Government of Malawi

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE 2015/16 EDUCATION SECTOR PERFORMANCE REPORT

Strengthening Governance and Management for Improved Access and Quality in Education

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3-4 November, 2016			
Venue: Crossroads Hotel			
JOINT SECTOR REVIEW PROGRAMME - MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY			
First Day: 3rd November 2016		**Master of Ceremony :**	**Mr Kaludzu - Director of Adminstration**
TIME	**ACTIVITY**	**PRESENTER**	**FACILITATOR**
08.00 - 08.30	Registration of Participants		Secretariat - Planning
08.00 - 08.35	Opening prayer	Mr D. Njaidi - Deputy Director Special Needs Education	Mrs T. Banda - Chief Director- Basic & Secondary Education
08:35 - 08:50	Welcome Remarks and Objectives of the JSR	Dr. K. Ndala- Director of Planning	
08.50 - 09.00	Remarks by the chairing Institution of the Development Partners in education	Mr. T. Staiger - Charge d'affair a.i.- German Embassy	
09.00 - 09.20	Highlights of the National Education Policy & MoEST Strategic Plan	Dr. K. Ndala- Director of Planning	
0920 - 09.30	Remarks by SEST	Mr. C. Msosa - Secretary for Education Science & Technology	
09.30 - 09.50	Official Opening of the 2016 JSR and launch of National Education Policy and MoEST Strategic Plan	Hon. Dr. Emmanuel Fabiano - Minister of Education, Science & Technology M.P.	
09.50 -10:00	Media Interviews with Minister of Education, Science & Technology		Public Relations Officer

10:00 - 10:30	REFRESHMENTS		
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10.45 - 11:00	*Progress and follow up of Key Recommendations of 2014/2015 JSR*	Ms. L. Chide - Deputy Director of Planning	
11:00 -11:10	*Documentary on education issues*		
11:10 - 11:40	*Overview of the Performance of the Education Sector: -2015/2016*	Dr. K. Ndala- Director of Planning	
11:40 - 12:00	*Sector Budget Performance 2015/16*	Mr. K. Nsandu - Director of Finance	
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TIME	**ACTIVITY**	**PRESENTER**	**FACILITATOR**
08.30 - 08.45	*Role of Civil Society in improving education quality through Governance and Management*	Mr B. Kondowe- Executive Director of CSEC	DFID
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09:15 - 10:15	**PARALLEL SESSIONS**	**PRESENTER**	**FACILITATOR**
	Hall 1: Basic Education		
	Harmonization of school development funds in primary schools	Dr Martha Sineta- DEM Lilongwe Urban	UNICEF
	Hall 2: Secondary Education		
	Management of public secondary schools vis a vis open secondary schools: Merits and Demerits	Mr Nkolokosa - MCDE	EU
	Hall 3: : Higher Education		
	Averting disturbances in the learning calendar of universities and University Colleges: Measures and recommendations	Dr. Mipando - Principal of College of Medicine	AfDB
	Hall 4: Teacher Education		
	Factors affecting access and education quality to Teacher Training Colleges	Mrs Mary Chirwa - Chief Education Officer DTED	GERMANY
	Hall 5: Cross-Cutting Issues		
	Mainstreaming cross cutting issues in	Mrs Virginia. Kachigunda- Chief	Save the Children

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	governace and management of education institutions	Education Officer SHIN	
10:15 - 10:35	**REFRESHMENTS**		
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12:35 - 12:45	*Way forward*	Dr. Ken Ndala- Director of Planning	
12:45 - 13:00	Closing Remarks	Mr. C. Msosa - Secretary for Education Science & Technology	
13:00 - 13:05	Closing prayer	Mr. D. Njaidi - Deputy Director Special Needs Education	Dr. K. Ndala- Director of Planning
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15:00 - 16:00	High level meeting between MOEST (Senior Management), Ministry of Finance and Development Partners		
END OF 2015/16 JSR			

ACRONYMS

AL	Adult Literacy
CBCC	Community Based Child Centres
CBE	Complementary Basic Education
CBO	Community-Based Organisation
CDSS	Community Day Secondary School
CPD	Continuing Professional Development
CSO	Civil Society Organisations
DEM	District Education Manager
DEMIS	District Education Management Information System
DfID	Department for International Development
DIAS	Directorate of Inspection and Advisory Services
DP	Development Partner
DTVT	Directorate of Technical and Vocational Training
ECD	Early Childhood Development
EFA	Education for All
EGRA	Early Grade Reading Activity
EMIS	Education Management Information System
ESIP	Education Sector Policy Implementation
FBO	Faith-Based Organisation
FPE	Free Primary Education
FTI	Fast Track Initiative
FY	Financial year
GBS	General Budget Support
GoM	Government of Malawi
GPE	Global Partnership for Education
GPI	Gender Parity Index
GTZ	Gesellschaft Technischer Zussammenarbeit
HEIs	Higher Education Institutions
HESLGB	Higher Education Students' Loans and Grants Board
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICT	Information and Communication Technology
IFMIS	Integrated Financial Management Information System
INSET	In-Service Training
IPTE	Initial Primary Teacher Education
JCE	Junior Certificate of Education
JFA	Joint Financing Agreement
JSR	Joint Sector Review
KGIS	Keeping Girls in School
LSE	Life Skills Education
M & E	Monitoring & Evaluation
MANEB	Malawi National Examination Board
MCDE	Malawi College of Distance Education
MDAS	Malawi Development Assistance Strategy
MDG(s)	Millennium Development Goal(s)
MESIP	Malawi Education Sector Imrpovement Programme
MGDS	Malawi Growth and Development Strategy
MIE	Malawi Institute of Education

MoEST	Ministry of Education, Science and Technology
MoFED	Ministry of Finance, Economic Planning and Development
MoGCS	Ministry of Gender, Children and Social Welfare
MoU	Memorandum of Understanding
MoLYSMD	Ministry of Labour, Youth, Sports and Manpower Development
MSCE	Malawi School Certificate of Education
MUDP	Malawi University Development Programme
MTEF	Medium Term Expenditure Framework
NALP	National Adult Literacy Programme
NCHE	National Council for Higher Education
NCPSMPS	National Community Participation Strategy in the Management of Primary Schools
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NFE	Non-Formal Education
NGO	Non-Governmental Organisations
NLS	National Library Services
NRP	National Reading Progranme
ODA	Overseas Development Assistance
ODL	Open and Distance Learning
ORT	Other Recurrent Transactions
OSY	Out of School Youth
PAF	Performance Assessment Framework
PBF	Performance Based Funding
PCAR	Primary Curriculum and Assessment Reform
PCR	Primary Classroom Ratio
PEA	Primary Education Advisor
PIF	Policy and Investment Framework
PoW	Programme of Works
PPPs	Public Private Partnerships
PSLCE	Primary School Leaving Certificate of Education
PSIP	Primary School Improvement Programme
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
PQTR	Pupil Qualified Teacher Ratio
R M & E	Research, Monitoring and Evaluation
SADC	Southern African Development Community
SSCAR	Secondary School Curriculum and Assessment Reform
SHN	School Health and Nutrition
SHNHA	School Health and Nutrition and HIV and AIDS
SMASSE	Strengthening Secondary Mathematics and Science Education
SNE	Special Needs Education
SMC	School Management Committee
SQTR	Student Qualified Teacher Ratio
SWAp	Sector-Wide Approach
SWG	Sector Working Group
TSC	Teaching Service Commission
TTC	Teacher Training College
TEMIS	Teacher Education Management Information System

T'LIPO	Teachers Living Positively (with HIV and AIDS)
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority
TWG	Technical Working Group
UCE	University Certificate of Education
UNIMA	University of Malawi
USAID	United States Agency for International Development

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The Ministry would also like to thank the Review Sub-committees and the Joint Sector Review Steering Committee for providing technical guidance during the report development process. The Ministry further extends its gratitude to the ESPR Core Writing Team for their dedication and input into the whole process of developing the report. Particularly, the Ministry would like to thank Dr. Ken Ndala, Lindiwe Chide, Jean Chiona, Evance Kazembe, Chrissie Kafundu, James Changadeya, Yona Phiri, Grace Milner, Mwayi Ng'ombe, Wathando Mughandira, Dalitso Chabwera and Lanken Nkhata. The Education Sector acknowledges the invaluable contributions to the ESPR.

Finally, sincere gratitude goes to Germany Development Cooperation through GIZ for the support rendered in the printing of the ESPR report 2015/16.

EXECUTIVE SUMMARY

Although enrolment in Malawi in primary schools has improved since the introduction of Free Primary Education Policy (FPE) in 1994, repetition and dropout rates have remained very high, especially among girls. Furthermore, rapid fertility rate has also underscored socio-economic progress, as pressure for education by the public has surpassed level of investment in education as initially anticipated by policy makers. According to Education Management Information Systems (EMIS) report (2016), neither classroom construction, teaching and learning materials nor teacher training has improved with enrolment changes and the number of pupils per classroom / teachers nor is pupil textbook ratio per subject far from the policy target ratios of 60:1 and 1:1 respectively. The long term effect of FPE policy and population growth among others has also exerted pressure on secondary education, technical and vocational training as well as higher education. Intake in secondary education, registration in technical and vocational training institutions and admissions in higher education institution, are primarily determined infrastructure in terms of number of schools or institutions, number of classrooms or lecture theatres, libraries, laboratories and to some extent accommodation of students, particularly girls. As such, Malawi has experienced low enrolments in these sub-sectors, which translates internal inefficiencies under the FPE framework, as learning is subsidized by the government.

In response to the challenges experienced by the education sector, the Ministry of Education, Science and Technology, Development Partners, Civil Society and other stakeholders formulated the National Education Sector Plan (NESP 2008-2017), which was oriented towards quality education, and embarked through Education Sector Implementation Plans (ESIP). Lessons and best practices from the ESIP I (2008-12) informed the development of the ESIP II (2013-2017) and its action plan, which was reform based and emphasized on identified thematic areas, which are: Early Grade Learning, Learner Retention, Teaching and Learning Materials, Teacher Management and Development, Decentralization, Education Access and Infrastructure, and Skills Development. The NESP has fashioned successful programmes and establishments such as: The Primary School Improvement Programme (PSIP), Performance Based Funding pilot programme (PBF), Early Grade Reading Activity (EGRA) now rolled out and launched under the National Reading Programme (NRP), Construction and Opening of Community Day Secondary Schools (CDSSs), Keeping Girls in School (KGIS), Strengthening Secondary Mathematics and Science Education (SMASSE), School Feeding Programme, Skills Development Project, Higher Education Science and Technology Project, National Council for Higher Education (NCHE), Higher Education Students Loans and Grants Board (HESLGB), Education Sector Wide Approach (ESWAp) governance structures, Education Custom Service Charter, and Project to Improve Quality of Education in Malawi (PIEQM) among others.

In addition, MoEST and its stakeholders have initialized new programmes and establishments that are in line with the ESIP II priorities such as: Malawi Sector Improvement Project (MESIP), Higher Education Act, National Qualifications Framework, National Strategy for Inclusive Education, and Decentralization of Teaching and Learning Materials (TLMs) among others. However, NESP and ESIP expires in 2018, hence the Joint Sector Review forum needs to evaluate the value for money associated with the prescribed ESIP II strategies. The major concerns with ESIP II has been availability of resources, therefore, education stakeholders will need to embark on resource mapping prior to development of a new Education Plan.

The theme for the 2015/16 JSR is "*Strengthening Governance and Management for Improved Access and Quality in Education*", focussing on governance and management as an ingredient of improving learning outcomes and reaching out to a large population catchment. This is in line with the second phase of the Malawi Public Reforms, that is, improving governance and management through legally recognised, and Malawi qualification authority board.

1. INTRODUCTION

1.1. Background to the Education Sector

Education is the most vital input for every dimension of sustainable development. Better education leads to greater prosperity, improved agriculture, better health outcomes, less violence, more gender equality, higher social capital and an improved natural environment.

