for primary education, including building new schools, new and rehabilitated classrooms and other facilities in existing schools, making grants for shelters to communities which are waiting for classrooms to be built, and building teachers' houses in difficult areas,
- ii. Secondary education has a significant programme for new and rehabilitated classrooms and other facilities,
- iii. Teacher education and TVT have programmes for rehabilitation and expansion, and
- iv. Investment programmes for administration and other institutions are being considered. University investment funding has been included in recurrent grants under the operational budget.

Proportionally, primary education remains by far the largest part of education investment (between 65 and 70%); projected secondary investment spending will grow from under 8% of total to 20% after 2012.

The rapid increase in projected investment spending between 2007 and 2008 reflects the planned emergency programme for primary school construction. Implementation capacity is gearing up to meet this challenge, and will respond to the extent that funds are available.

7.3 OVERALL TOTAL COST

Projected growth in the costs of total annual public education programmes from 2007 to 2012 is 76%. Of the increase (an amount of MK 24.4 billion), about 47% (MK11.52 billion) represents recurrent spending, and about 53% (MK12.86 billion) investment spending.

Recurrent spending on education (including spending from domestic resources and donors), was 5.5% of GDP in 2007. Total spending, recurrent and capital, was 6.5% of GDP.

7.4 FINANCING THE PROGRAMMES

Projections made by the Ministry of Finance and IMF show rapid growth in GDP over the period to 2010/11. Table 6 shows the domestic resources that would be available for spending on education if GDP grows as projected, and then continues at an annual rate of 6.2% to 2017/18, if government disposable spending (that is, net of interest repayments) remains at the 18.4% of GDP projected by the Ministry of Finance/IMF for 2009/2010, and if the proportion of disposable expenditure devoted to education remains at the current 20%. The Table projects capital spending, assuming that capital spending from domestic resources would grow at the same rate as GDP.

Comparing projections of resources available with programme costs shows a financing gap of MK16.3 billion (US\$113 million) for 2008, growing to between about MK20 and 22 billion (about US\$140 to 160 million) annually over the period 2009 to 2014, and then declining. The projected

gap compares with the MK10.2 billion (US\$70 million) which development partners have committed to disburse in 2008.

These projections are based on relatively conservative assumptions about GDP growth, and the proportions of GDP and of overall Government resources that might be devoted to education. Malawi seeks development partner support to enable it to meet its national goals.

7.5. ALTERNATIVE ASSUMPTIONS

We fully intend to implement the plans presented above. However, should the necessary resources not be available, we would need to seek alternative means of meeting national needs in a way that would reduce public spending on education. In that case, we expect that, for example, growth in secondary and higher education would have to rely more on the private sector, on distance and open learning, and on parallel courses in public institutions.

If on the other hand greater proportions of GDP or government domestic resource spending are available for education, we should as priorities (a) move more rapidly to reduce the pupil:teacher ratio in primary education towards a level of 45:1; and (b) increase book availability in secondary school to one textbook per student by the later years of the programme.