The realisation of sustainable development will require a highly skilled and educated workforce in addition to the application of science, technology and innovation. In this regard the Malawi Growth and Development Strategy (MGDS II) outlined strategies aimed at strengthening the education system and promoting science, technology and innovation. At the same time, the country is in the process of nationalizing the Sustainable Development Goals (SDGs). The country will be developing a National Action Plan, aimed at ensuring the achievement of the SDGs, with a focus on SDG 4 for the Education sector "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*".

Education is an instrument for empowering the poor, the weak and the voiceless as it provides them with equal opportunity to participate in local and national development. Thus the sector through the National Education Sector Plan (NESP) 2008-2017 set out an ambitious vision to bring about the much needed policy change in the education system. While results have not always been encouraging, major improvements have taken place in the policy and planning processes. In addition, the annual sector reviews and Technical Working Groups have ensured that there is a broad consultative basis for addressing programme issues.

Education Sector Implementation Plan II (ESIP II) is moving on these policy improvements as the sector reaches the final phase in the implementation of NESP 2008-17. Table 1-1 below outlines the various reforms that are under implementation. ESIP II set a major policy shift at primary and secondary levels, tackling high levels of wastage and shifting the focus from inputs to processes and addressing the key issue of accountability. Change is already underway in key areas, such as strengthening of decentralization through school-based financing, the plan to develop public-private partnerships with local publishers and decentralization of book procurement, all this gives the sector a reason to hope for an improved education sector.

Table 1-1: Priority Policy Reforms and Programs

	ESIP II Policy Reform	Actions/Strategies
Basic Education		
1.	Ensure 50% of children reach Std. 4 literacy/numeracy by 2017.	Basic Skills Test: a national test will be adopted at Std. 4 level that will be taken by all pupils from Std. 4 to 8.
		Increase learning at early standards by lengthening time spent on learning.

		Improve availability of teaching and learning materials
		Improve classroom availability through classroom construction and implementation of double shift
		Ensure inclusion of all learners.
2.	Attain a motivated, high-performing teaching staff	Identify factors which will motivate and support high-performing teachers.
		Teacher Service Commission will offer clear disciplinary measures, especially related to teacher attendance.
		Ensure teachers are deployed where needs are highest
		Make a two-year posting in rural areas a prerequisite for further promotion.
3.	Increase internal efficiency of primary education	Implement a 2011 circular on reducing repetition rates from 22% to a mandated cap of 10% per class
		Develop a national implementing strategy on the circular
4.	Improved management/resource delivery through higher school- funding and decentralised procurement of teaching and learning materials.	Scale up funding for Primary School Improvement Program (PSIP)
		Train School Management Committees (SMCs) and Parent Teacher Associations (PTAs) on finance and procurement.
		On a pilot basis, procurement of textbooks will be funded through PSIP bank-accounts.
		If successful, the pilot will be scaled up, making school-based procurement the primary modality for TLM provision.
	Secondary Education	
1.	Improving access to secondary schooling	Double Form 1 enrolment during ESIP II, and add an equal number across Form 2-4
		Utilize secondary schools to full capacity
		Expand double shifting to all possible schools
		Adequately compensate teachers for their double work-load through a double-shifting allowance.
2	Improving quality and equity in secondary schooling	Scale up open and distant learning schools
		Establish minimum requirements for CDSSs in terms of enrolment and student-teacher ratio
		Upgrade 120 CDSSs
		Construct 3 additional government day secondary schools
	ESIP II Policy Reform	**Actions/Strategies**
3.	Improving Secondary School Management	Finance CDSSs based enrolment
		Devolve textbook funding to secondary schools
		Implement the Secondary School Curriculum and Assessment Reform (SSCAR)

	Teacher Training	
1.	Increasing the Quality of Primary Teacher Training	Recruit only the best, most motivated teacher candidates
		Strengthen monitoring and support of ODL teacher students by district supervisors to ensure improved ODL teacher quality
		Outsource all non-core activities (catering, cleaning, security etc.) to ensure that TTCs focus on their core function of training Malawi's teachers.
2.	Improving Access to Secondary Teacher Training	Construct two new TTCs dedicated solely to secondary school teacher training.
		Extend the in-service training on Mathematics and Science under the successful SMASSE program to other subject-areas.
	Tertiary Education	
	i. Technical and Vocation Education	
1.	Increasing Access To Technical Colleges	Intensify the Open Distant Learning (ODL) Project
2.	Making Technical Colleges More Labour Intensive	Strengthen industry participation in the provision of TEVET
3.	Providing a more coordinated policy and regulatory framework	Promote inter- ministerial communication and more stakeholder involvement.
	ii. Universities (Professional Higher Education Institutions)	
1.	Adopting a new 'Higher Education Act'	Develop a single overarching policy and regulatory framework for all higher education institutions
		Create a National Qualification Framework that better allows the Directorate for Higher Education to ensure quality higher education
2.	Improving Financial Resource Mobilisation	Improve financial resource mobilisation of self-generated funds
		Ensure that student loans are repaid and re-invested in higher education
		Raise revenues by collecting a share of the consultancy payments made by university staff
		Allocate funds to higher education institutions as a matching grant for their own resource mobilisation
3.	Introducing a Comprehensive Management Information System	Establish a management information system that will cover information on all students, human resources and assets across all universities.

	ESIP II Policy Reform	Actions/Strategies
	Support Services	
1.	Planning Department	Implement the IT infrastructure project that provides servers to all education departments and institutions, thus connecting divisions, districts and teacher training colleges with MoEST headquarters
		Focus on budget monitoring at the district- and school level to ensure improved financial accountability
2.	Finance	Decentralize all salary and other non-central payment requests to the district level to reduce delays in salary payments
3.	Human Resource Management	Digitalise all recordkeeping
		Introduce a 'Human Resource Management Information System' (HRMIS)
4.	Inspection and Advisory Services	Improve inspectorate and advisory services through the institution of critical supervision of schools and colleges
		Provide professional support to the advisors, head teachers and senior teachers at the school, Teacher Development Centre (TDC) and Cluster levels
		Monitor the quality of education through increasing application of school self-evaluations

1.2. Scope and Objective of the Report

The objective of this report is to provide a summary of progress made in the implementation of the ESIP II policy reforms and programmes between the baseline year of 2011/12 to 2015/16 fiscal year. This analysis aims at enabling stakeholders to make recommendations on corrective measures needed to keep the policy reforms in the above table on track.

The sources of information used in compiling this report include, but are not limited to, the following: The Education Management Information System (EMIS), Quarterly Progress Reports for the Sector Working Groups (SWG), Financial Monitoring Reports; Procurement Reports and Infrastructure Reports. Additional information was obtained from the Malawi National Examinations Board (MANEB); the previous ESPRs, EMIS analysis report, ESIP II, the Monitoring and Evaluation Framework for ESIP II, Welfare Monitoring Surveys (WMS) as well as interviews of relevant officials and departments.

The theme for the 2015/16 JSR is *"Sstrengthening Governance and management for improved access and quality in education"*

1.3. The Joint Sector Review (JSR) Approach

The Education Joint Sector Review is a process through which the Ministry objectively consults with education sector stakeholders on its performance in regards to the goals and targets set out in the NESP and the ESIP II and the priority policies and

programmes. The process leads to mutually agreed recommendations that form part of the Programme of Works (POWs) for the following fiscal year.

The approach is important in improving the dialogue among all stakeholders in education and it is essential for aid effectiveness, harmonisation, alignment and management of results as well as mutual accountability as is stipulated in the *Paris Declaration*. Various Development Partners, Civil Society Organisations, Private Sector and other actors played a crucial role in the education sector in the period under review.

1.4. Implementation of the Recommendations from the 2015 Joint Sector Review

Table 1-2: Analysis of the implementation of the 2014/15 JSR Recommendations

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
1. Basic Education						
1.1	Pilot Performance Based Financing to ensure that PSIP is effective and impacts on the three main areas of focus (quality and relevance, access and equity, and management and governance).	Number of schools on Performance Based financing	256	Director of Basic Education	2015-2017	Pilot is coming to an end, currently remaining with one evaluation in November.
1.2	Capacity building of teachers and school management on how to prepare an effective SIP, spend the PSIP, and monitor the effect of this spending. also sensitize parents and community stakeholders so they know that this money is provided, and its purpose	Number of schools with training and sensitisation meetings done	1000	Director of Basic Education	July, 2016	Done in all 5738 primary schools
1.3	Enhance auditing at all levels to ascertain prudence in the utilisation of grants	Number of Schools audited	3,000	Director of Basic Education	2015-2017	Auditors were sent to some schools and Districts e.g Salima & Chiradzulu

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
2. Secondary Education						
2.1	Create a framework of the best policies that adopts best practices that St. Mary's has for pilot implementation in other schools.	Framework in Place	1	Director Secondary Education	2015-16	Not Done
		Number of pilot secondary of schools implementing framework	12	Director Secondary Education	July, 16	Not Done
3. Teacher Education						
3.1	There is need for a systematic approach to Continuous Professional Development and link it to Career development	CPD framework in Place	1	Deputy Director DTED	2018	Framework is in the process of being developed
3.2	There is need to follow up on teachers after their graduation to be checking on their performance to ensure provision of quality education.	Number of teachers supervised		Director DIAS Deputy Director DTED Teacher Training Colleges	July, 2016	Exercise has not been carried out due to funding problems

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
4.	**Higher Education**					
4.1	Put in place an initiative to utilize existing potential in universities to generate funds. UNIMA (Polytechnic) and LUANAR (Bunda campus) to champion this initiative.	Number Universities generating funds	4	Director for Higher Education	July, 2016	The Directorate will be launching a project on income generation for public universities with support from the Study Expert Fund Education (SEFE) run by GIZ. The project will among other things, develop an income generation framework which can serve as a point of reference for public universities as well as private ones.
5.	**Education Planning**					
5.1	There is a need to do more analysis with data without being prompted and that data should be available not in a raw form but in a user friendly form	EMIS 2016	1	Director of Planning	July 2016	EMIS now provides analysis, with data available in a user friendly form

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
5.2	EMIS must ensure quality data that is accurate – filling gaps and fixing mismatches in the existing data	EMIS 2016	1	Director of Planning	July, 2016	The Directorate has carried out the data validation survey to improve the accuracy of the data. EMIS is also using data that is up-to-date with the decentralization of the data collection process. Real-time data now available at zonal as well as District level
5.3	Need to ensure this years' JSR has an agreed Aide Memoire within one month after completion	Aide Memoir	1	Director of Planning	17th Nov. 15	Aide Memoir was ready within the month (November,2015)

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
5.4	Conduct more regular meetings for SWGs and TWGs	Number of TWG and SWG meetings	3 SWG Meetings 4 TWG meetings per TWG	Director of Planning	June, 2016	There has been an improvement in the number of TWG meetings held. All the 10 TWGs managed to meet at least 3 times and 2 SWGs meetings took place.
6. School Health Nutrition						
6.1	Develop a permanent coordination framework for disaster preparedness	Framework in place	1	Deputy Director SHNA	November, 2015	Education Cluster ToRs developed. In the meantime, resources are mobilized to develop a comprehensive Disaster Risk Management Strategy for Education Sector
6.2	Improve coordination in the management, planning, monitoring, evaluation and implementation of inclusive education	Coordination guidelines in place	1	Deputy Director SNE, Deputy Director SHNA	December, 2015	Dissemination of coordination guidelines in progress

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
7.	**Special Needs Education**					
7.1	Need to develop code of practice for Inclusive Education	Developed code of practice in place	1	Deputy Director SNE	June, 2016	Not done
7.2	Improve access of special needs students in Vocational and Technical Colleges	Number of students enrolled in vocational and Technical colleges	5	Deputy Director SNE TVET	June, 2016	Developing sign language, which will help in increasing access at all levels of education
8.	**Directorate of Inspectorate and Advisory**					
8.1	Liberalizing publishing of materials to increase choices by schools and competition.	Report	1	Director DIAS	July, 2016	Policy has been developed and a pilot is underway on how decentralization of procurement of Teaching and Learning Materials can be carried out at school level
9.	**Department of Human Resource**					
9.1	Fast-track the process of filling vacancies	Number of vacancies filled	All vacant positions	Director Human Resource	July, 2016	Vacancies not filled due to lack of funding

Id	Recommendation	Indicator	Target	Responsible Party	Timeframe	Progress
10. Department of Finance						
10.1	Circulate the Financial Management Improvement Plan focuses on training and deployment	Number of people with Financial Management Improvement Plan	All education stakeholders	Director of Finance	November, 2015	Not done

2. FINANCING EDUCATION SECTOR

2.1. Introduction

The budget allocation to the education sector consists of allocations to Ministry of Education, Science and Technology (Vote 250), Local Councils (Vote 701-754), Local Development Fund (Vote 272), and Education Subventions (Vote 275). The Ministry of Education, Science and Technology include allocations of personal emoluments (PE) for all primary and secondary school teachers, operational budgets (ORT) for Headquarters and its agencies, all secondary schools, the six education divisions, Teacher Training Colleges (TTCs) and development projects at all levels- primary, secondary, teacher education and higher education.

Education subventions include the four public universities, (University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources and Malawi University of Science and Technology), Malawi National Examination Board (MANEB), National Library Services, Malawi Institute of Education, National Council for Higher Education (NCHE) and Higher Education Students' Loans and Grants Board(HESLB).

The prospects of progressive investment in education system depend on the performance of the national 'economy so that the country can devote adequately to the education sector. In 2015/16 fiscal year, the Malawi economy was projected to register a real GDP growth of 5.5 percent, (Draft 2016/17 Financial Statement). However, due to inadequate revenue collected to sustain the whole population and limited external financing, 2015/16 was economically a challenging year for Malawi. Despite all this, Government of Malawi continues to highly value the education sector as demonstrated by allocating MK169.9 billion to the education sector, representing 5% of the country's Gross Domestic Product (GDP[1]) for 2015/16FY.

Table 2-1: Trend in Education Expenditure over Total Government Recurrent (MK'000,000,000)

Financial Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Recurrent Education	17	20	23	26	44	50	73	93	113	158
Total Voted Recurrent Expenditure (excludes Statutory Expenditures)	93	100	156	168	183	195	321	386	496	583
% of Recurrent Expenditure (excluding Statutory expenditures) spent on education	**18%**	**20%**	**15%**	**15%**	**24%**	**26%**	**23%**	**24%**	**23%**	**27%**

Source: Ministry of Finance Books and IFMIS

The trend analysis shows that the percentage allocation of total government recurrent expenditure has declined from 20% to 15% between 2008 and 2010. From 2011 onwards, there was an increase in government expenditure towards education sector due to donor pooled resources through the Education Sector-Wide Approach (SWAp) programme. The Education SWAp arrangement mandated Government of Malawi to be allocating a minimum

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[1] . Malawi GDP for 2015/16 was MK3.4 trillion (*Source: 2015/16 Budget Statement*)

of 20% of its discretionary recurrent budget towards the education sector. In order to fulfil this pledge, government has been allocating a minimum of 23% to a maximum of 27% from 2010/11 fiscal year onwards. Although in 2015/16 there was no pooled resources from Development Partners, government allocated 27% of its voted recurrent budget towards the education sector. The major contributing factor leading to the increase of 4% from 2015 to 2016 was due to the recruitment of *10,500 primary school teachers* and the increase in allocation to education subventions from MK31.9 billion to MK43.5 billion in 2015/16 financial year.

2.2. Recurrent Allocation to Education Sector Programs 2015/16 Financial Year

In 2015/16 fiscal year, Malawi Government changed its budgeting system from Output based to Program Based Budgeting. As such allocation of resources in the education sector budget is based on program. The education sector has four programs namely Basic, Secondary, Higher, and Management and Administration. Figure 2-1 below analyses the total budget allocation by program in the education sector.

Figure 2-1: Education Sector Recurrent Percentage Allocation by Program-2015/16
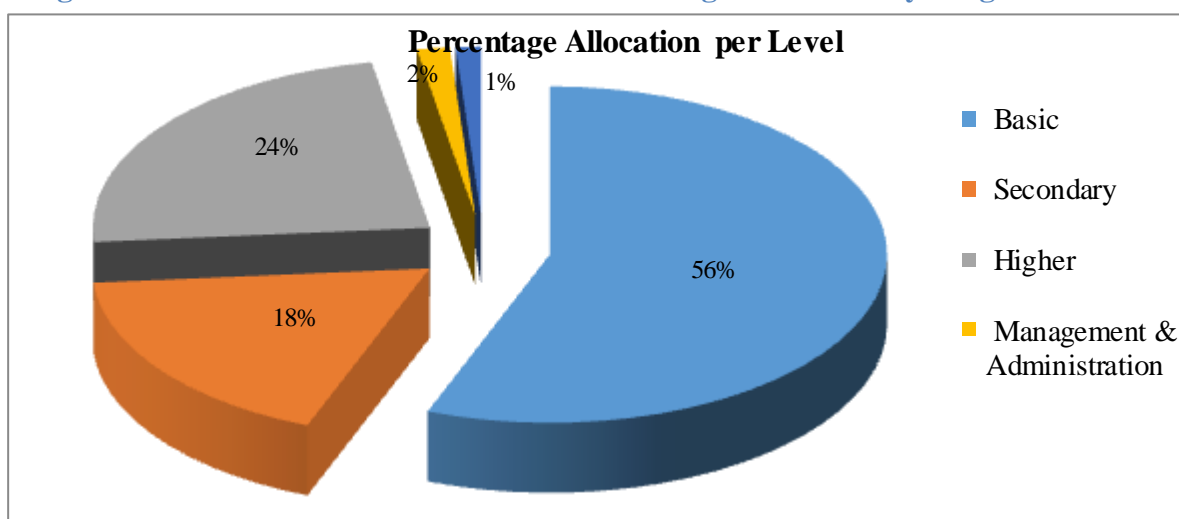
Source: Ministry of Finance Books and IFMIS

Basic Education Program got the largest share of 56% of the education sector recurrent budget. Salaries and Primary School Improvement Program (PSIP) grants took a large portion of the basic education budget. About 83% (MK73.4 billion out of MK81.2 billion) of the resources under basic education was allocated for salaries for the primary school teachers. Under Other Recurrent Transaction (ORT) for the 34 Education Districts, out of the MK9.6 billion in the 2015/16 financial year, a total of MK4.6 billion (representing 48% of DEMs budget) was earmarked for PSIP.

Take note: *Each of the 5,470 public primary schools receives a minimum grant of MK600, 000 per year. The PSIP grant to public primary schools increases if: (1) enrolment exceeds*

1,000, additional learner gets MK300; (2) PTR or PCR is above 60:1 (3) the school has no water and/or electricity.

The second largest allocation of 24% was for Higher Education. Resources under higher education are mostly allocated to public universities which fall under education subventions. Out of the MK37.2 billion for higher education program, a total of MK35.7 billion was for public universities representing 96% of the allocation to the program. The remainder of the resources under higher education were allocated to National Council for Higher Education (NCHE), the scholarship fund and the Malawi Universities Development Program (MUDP).

Secondary Education Program was allocated 18% of education sector recurrent budget. Out of the MK28 billion for the program, MK16.6 billion (i.e. 59%) was for payment of salaries for secondary school teachers. The other major allocations for the program were for (1) the purchase of Teaching and Learning Materials for the new curriculum amounting to MK1.8 billion; (2) recurrent operations for six education division offices, all secondary school cost centres and non-cost centres and payments of bursaries and cash-transfers for needy students in secondary schools amounting to MK6.4 billion and; (3) construction of laboratories and libraries in selected CDSSs totalling to MK2 billion.

Management and Administration Program provide supporting services to the three core programs namely Basic, Secondary and Higher education. These supporting services include procurement, financing and accounting, auditing, planning, management and administration and monitoring and evaluation. "Others" consists of education subventions which can-not be inclusively attached to any of the four programs i.e. Malawi Institute of Education, National Library Services and National UNESCO Commission.

2.3. 2015/16 Education Sector Budget Performance

2.3.1. Mid-Year Budget Revision

The overall revised budget for the Education Sector for 2015/16 FY was K169 billion from the approved figure of MK169.9 billion. During mid-year budget review, both recurrent and development budgets were revised. Under recurrent budget, Personal Emoluments (PE) was revised upwards from MK90.2 billion to MK92.1 billion, while ORT for Vote 250 was reduced by MK1.5 billion to a revised figure of MK13.0 billion from MK14.5 billion; Education Subventions were reduced by MK1.7 billion from MK43.5 billion to MK41.7 billion while the 34 Education Districts were not affected by the budget revision.

Development budget Part 2, which is financed by government resources, was revised downwards by MK535 million while Part 1 which is donor financed was revised upwards due to the depreciation of the Malawi Kwacha against foreign currencies.

Table 2-2: Revised Budgets and Funding and Expenditure by June, 2015/16

Education Sector Expenditure Analysis as of 30th June, 2016 (in MK '000,000)							
	Approved	Revised	Funding	Expenditure	% Budget Funded	% Funding Spent	% Budget Spent
Personal Emolument (PE)							
MoEST:HQ & Department	891	3,132	2,320	2,320	74%	100.0%	74.1%
Divisions	16,581	16,581	16,504	16,472	100%	99.8%	99.3%
Teacher Training Colleges	803	803	857	857	107%	100.0%	106.7%
District Education	71,905	71,599	71,576	71,576	100%	100.0%	100.0%
Total PE	**90,181**	**92,115**	**91,258**	**91,226**	**99%**	**100.0%**	**99.0%**
Other Recurrent Transactions (ORT)							
MoEST:HQ & Department	6,765	5,795	4,160	3,634	72%	87.4%	62.7%
Divisions	4,011	4,005	3,701	3,633	92%	98.2%	90.7%
Teacher Training Colleges	3,819	3,220	2,888	2,878	90%	99.7%	89.4%
District Education Managers-ORT	9,599	9,599	9,480	8,961	99%	94.5%	93.4%
Subventions	43,495	41,762	39,222	39,222	94%	100.0%	93.9%
Total ORT MoEST (Vote 250)	**14,594**	**13,021**	**10,750**	**10,146**	**83%**	**94.4%**	**77.9%**
Total ORT (MoEST Vote 250 plus DEMs)	**24,193**	**22,619**	**20,230**	**19,106**	**89%**	**94.4%**	**84.5%**
Total Recurrent for Education Sector	**157,869**	**156,497**	**150,710**	**149,554**	**96%**	**99.2%**	**95.6%**
Development Budget							
Development Part 1 MoEST	6,561	7,563	7,563	7,563	100%	100.0%	100.0%
Development Part 2-Subventions	1,900	1,900	1,190	1,190	63%	100.0%	62.6%
Development Part 2-MoEST	3,600	3,065	2,122	2,128	69%	100.3%	69.4%
Total for Education Sector	**169,930**	**169,025**	**161,585**	**160,435**	**96%**	**99.3%**	**94.9%**

Source: Integrated Financial Management Information System (IFMIS) as of 30th June, 2016.

2.3.2. Funding and Budget Utilization

For personal emoluments, 99% (MK91.2 billion of MK 92.1 billion) of the revised amount was spent. The upward adjustment catered for the payments of 10,500 primary school teachers who were recruited and deployed in April, 2016 and also for payment of revised salaries of 1,020 secondary school teachers who were promoted during the year.

Overall, only 77% of the revised allocation for Other Recurrent Transaction (ORT) was spent under Vote 250. MoEST headquarters and its agencies spent only 62.7% of the revised figures: this is mainly due to non-utilization of MK2 billion which was earmarked for construction of laboratories and libraries in selected CDSSs. The education districts were funded 99% of their approved budget and utilised 94.5% all the funded resources by June, 2016. On the other hand, education subventions spent 93.9% of their revised budget.