Appendix 1: Summary for Basic Education Development Plan (Primary)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
EARLY CHILDHOOD DEVELOPMENT											
Early Childhood Development	1153.7	1313.4	1613.2	1838.1	2187.3	2517.9	2762.8	2964.9	3262.0	3497.7	3831.2
NON-FORMAL BASIC											
Complementary Basic Education Programme	53.3	156.0	293.1	361.7	449.3	472.2	495.0	495.0	495.0	495.0	495.0
PRIMARY EDUCATION											
Primary Teachers total	6,909.37	7,207.53	7,651.95	8,070.06	8,659.21	9,286.94	9,862.59	10,124.12	10,441.76	10,721.33	10,817.51
Remuneration											
<i>Of which</i> – Qualified Teachers	6,909.37	7,171.95	7,364.11	8,028.35	8,741.96	9,413.47	9,846.10	10,304.82	10,705.12	10,788.87	
– Distance Education - Trainees	240.00	480.00	705.95	630.86	544.98	449.12	278.01	136.94	16.21	28.64	
Hardship Fund for Primary Teachers in Rural Areas	-	184.56	459.20	555.51	680.15	821.18	899.16	1,093.56	1,135.47	1,172.28	1,183.75
Nutrition for HIV+ve Teachers	90.00	120.00	153.05	186.09	219.14	252.18	285.23	315.23	367.37	375.23	405.23
Books (see Note)	1,719.87	1,915.83	2,064.40	2,104.08	1,467.00	2,164.28	2,347.90	1,585.42	2,226.59	2,345.27	1,621.99
Teaching & Learning Materials	2,200.45	2,230.38	2,267.56	2,306.77	2,339.97	2,367.59	2,393.50	2,406.10	2,401.82	2,382.29	2,353.45
School Feeding	1,137.47	1,227.31	1,317.14	1,406.98	1,474.36	1,474.36	1,474.36	1,474.36	1,474.36	1,474.36	1,474.36
Disease Prevention; Micronutrient Supplements	1,322.77	1,362.90	1,400.46	1,438.02	1,471.41	1,499.83	1,518.70	1,528.12	1,527.16	1,517.44	1,502.11
Set up and support 'Mother Groups' for Girls' Enrolment	-	29.58	59.74	90.48	121.80	153.70	155.15	156.60	158.05	158.05	158.05
Grants to support Girls in Isolated Areas, Standards 5-8	-	48.00	97.50	147.00	330.00	360.00	390.00	397.50	450.00	457.50	465.00
Orphan Support - Grants to Schools	-	29.58	59.74	90.48	121.80	153.70	155.15	156.60	158.05	158.05	158.05
Grants to Schools: Direct Support	-	153.00	154.50	156.00	157.50	159.00	160.50	162.00	163.50	163.50	163.50
Grants to Schools: Routine Maintenance	-	342.72	346.08	349.44	352.80	356.16	359.52	362.88	366.24	366.24	366.24

Interactive Radio Instructions (IRI) programme	59.00	12.00	18.00	26.00	34.00	43.00	53.00	63.00	66.00	69.00	73.00
Interactive Video (EuroTalk Ltd)	-	28.13	28.13	28.13	28.13	28.13	28.13	28.13	28.13	28.13	28.13
Inspectors, Teacher Support Staff: Training + Travel costs	17.67	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58	51.58
Assessment: SACMEQ	29.00	21.00	-	-	25.00	25.00	-	-	25.00	25.00	-
Special Needs Issues	-	128.06	124.87	85.79	85.79	85.79	85.79	85.79	80.29	80.29	80.29

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Construction Programmes											
Rehabilitate Schools	600.00	1,125.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Expand Existing Schools and Build New	2,385.10	3,450.00	4,600.00	5,060.00	5,520.00	5,520.00	5,520.00	5,060.00	4,600.00	4,600.00	4,600.00
Grant to Communities for Shelters for Primary Classes	870.89	1,478.18	355.30	241.87	128.97	-	-	-	-	-	-
Other Construction in Existing Schools (inc. Water, Latrines)		245.00	245.00	245.00	245.00	245.00	245.00	245.00	245.00	245.00	245.00
Supply Classroom Furniture to Existing and New Schools	311.10	1,392.45	1,542.45	1,602.45	1,662.45	1,662.45	1,662.45	1,602.45	1,542.45	1,542.45	1,542.45
Construct Teachers' Houses	-	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Construct Teachers' Houses (Grants to Communities)	-	75.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00
Early Childhood - Development structures (Classrooms and ECD Resource Centres)	-	-	296.20	153.14	319.79	178.62	347.31	208.35	379.42	243.02	262.46
Special Needs Buildings	-	185	175	175	175	175	175	175	175	175	175
Total	4,167.09	10,765.63	11,392.75	11,799.32	12,206.42	12,077.45	12,077.45	11,557.45	11,037.45	11,037.45	11,037.45
Construction, Furniture, Equipment											

Other Programmes - Cost included in Overall Administration and Other Costs:

Research reasons for internal inefficiency in primary
 Research & develop new teaching & assessment methods & policies
 Coordinate literacy & education activities for adults
 Promote private sponsorship of schools; twinning and linking of schools
 Mobilise communities to participate in "Whole-School Development" and management
 Monitoring, evaluation and EMIS, including introducing District EMIS
 Coordinate & enforce implementation of official education policies

Notes to Table

Cost of books and materials includes estimate for training teachers in new curriculum and book use.
 Teachers guides, registers, curriculums, etc. included in costs of books and materials
 See Teacher Education for in-service training, continuing professional development, distance education
 Training and introduction of new programmes (such as HIV awareness education, guidance & counselling) included in in-service training/CPD

ARV drugs for HIV-positive teachers provided under national programme - costs not specific to education sector
 School administration block construction included in school expansion and rehabilitation

Appendix 2: Summary for Secondary Education Development Plan

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Teacher Remuneration	2,557.70	2,258.58	2,154.35	2,113.80	2,134.31	2,166.29	2,363.40	2,565.83	2,777.61	2,962.94	3,097.40
Of which – Qualified Teachers, Teachers with Degrees	1,148.80	1,206.60	1,307.65	1,447.76	1,639.88	1,858.70	2,066.45	2,288.44	2,523.24	2,744.06	2,927.05
Unqualified Teachers, Primary Teachers in Secondary	1,353.80	998.09	780.02	589.79	405.97	202.25	182.26	153.09	113.62	62.24	-
Open School Teachers	55.10	53.90	66.68	76.26	88.46	105.34	114.69	124.30	140.75	156.63	170.35
ORT Secondary Schools	522.34	526.16	548.38	583.26	633.20	683.18	750.31	818.75	887.50	946.13	986.42
Books and Teaching Materials	-	1,148.79	1,170.29	987.29	2,471.71	1,587.33	1,478.28	3,395.87	2,159.71	1,991.60	4,170.09
Bursary for Gifted Students at Kamuzu Academy	185.22	246.96	308.70	370.43	370.43	370.43	370.43	370.43	370.43	370.43	370.43
Bursary for Needy Girl Students	-	55.30	110.60	165.90	221.20	221.20	221.20	221.20	221.20	221.20	221.20
Maintenance of Secondary Schools	24.00	24.00	24.00	300.00	300.00	450.00	750.00	750.00	900.00	1,200.00	1,200.00
Register, monitor and support Private and Open Distance Schools	-	-	-	75.00	150.00	225.00	300.00	375.00	450.00	525.00	600.00
Special Needs Issues	-	48.78	45.59	10.00	10.00	10.00	10.00	10.00	10.00	10.00	10.00
Total Construction, Equipment	364.00	2,997.70	1,707.72	2,285.72	3,091.62	3,286.26	3,945.48	3,974.72	3,943.39	3,545.41	2,796.10
Of which - Upgrade, Rehab. CDSS & other Gov't Supported Schools	174.0	645.5	913.5	1,227.0	1,227.0	1,227.0	1,227.0	1,227.0	1,227.0	1,227.0	1,227.0
Construct Additional-Classrooms, Other School Buildings	-	360.64	520.22	765.86	1,518.48	1,700.24	2,315.88	2,344.57	2,315.31	1,946.41	1,246.64

Construct Girls' Hostels in 40.00	266.77	-	-	-	-	-	-	-	-	-
Secondary Schools										
Supply Classroom Furniture-	115.63	123.97	142.84	196.12	208.99	252.57	253.12	251.05	221.98	172.43
Teacher Housing - 150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00	150.00
Rehabilitate and Build New										
Special Needs Buildings-	12.00	12.00	12.00	12.00	-	-	-	-	-	-