Development Part 2 was also greatly affected by the mid-year budget review. Part 2 was reduced to MK3.0 billion from MK3.6 billion. Out of the revised amount only 69% (MK2.1 billion out of MK3 billion) was spent by June, 2016. The low budget utilization which resulted from low project funding also affected outputs which were targeted during the year for individual projects. The summary of individual project performance in terms of expenditure is outlined below:

Table 2-3: Development Part 2 Budget Performance per Project

Project Name	2015-16 Approved Budget	2015-16 Revised Budget	2015-16 Expenditure	% of Exp. Vs. Revised Budget
060-Construction of 18 Girls' Hostels	500,000,000	500,000,000	113,250,614	23%
066-Rehabilitation of Conventional Secondary School	350,000,000	350,000,000	179,513,027	51%
072-Rehabilitation of 4 National Secondary Schools	*250,000,000*	*225,000,000*	*105,462,112*	*47%*
078-Construction of Primary Schools	750,000,000	750,000,000	613,557,488	82%
079- Rehabilitation of Teacher Training Colleges	250,000,000	250,000,000	53,867,238	22%
086-Construction of Secondary School TTC's in Lilongwe	100,000,000	100,000,000	87,275,529	87%
088-Construction of Chiradzuluu Teacher Training College	100,000,000	100,000,000	88,140,236	88%
095-Contruction of 3 Primary School Teachers Training Colleges	*350,000,000*	*180,000,000*	*142,391,614*	*79%*
096-Construction of Phalombe Teacher Training College	100,000,000	100,000,000	83,161,854	83%
097-Construction & Expansion of CDSS and Boarding Secondary School	100,000,000	100,000,000	19,995,000	20%
102-Support to Higher Education, Science and Technology (HEST)	100,000,000	100,000,000	46,793,148	47%
106-Construction of Machinga and Thumbwe Secondary Schools	650,000,000	650,000,000	594,141,504	91%
Totals	**3,600,000,000**	**3,065,000,000**	**2,127,549,364**	**69%**

Source: Integrated Financial Management Information System (IFMIS) as of 30th June, 2016

2.3.3. Trend in Secondary Education Unit Costs (2012-2016)

The recurrent unit cost of teaching and learning in secondary schools per learner per year more than doubled from MK39,160 in 2012/13 FY to MK90,129 in 2015/16 FY. As the case with primary education recurrent unit cost, the largest portion of the cost in secondary education was for payment of teachers' salaries i.e. MK17 billion out of MK25 billion

allocated to the sector was for teachers' salaries. Furthermore, there was a large increase in the unit cost of about MK25,689 between 2014/15 FY to 2015/16 FY. This increase is attributed to the resources of about MK2 billion which was allocated for construction of laboratories and libraries in CDSSs. However, these resources were never utilised by the end of the financial year.

Figure 2-2: Trend in Unit Cost in Secondary Education (2012/13 to 2015/16)
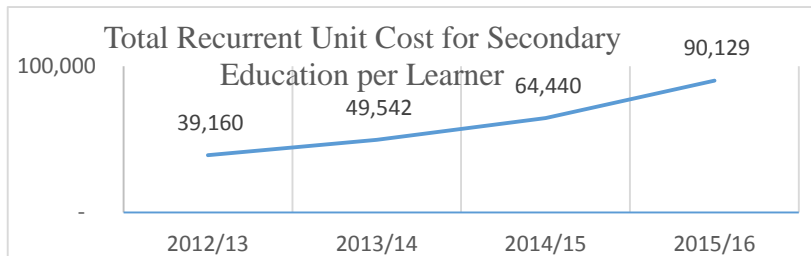
Furthermore, it should also be noted that the actual recurrent unit cost for secondary school learners is far much larger than the figures highlighted above due to the fact that secondary schools are allowed to collect, retain and utilise almost all the fees obtained from students (except tuition fees) at school level. For instance, in the current financial year, secondary schools are expected to collect, retain and utilize MK5.96 billion within the three school terms in the 2016/17 academic year. So the highlighted secondary recurrent unit cost is only government funded portion, however if students' contributions are added, then the final unit cost could be higher than the figures presented above.

3. PERFOMANCE REPORT
3.1. Basic Education
3.1.1. Primary Education
3.1.1.1. Access and Equity

Access and equity is one of the thematic areas of the National Education Sector Plan (NESP): 2009 – 2018. Under primary education, the focus of this theme is to increase access of all school-going children to primary education by ensuring that there are enough schools and enough classrooms. Indicators that are used to measure progress in equitable access to primary schools include the following: number of primary schools, number of classrooms, pupil classroom ratio, enrolment of boys and girls, gross and net enrolment ratios (by sex), number of orphans enrolled, number of special needs education children enrolled and gender parity index. This section aims at assessing progress made in the above indicators.

Number of Primary Schools

The number of primary schools has increased by 2% from 5,738 in 2015 to 5,864 in 2016. The share of private primary schools has also increased from 5.6% in 2015 to 6.7% in 2016, indicating an increasing role of private sector in the provision of primary education. This positive trend has been observed since 2012, as shown in figure 3-1 below.

Figure 3-1: Trend in Private Primary Schools Growth
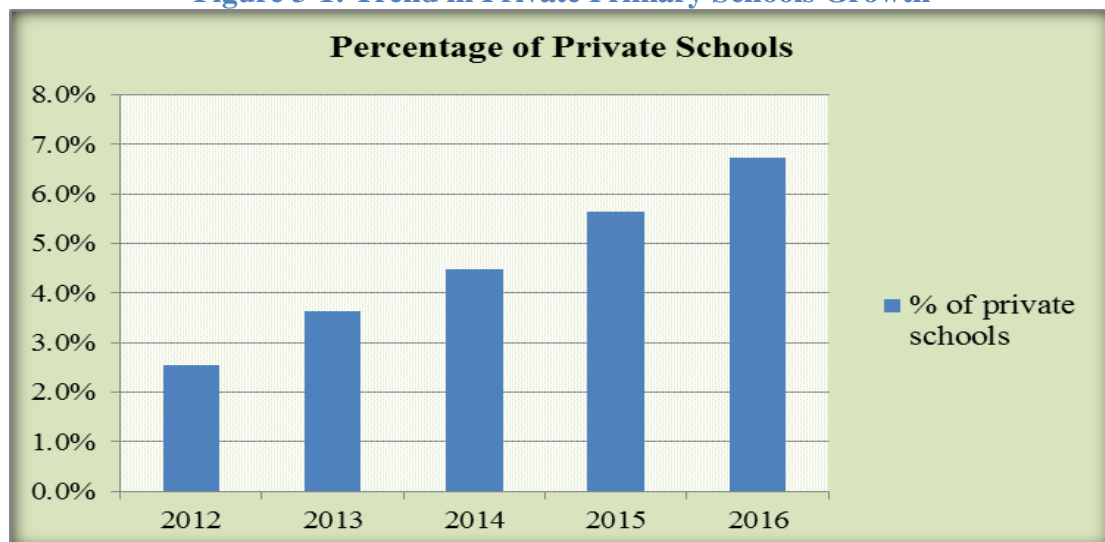
Source: EMIS 2016

This is very encouraging as the government's burden in providing primary education is lessening and private participation is improving.

Classrooms

The number of permanent classrooms in public primary schools has been increasing from 2012 to 2015 but has drastically decreased by 1.7% between 2015 and 2016 as shown in figure 3-2 below. The decrease could be attributed to the natural disaster i.e.

flooding that the nation experienced in the 2015/16 rainy season. The floods destroyed about 640 classrooms.

Figure 3-2: Number of Permanent Classrooms in Public Primary Schools

Source: EMIS 2016

The number of classrooms constructed has been fluctuating between 2012 and 2016. The trend does not look good at all as ESIP II target was met and surpassed in 2013 and 2015 only. In 2015 the targeted ESIP II figure was 1,500 but the sector managed to construct 3,384 classrooms as shown in Figure 3-3 below.

Figure 3-3: Number of Permanent Classrooms Constructed Against ESIP II

	2013	2014	2015	2016
ESIP II Target	1,100	1,500	1,500	1,500
Classrooms constructed	1,553	497	3,384	(640)
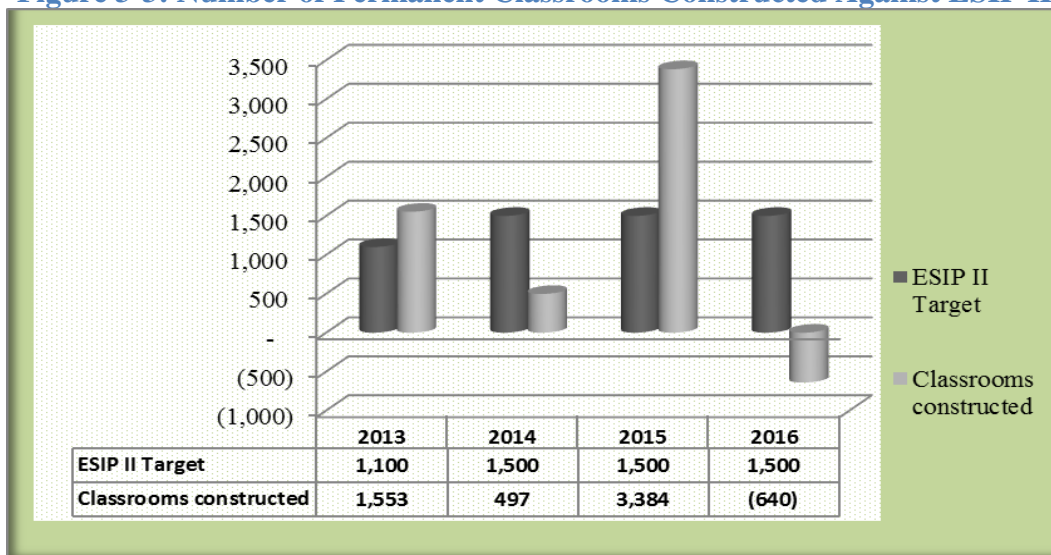
The trend is not impressive. The negative figure of 640 for 2016 is due to the fact that there was no construction of classrooms (by government through the Local Development Fund) in that year; and also is compounded by the loss of 640 permanent classrooms due to the natural disaster mentioned above.

Primary Pupil Permanent Classroom Ratio (PpCR)

One persistent crisis in our education system is the shortage of classrooms in almost all public primary schools as evident from the high pupil permanent classroom ratio (PpCR). The latest statistics from the EMIS bulletin (2016) shows that for the 2015/16 academic year, the PpCR was at 128:1 for public primary schools while the average PpCR for both public and private schools was at 116:1. Both figures are below the mandated PpCR of 94:1 defined in ESIP II. The trend for the PpCR has not been encouraging for the past years as shown in the figure below.

Figure 3-4: Trend in Pupil Permanent Classroom Ratio against ESIP II Targets
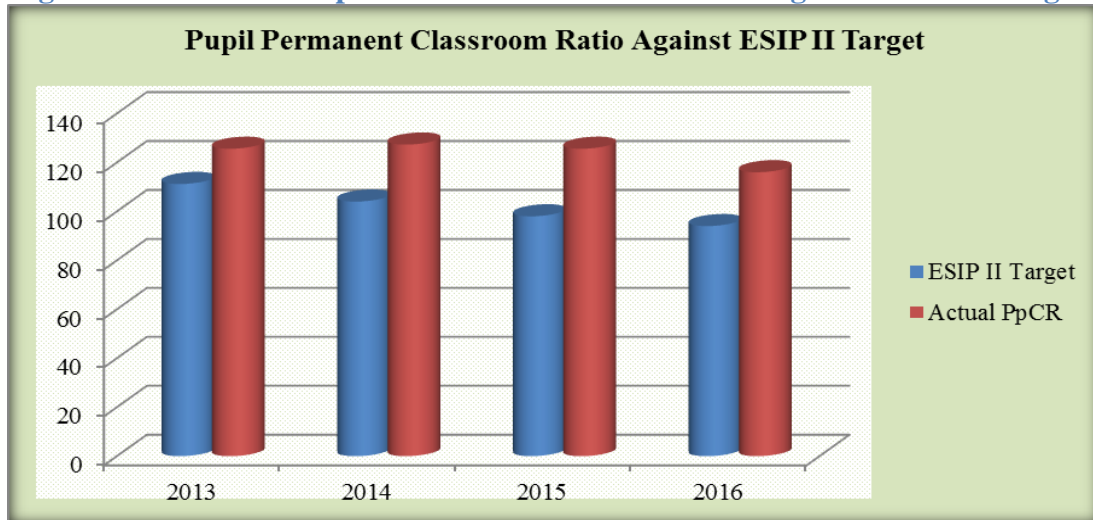
Source: EMIS 2016

The above figure shows that the ESIP II target has not been met in all the years. The PpCR is for all classrooms for both public and private schools, that is why there is an improvement in the PpCR between 2015 and 2016 despite the reduction in the number of permanent classrooms for public schools. This is an indication that the private sector constructed more classrooms during this period, and this has offset the loss of classrooms for public schools. The trend for public schools only gives a different picture as shown in the figure below.