Other Programmes - Cost included in Overall Administration and Other Costs:

1. Develop and implement new curriculum; Research & develop new teaching & assessment methods & policies
2. Develop a code of conduct for public and private school teachers
3. Coordinate & enforce implementation of official education policies; Monitoring, evaluation and EMIS

Notes

1. Cost of books and materials includes estimate for training teachers in new curriculum and book use. Teachers guides, registers, curriculums, etc. included in costs of books and materials.
2. See Teacher Education for in-service training, continuing professional development, distance education. Training and introduction of new programmes (such as HIV awareness education, life skills, guidance & counseling) included in in-service training/CPD.
3. ARV drugs for HIV-positive teachers provided under national programme - costs not specific to education sector
4. School administration block, libraries, laboratories, latrines, boreholes: construction included in school expansion and rehabilitation

Appendix 3: Summary for Teacher Education (Primary and Secondary)

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Distance Education for Primary Trainee Teachers	-	31.60	191.50	286.48	208.07	184.46	155.30	68.80	36.06	4.27	7.54
Primary TTC Operating Costs, Staff PE, Student Allowances	488.49	489.27	489.27	559.73	559.73	559.73	613.22	613.22	613.22	613.22	613.22
Primary TTC Operating Costs, Staff PE, Student Allowances for DAPP colleges	-	81.93	122.53	154.06	234.41	340.72	473.61	553.35	686.24	712.82	712.82
Primary Teacher Continuing Professional Development	405.88	368.92	338.08	64.10	64.10	64.10	64.10	64.10	64.10	64.10	64.10
Students in Teaching Practice	143.22	210.00	210.00	210.00	240.00	240.00	240.00	264.00	264.00	264.00	264.00
Training Head Teachers, School Management	-	32.73	33.05	33.37	33.69	34.01	34.33	34.65	34.97	34.97	34.97
Train TTC Teacher Educators	3.00	3.00	3.00	3.00	0.38	0.38	0.38	0.38	0.38	0.38	0.38
Train Secondary Science & Maths Teachers (SMASSE)	12.00	35.00	69.00	62.00	30.00	30.00	6.50	6.00	6.00	6.00	6.00
Provide & Upgrade Secondary Distance Education & Pre-Service Teacher Training	164.55	181.01	197.46	213.92	230.37	246.83	263.28	279.74	296.19	312.65	329.10
Staff Development: Support Teachers doing B.Ed. In Universities	-	9.52	19.04	19.04	19.04	19.04	19.04	19.04	19.04	19.04	19.04
Special Needs Issues	-	116.78	161.59	270.00	250.00	270.00	250.00	270.00	116.00	82.00	82.00
Build New Primary TTCs	136.30	343.70	748.30	999.15	683.00	348.00	261.00	-	-	-	-
Other Construction in TTCs	150.00	250.00	250.00	100.00	-	-	-	-	-	-	-
Rehabilitate TTCs	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00	25.00
Special Needs Buildings	-	206.00	306.00	1,000.00	300.00	200.00	-	-	-	-	-

Other Programmes - Cost included in Overall Administration and Other Costs

1. Develop Distance Learning Programme for Upgrading Primary Teachers to Secondary
2. Introduce B.Ed. at Domasi

Notes

1. Primary Teacher Professional Development is initially training under PCAR
2. Training of Teacher Educators includes pre-service and in-service upgrading; also training of TTC managers
3. Secondary teacher training costs refer to Domasi TTC. Cost of teacher training in universities are included in University costs

Appendix 4: Summary for Technical and Vocational Training Development Plan

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Operations, Staff Remuneration Technical Colleges	174.36	191.53	193.07	247.94	261.74	357.16	394.82	437.69	474.64	516.52	543.25
Train TVT Teachers/Instructors, Technicians	0.99	1.20	1.55	1.91	2.25	2.65	3.05	3.44	3.82	4.19	4.18
Maintenance of Technical Colleges	-	-	-	70.00	70.00	70.00	80.00	80.00	80.00	80.00	80.00
Upgrading of TEVETA equipment to international standard	-	-	-	-	-	-	-	840.00	840.00	840.00	840.00
Maintenance costs for running equipment at international standards	-	-	-	-	-	395.50	395.50	395.50	395.50	395.50	395.50
Grants to TEVETA Private Providers	-	-	-	-	-	-	200.00	200.00	200.00	200.00	200.00
Special Needs Issues	-	48.8	45.6	10.0	10.0	10.0	10.0	10.0	10.0	10.0	10.0
Construct, Rehabilitate Technical Colleges	-	-	120.80	115.15	109.50	109.50	133.55	115.49	129.66	88.27	90.40
Set up Village Polytechnics, Mobile units	-	-	16.00	21.00	21.00	15.00	15.00	15.00	15.00	15.00	10.00
Construction of TEVET accreditation body	-	-	-	-	300.00	-	-	-	-	-	-
Ethanol propelled motor vehicle project	-	29.23	-	-	-	-	-	-	-	-	-
Special Needs Building	-	6	6	-	-	-	-	-	-	-	-

Other Programmes - Cost included in Overall Administration and Other Costs

1. Develop appropriate registration system of private TVT institutions
2. Consultation with stakeholders
3. Recurrent costs of Community & Village Polytechnics, and training of their instructors
4. Review and reform TVT curriculum
5. Monitor and evaluate the impact of TVT

Notes

1. Investment and training to encourage participation of girls in TVT are included in general TVT investment and recurrent spending

Appendix 5: Summary for Higher Education and Administration Programmes

Universities	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Subventions to Public Universities	5,672.8	5,787.4	5,830.4	5,825.1	5,818.1	5,840.0	5,997.6	6,157.4	6,319.4	6,483.5	6,650.0
<i>Of which Net Spending on Student Loans</i>	391.8	406.4	549.4	544.1	537.1	559.0	610.9	663.0	715.1	767.2	819.3
Administration and Other											
Administration Recurrent Costs	2,043.88	2,373.70	2,383.17	2,641.72	2,731.56	2,885.71	3,157.53	3,223.57	3,495.53	3,705.35	3,770.23
Administration Development Costs	-	715.20	430.20	106.70	77.70	77.20	57.90	57.90	57.90	-	-
Annex in Central Ministry	-	500.0	-	-	-	-	-	-	-	-	-
Rehabilitation of Printing Press (MANEB)	-	-	3.0	1.5	0.5	-	-	-	-	-	-
Extension of UNESCO Commission	-	18.0	-	-	-	-	-	-	-	-	-
Construction of National Library Service Commission Buildings	-	20.0	250.0	28.0	-	-	-	-	-	-	-
Construction of Divisional Offices	-	19.3	19.3	19.3	19.3	19.3	-	-	-	-	-
Construction of District Offices	-	57.9	57.9	57.9	57.9	57.9	57.9	57.9	57.9	-	-
Construction of MANEB Offices	-	100.0	100.0	-	-	-	-	-	-	-	-
Administration as % of Recurrent Education Costs	7.5%	8.0%	7.5%	7.9%	7.6%	7.4%	7.6%	7.2%	7.7%	7.8%	7.6%

Notes

1. The Higher Education development programme is not costed separately since the universities receive funding in the form of a subvention, intended to contribute to their overall expenditures, both recurrent and development.
2. Projected recurrent costs of administration shown in Table 5 include Central and District education administrations; also Subvented Organizations not mentioned elsewhere, such as examinations and the Institute of Education

ⁱ Standard 1 (7 subjects), Standard 2 (7 subjects), Standard 3 (8 subjects), Standard 4 (8 subjects), Standard 5 (10 subjects), Standard 6 (10 subjects), Standard 7 (10 subjects) and Standard 8 (10 subjects)