Figure 3-5: Trend in Pupil Permanent Classroom Ratio for Public Schools only

Source: EMIS 2016

21
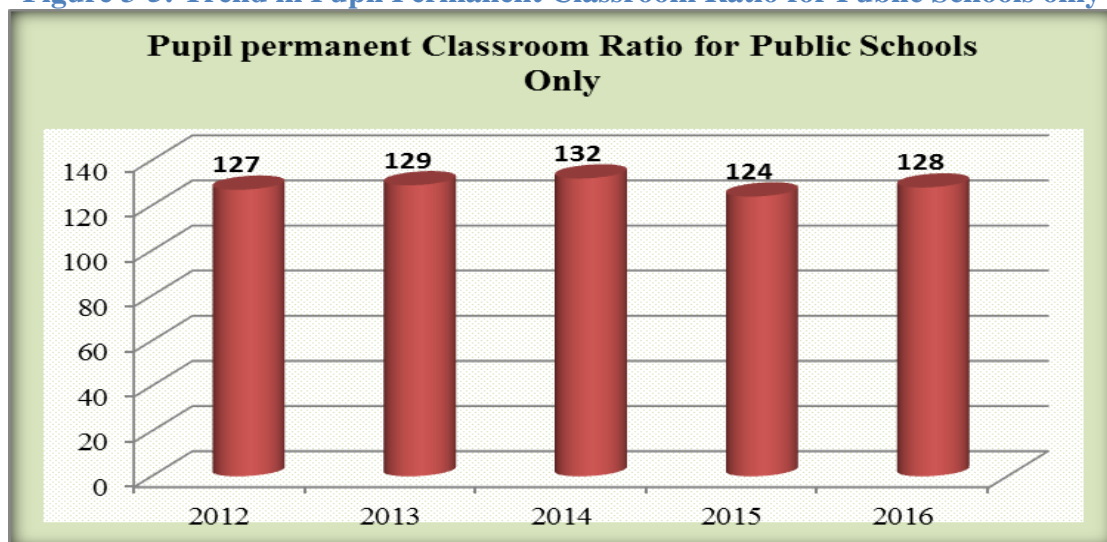
The PpCR was lowest in 2015 at 124:1 and was highest in 2014 at 132:1. The sector is failing to achieve the pupil classroom size of less than 100 despite all the efforts in constructing more classrooms as this is counteracted by high population growth rate which is contributing to high enrolment rates as well as due to lack of capital investment in infrastructure recently.

Primary Enrolment

As mentioned earlier, enrolment in primary schools continues to grow due to high population growth rate. While it is a positive sign that many children are enrolling into school, the high enrolments are putting pressure on government to provide for all the education facilities and materials required for achieving quality education. Before 2014, enrolment in public primary schools was higher than the ESIP II target. In 2015 and 2016, however, enrolment in public schools did not achieve the ESIP II target, as shown in Figure 3-6 below.

Figure 3-6: Enrolment in Public Primary schools against ESIP II Targets
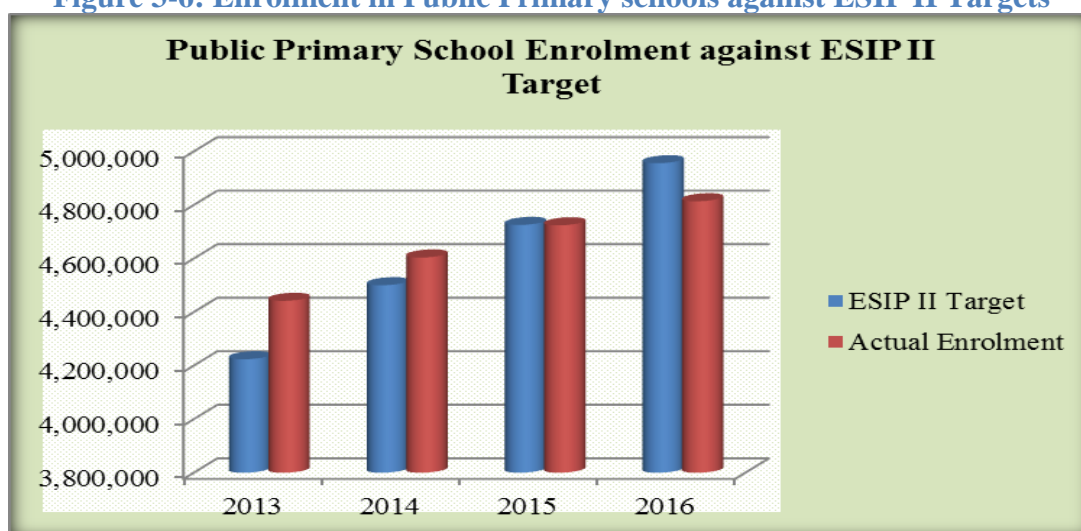
This is a good indication as it shows that more learners are enrolling into private primary schools, thereby lessening the burden of government. This is evident from the fact that while enrolment in public primary schools grew by an average of 2.7% between 2014 and 2016, the growth rate for enrolment in private primary school was at an average of 16.2% between the same 3-year period.

Primary Gross Enrolment Rate (GER)

GER is the total enrolment regardless of age expressed as a percentage of eligible official school-age population. It shows a general level of participation of primary education. It is commonly known as a crude measure of access to school. Mostly, the indicator is above 100 because of its methodological nature of calculation as it includes both under and over aged pupils.

Figure 3-7 below shows that the ESIP II target has still not been met for the past four years. The rate is still very high due to challenges in the quality of data reported by schools. The target for ESIP II is to have a GER of 117.5% by 2017. Currently, GER is at 131% against an ESIP II target of 119.8% for 2016. However, the positive side of

it is that this is an indication of high participation rates of children into primary schools, although some of them are either under-aged or over-aged.

Figure 3-7: Trend in GER
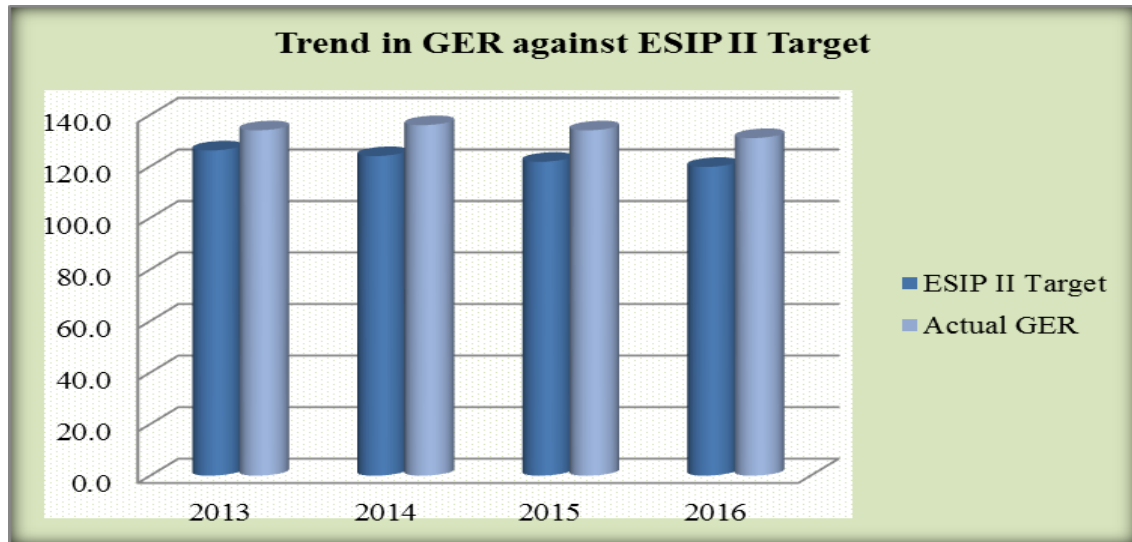
Primary Net Enrolment Rate (NER)

NER explains the proportion of students that are enrolled in terms of the official school-going age group (6 to 13 year olds in Malawi). Ideally, the NER is supposed to be 100 or less, however, EMIS has been getting an NER of above 100%, mainly because of falsifying of age. However, recently the Ministry undertook an EMIS validation survey that assisted in partly solving this problem. The (EMIS 2016) shows an NER of 97.9%.

Figure 3-8: Trend in NER
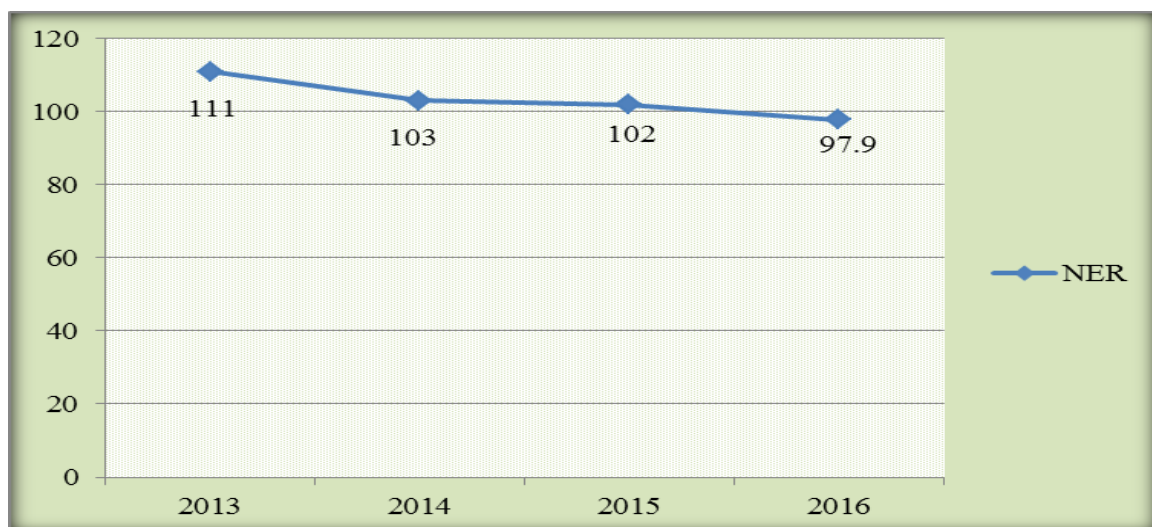
Net Intake Ratio (NIR)

NIR measures access to primary education by students of the official school-going age.

Figure 3-9: Trend in NIR
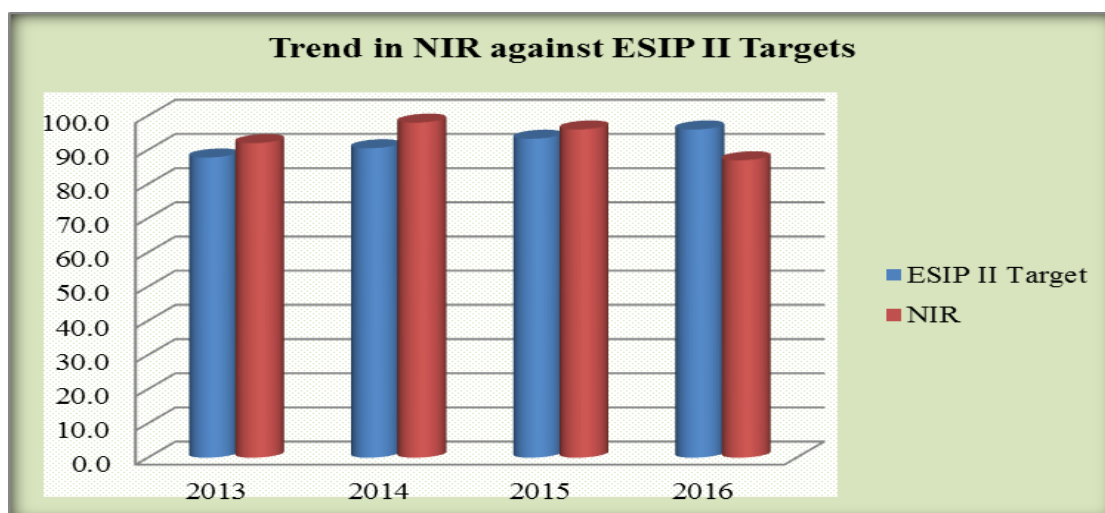
The rate has significantly decreased from 96% in 2015 to 87% in 2016, most likely because of the validation survey that was undertaken prior to the production of the 2016 EMIS Report. One of the findings of the survey was that there was a lot of age falsifying in primary schools at the time of first enrolment into standard one.

Gender Parity Index (GPI) for Primary Enrolment

GPI for primary enrolment is the ratio of female to male students enrolled into primary schools. A GPI of 1 reflects a situation of equality between boys and girls enrolled while a GPI of 0 is an indication of highest disparity between male and female. The 2016 value for GPI is above one at 1.01, indicating that more girls than boys were enrolled into primary school.

Figure 3-10: GPI for Primary School Enrolment
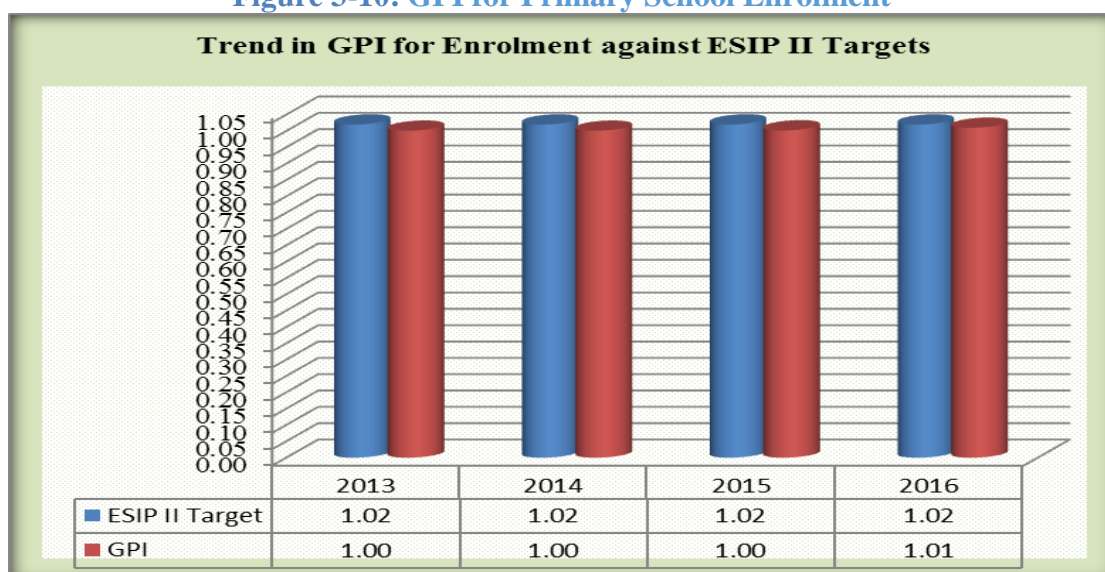
The ESIP II GPI target was set at 1.02 because the population of girls among the official school age population is slightly higher than that of boys by 0.02%. Figure 3-10 above compares the trend in GPI for primary enrolment with the ESIP II targets.

The figure shows that although the ESIP II target has not been met in 2016, there is an improvement in GPI between 2015 and 2016.

Percentage of Special Needs Education (SNE) Learners Enrolled

The National Education Sector Plan (NESP) stresses on the issue of providing equal access to education. This includes provision of equal access to students with special education needs. Progress towards the achievement of this objective is assessed by looking at the percentage of special needs students that are enrolled in primary school each year. The percentage is then compared to what has been targeted in ESIP II for that particular year. Figure 3-11 below compares trend in the percentage of students with special needs enrolled in primary schools with the ESIP II targets for a four-year period between 2013 and 2016.

Figure 3-11: Trend in the Percentage of SNE Students
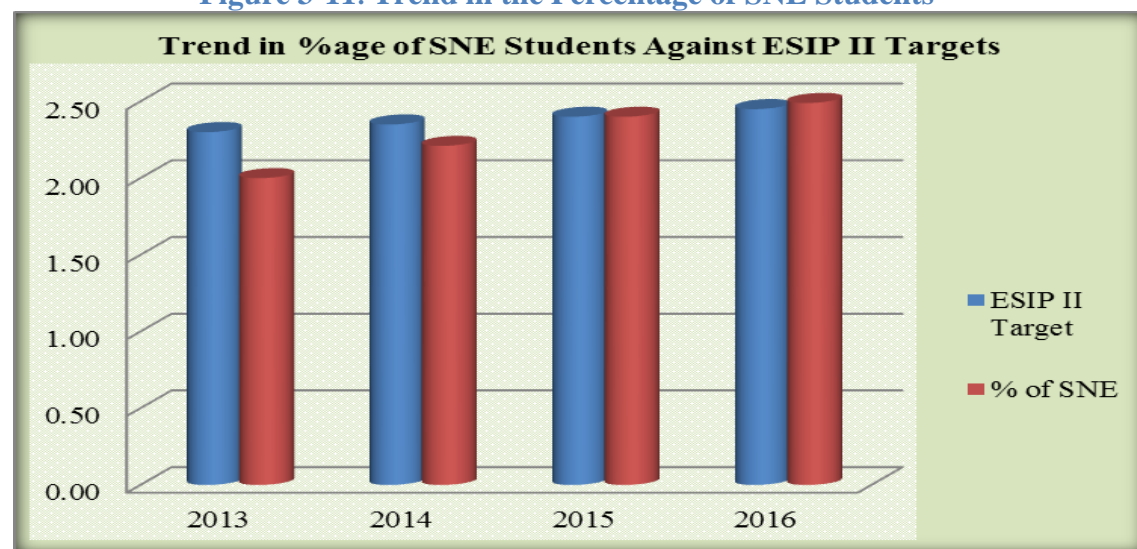
The percentage of total primary enrolment that are SNE students has been steadily increasing throughout the period under review and at 2.5% it has surpassed the ESIP II target of 2.45% for 2016. It is also encouraging because the target that was set by the World Health Organization (WHO) has been met.

3.1.1.2. Quality and Relevance

Quality of education can be defined as "the level of material inputs allocated per pupil and the level of efficiency with which fixed amounts of material inputs are organized and managed to raise pupil achievement"[2]. Empirical evidence from studies and literature suggests that access to textbooks and writing materials and teacher quality consistently influence student achievement. Efficient and effective use of such resources influence student-learning outcomes. The following are some of the indicators that have been used to track both quality and efficiency of primary education in Malawi.

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[2] *Raising School Quality in Developing Countries: What Investments Boost Learning?*, World Bank Discussion Papers.

Number of Qualified Teachers

The number of qualified teachers, in this case, refers to the total number of teachers who have received the organized teacher training (pre-service or in-service) required for teaching at the primary level.

Figure 3-12: Trend in the Number of Primary School Qualified Teachers

	2013	2014	2015	2016
ESIP II Target	48,399	56,016	64,385	74,581
Number of Qualified Teachers	59,178	59,875	64,056	61,628
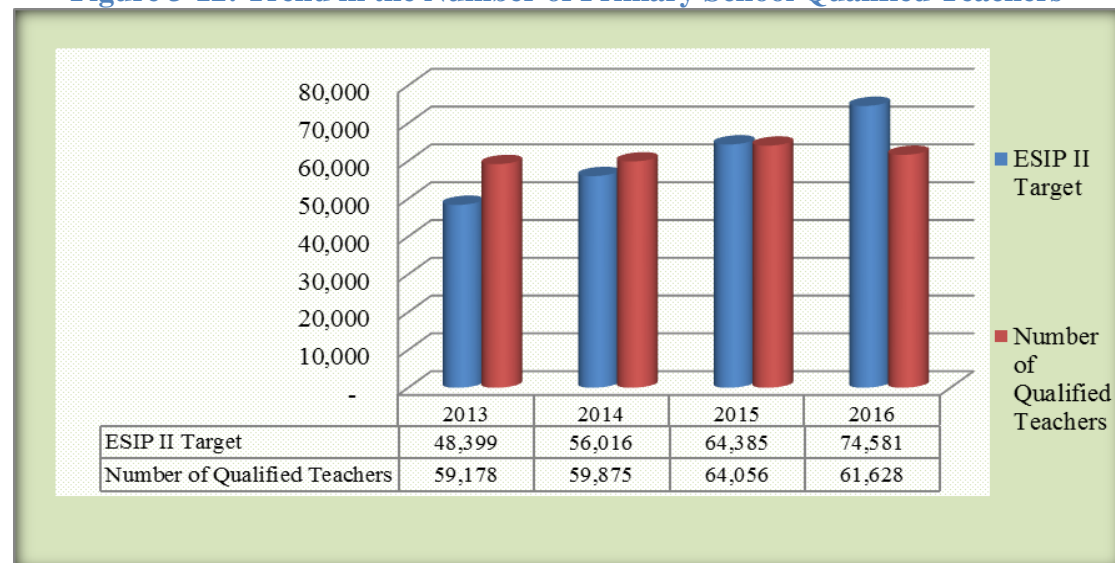
The number of qualified teachers in the system has been increasing since 2012. Between 2013 and 2014, the number surpassed the ESIP II targets (for those two years). Although the number of qualified teachers increased by about 4,000 between 2014 and 2015, the sector still missed the ESIP II target. Repeatedly, in 2016, the sector has failed to meet the ESIP II targets by far owing to failure to recruit teachers on time in 2014 and 2015.

Pupil Qualified Teacher Ratio (PQTR)

Low pupil-qualified teacher ratio enhances individual student attention by teachers, which contributes to an increase in student achievement. Because it enables better absorption and understanding of the subject, a low pupil teacher ratio is, therefore, essential for long term and broad based academic achievement. Malawi's PQTR has remained very high for a long period. This increases class size and partly explains why learning outcomes at primary education level have been deteriorating - as indicated by falling pass rates for primary school leaving certificate of education examinations.

Figure: 3-13 Trend in Pupil Qualified Teacher Ratio

	2013	2014	2015	2016
ESIP II Target	88	81	74	67
PQTR	76	78	75	80
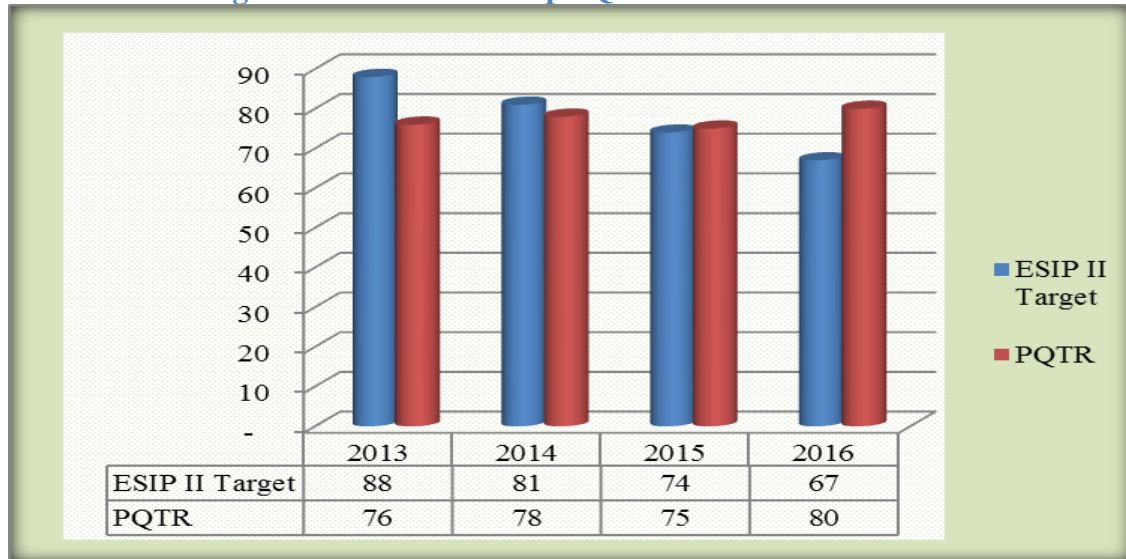
Although there have been a lot of interventions aiming at reducing the PQTR (such as implementation of ODL mode of training, construction of more Teacher Training Colleges), the ratio is still very high at 80:1 in 2016. This is probably because of the increasing enrolment growth rate that is higher than the growth rate of trained teachers. The sector achieved the ESIP II target for PQTR in 2013 and 2014, probably because of the additional teachers that were recruited in 2012 and in 2013. The sector missed the ESIP targets in 2015 and 2016 probably because no teachers were recruited in 2014 and 2015.

Regional disparities in PQTR are very rampant with South East Education Division (SEED) being the one with the highest PQTR of 89:1 in 2016. Northern Education Division (NED) has the lowest PQTR of 71:1. For the other education divisions, please see figure 3-14 below.

Figure: 3-14 Distribution of 2016 PQTR by Education Division

	CEED	CWED	NED	SHED	SEED	SWED
PQTR	81	78	71	81	89	78
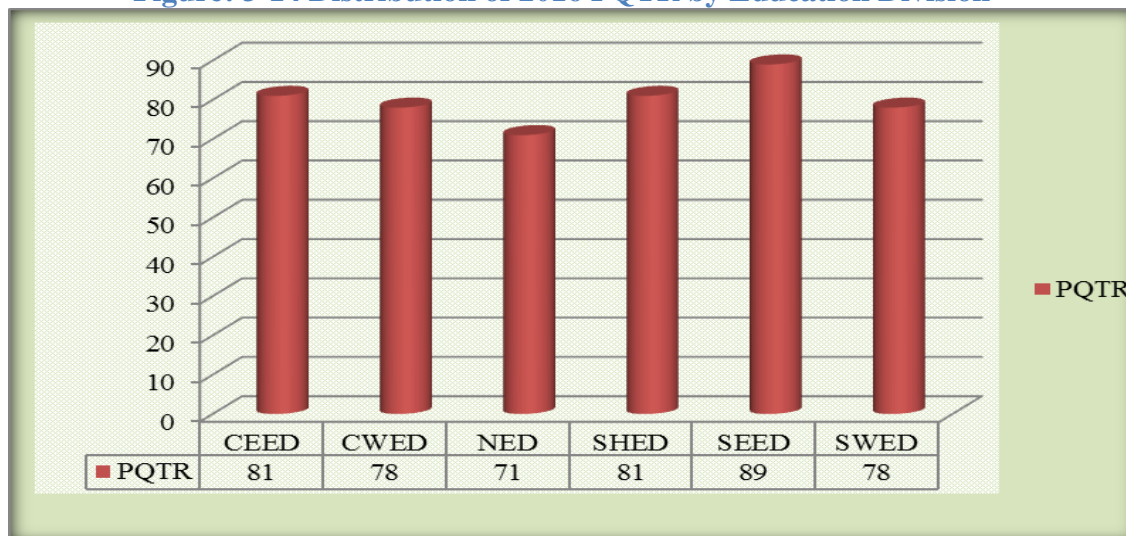
Although the figure above shows clear regional disparities, there is still need for rational deployment of teachers by ensuring that the desired or targeted PQTR (60:1) is achieved and maintained for each school, rather than just as an average for the

nation or education division or district. There are big variations within divisions, among districts and even within districts and between and within schools.

PQTR for Urban and Rural Schools in Malawi

Under ESIP II, the education sector is aware that deployment of qualified teachers should ensure that that there is no urban-rural imbalance in teacher postings, as shown below

Figure 3-15: Trend in PQTR for Urban and Rural Schools in Malawi

	2013	2014	2015	2016
■ PQTR Rural	77	78	75	82
■ PQTR Urban	74	74	73	67

The figure above shows tremendous improvements in PQTR for rural and urban schools from 2012 to 2015. The result was supposedly due to government's policy of deploying all graduating trained teachers to rural schools. Equity in the distribution of qualified teachers in urban and rural schools was almost achieved. In 2016, the gap has widened with the urban rates getting better while the rural rate has gotten worse. The decline in the 2016 PQTR is due to failure to recruit teachers in 2014 and 2015 to match with growing enrolment.

Gender Parity Index (GPI) for Primary School Qualified Teachers

Gender parity index for primary school qualified teachers measures the proportion of female qualified teachers to male qualified teachers for primary schools. The ideal GPI is 1.0 as it shows the desired balance of male and female teachers in the system. At the beginning of ESIP II implementation, the GPI was at 0.70 and as such it was planned that by the end of ESIP II (in 2017), the GPI should be at 1.0. The figure below shows that we are not getting closer to the desired targets.

Figure 3-16: Gender Parity Index for Primary School Qualified Teachers

	2013	2014	2015	2016
■ ESIP II Target	0.77	0.85	0.91	0.96
■ GPI for Teachers	0.67	0.71	0.72	0.71
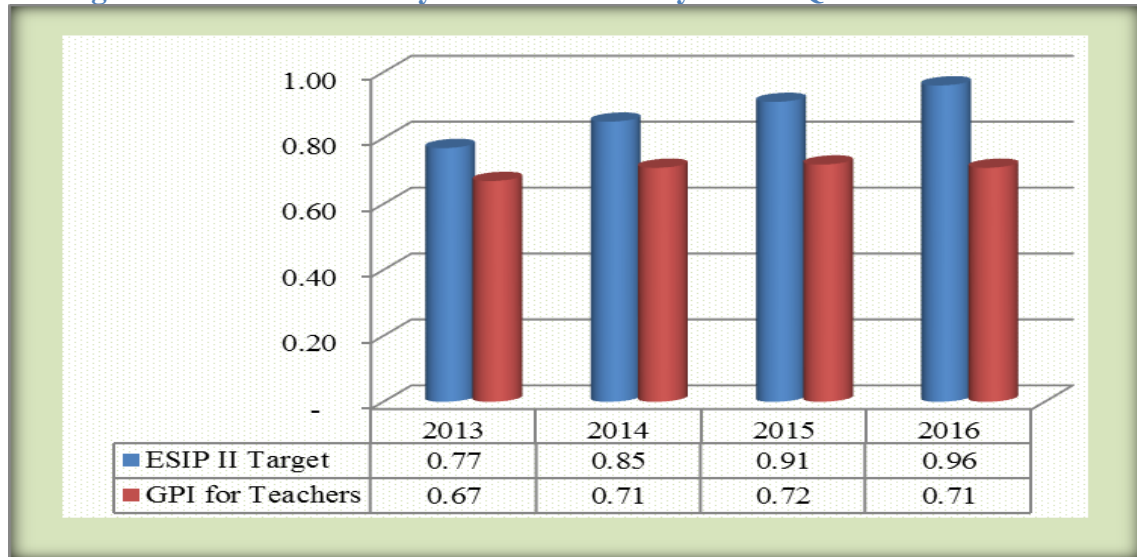
The GPI worsened in 2013 from 0.70 to 0.67 and has remained very low at 0.71 in 2016. Consequently, the ESIP II targets for the entire period have not been met. The major cause is the high dropout rate of female students at teacher training colleges. GPI for qualified teachers is particularly poor in rural schools as the majority of female teachers prefer to teach in urban areas where their husbands are working. There is a very big gap in the GPI for the urban and rural primary schools as shown below:

Figure 3-17: GPI for Qualified Teachers in Urban & Rural Schools

	2013	2014	2015	2016
■ GPI Rural	0.53	0.57	0.61	0.62
■ GPI Urban	2.65	2.71	2.85	2.30
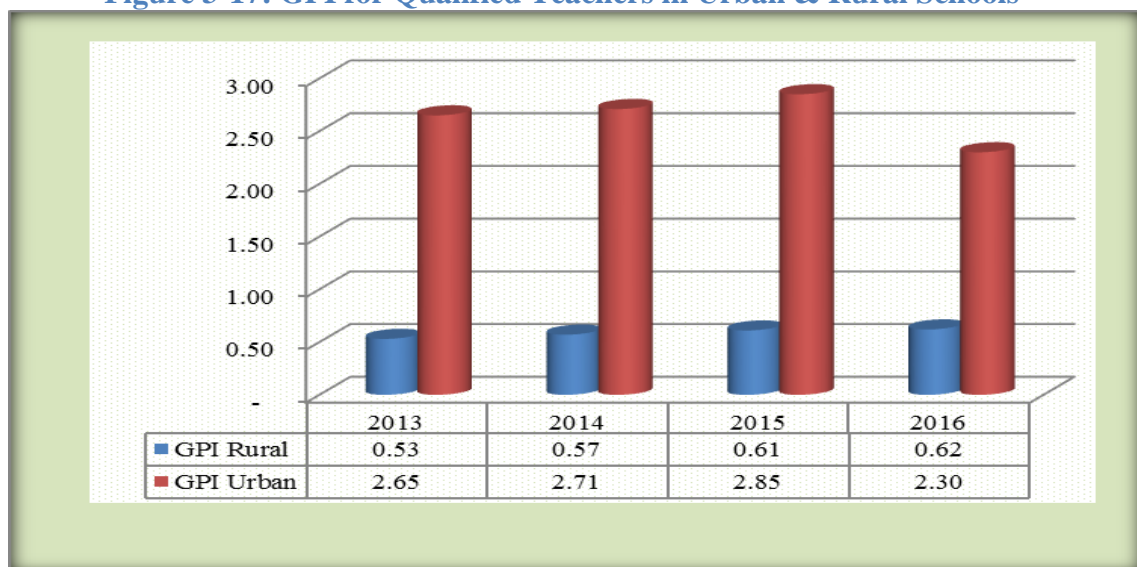
Female teachers act as role models for girls, especially in rural areas where dropout for girls is higher than boys. The GPI for rural school has remained very low with the highest being 0.62 in 2016. The indices have been below the national ESIP targets since 2012. The urban GPI has been above the recommended GPI of 1 since 2012 meaning there are more females teachers in urban areas. Since 2012, the indices have been reducing at they stand at 2.3 in 2016. The downward trend in urban rates is encouraging as we try to achieve gender imbalance.

Repetition Rate for Boys and Girls

Repetition rate is defined as the total number of learners who are enrolled in the same class/standard as the previous year, expressed as a percentage of the total enrolment in primary education. Traditionally, class repetition has been used as an indicator of educational inefficiency. High repetition rates tend to inflate school participation indicators and, therefore, misinform about school access, thus revealing issues of internal efficiency in the education system. It mainly drains resources as learners stay longer than expected.

Figure 3-18: Trend in Repetition Rate for Girls

	2013	2014	2015	2016
ESIP II Target	20.3	18.0	14.0	12.0
Repetition Rate (B)	18.3	19.5	21.3	22.7
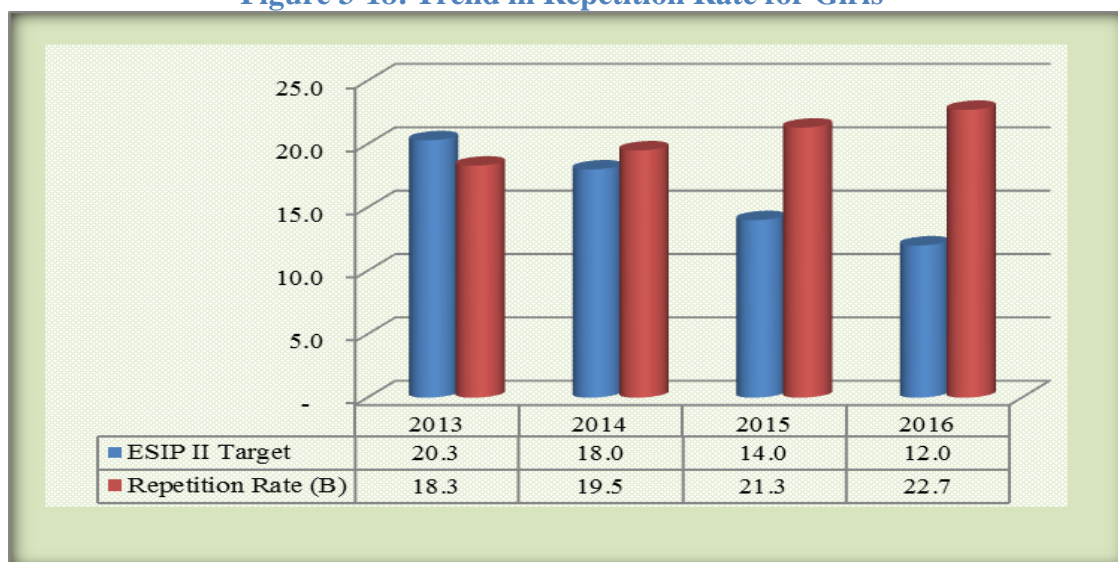
Figure 3-19: Trend in Repetition Rate for Boys

	2013	2014	2015	2016
ESIP II Target	21.0	19.0	15.0	13.0
Repetition Rate (G)	19.0	19.9	22.4	24.1
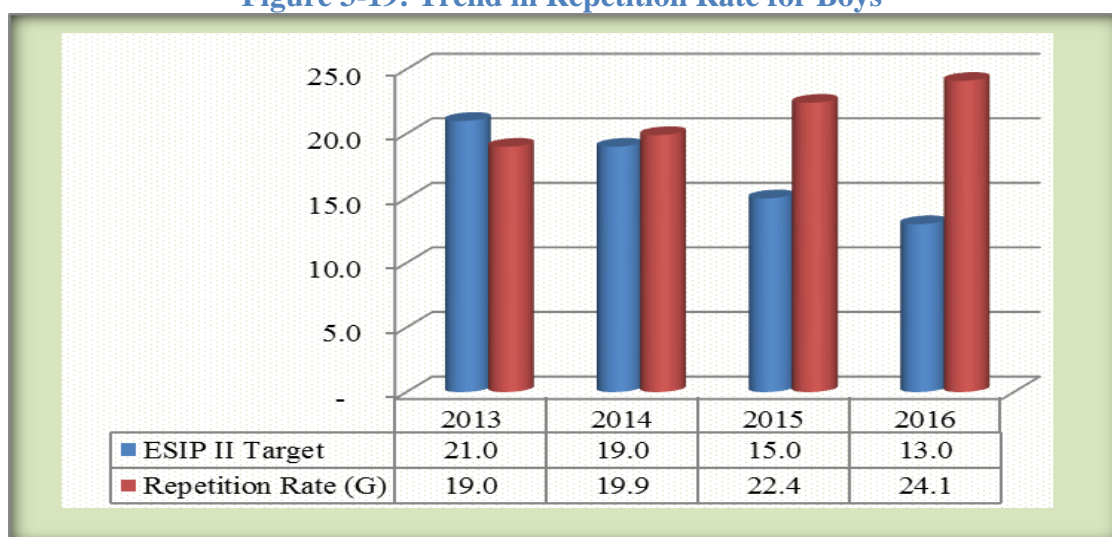
Repetition rates for both boys and girls have been getting worse since the implementation of ESIP II began in 2013. It is only in 2013 that the sector managed to achieve and surpass the ESIP II target. The rate, however, worsened in the subsequent years, with 2016 being the worst at an average of 24.1 percent for boys and 22.7 percent for girls. While significant progress has been made in increasing the primary school enrollment rate, no attention has been paid to high-class repetition rates. The

"2011 circular on repetition" which states that <u>repetition rates should be reduced to a</u> <u>maximum of 10 percent</u> has not been implemented. These high (and rising) repetition rates are an indication of deteriorating quality of primary education. It means that students are failing to master what they are taught in class. Universal primary education through compulsory education that is being advocated in the Education Act cannot be realized without addressing high wastage in the primary education system due to class repetition (and dropout).

Figure 3-20: Repetition Rates by Education Division-2014 to 20163.1

	repetion CEED	repetition CWED	repetition NED	repetition SHED	repetition SEED	repetition SWED
■ 2014	22.4	18.1	20.5	20.9	16.8	17
■ 2015	23.8	20.1	22.4	23.2	23.7	18.6
■ 2016	23.9	21.3	24.8	27.5	25.1	20.4
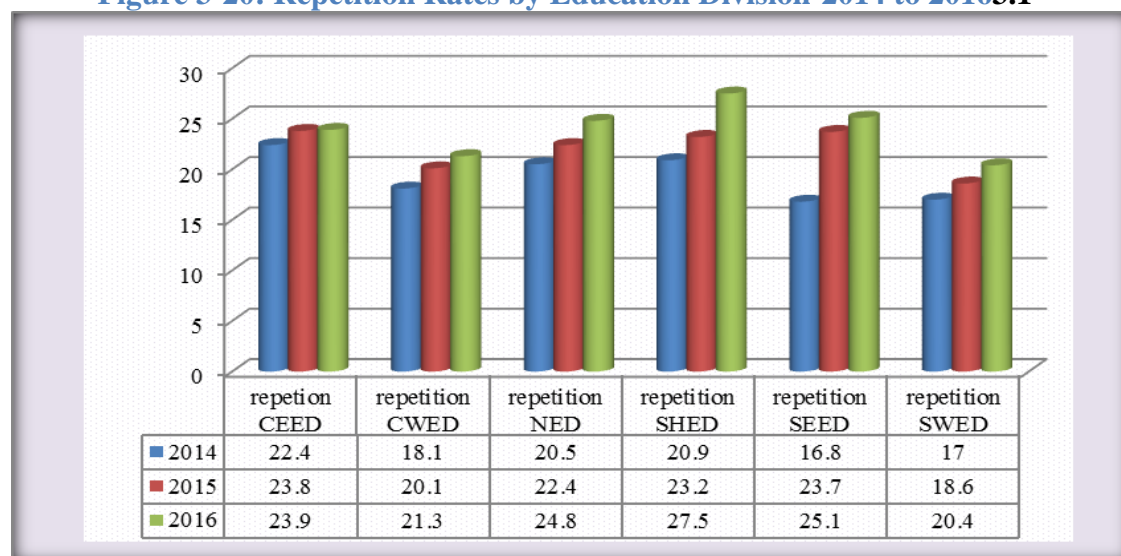
Repetition rates for all the education divisions were very high as compared to the set ESIP II targets. Among the divisions South West Education Division (SWED) had the lowest rate in all the three years as compared to other regions. SHED had the highest repetition rates in 2016. The divisions with the highest repetition were coincidentally the ones who had a higher PQTR in 2016 (refer to figure 3-20 above). In a nutshell this assumes a positive relationship between PQTR and repetition rate. A study on repetition and dropout that was commissioned by USAID in 2013 confirms this proposition. The study concluded that the following are the three main factors that contribute to high repetition in Malawi:

  i.   School-related factors (such as ineffective teaching, insufficient number of qualified teachers, absence of textbooks and inappropriate learning assessment system);

  ii. Student characteristics (such as poor motivation, learning difficulties, health and nutrition status, and behavioral problems);

  iii. Household-related factors (such as illiteracy or low education levels of parents, household income).

Dropout Rate for Boys and Girls

Dropout rates for primary school boys and girls have remained very high throughout the period under review. Unlike repetition rates, the dropout rates for boys are lower than those of girls. Although girls' dropout rates are higher than those of boys, dropout rates for boys are much higher than the ESIP II targets for 2013 and 2015, as shown in the figures below. Please note that in 2014, a different methodology was

used to calculate dropout rate and the figures show a very misleading picture. In other words, dropout rates were miscalculated because the data that was collected was also not right.

Figure 3-21: Repetition Rates by Education Division-2014 to 2016

	2013	2014	2015	2016
ESIP II Target	12.0		10.0	9.0
Girls Dropout Rate	12.0		10.2	10.2
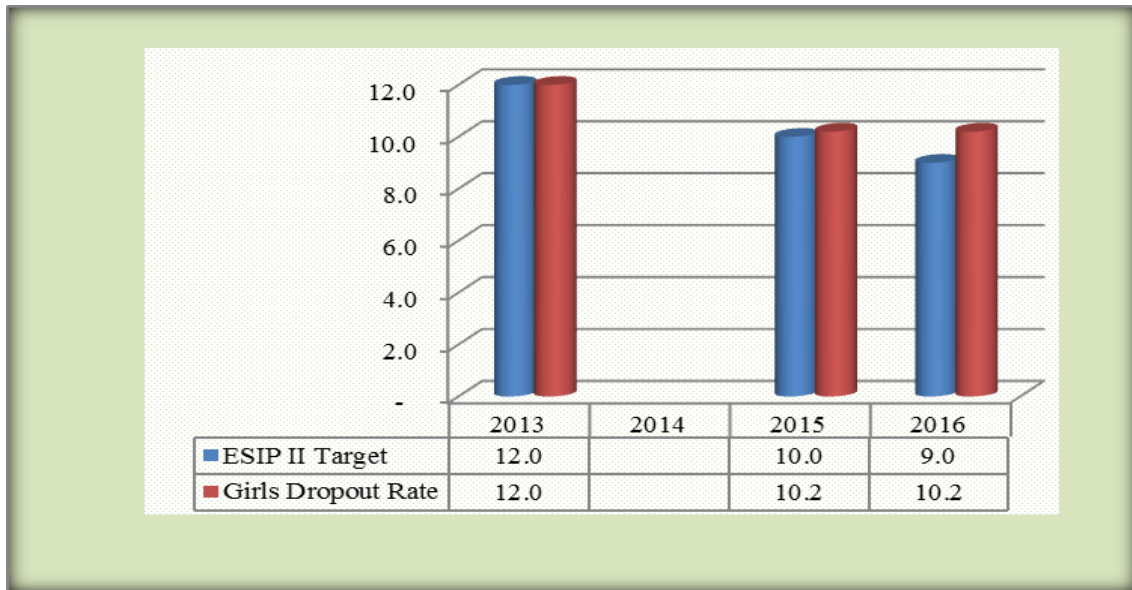
Figure 3-22: Trend in Boys' Dropout Rate

	2013	2014	2015	2016
ESIP II Target	7.7	8.5	7.5	7.0
Boys Dropout Rate	9.5		8.8	8.8
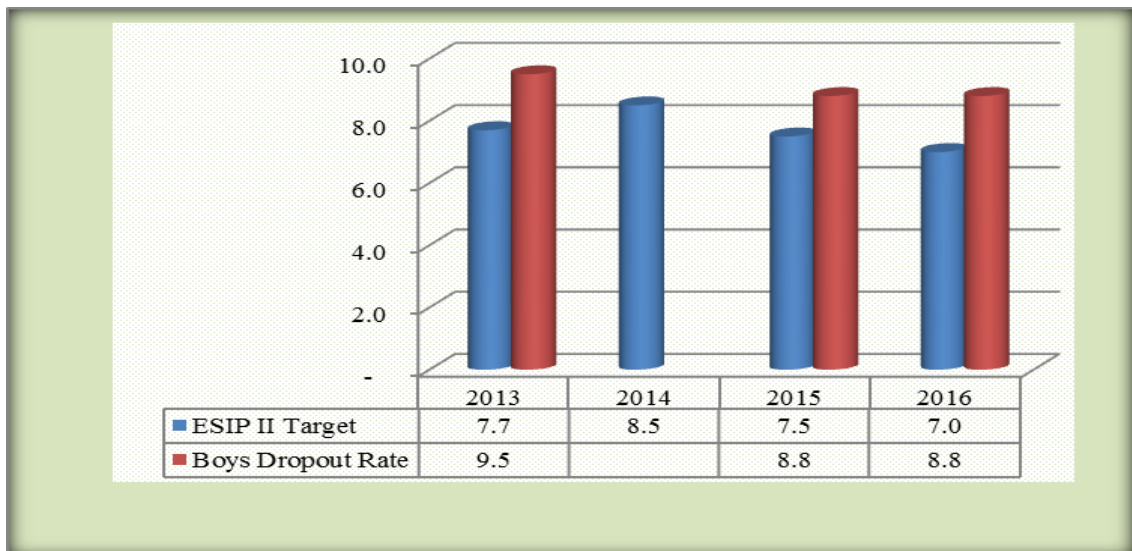
Between 2013 and 2016, dropout rates have improved from 9.5 percent to 8.8 percent for boys and from 12 percent to 10.2 percent for girls. In 2013, the sector achieved the ESIP II target for girls' dropout rate and narrowly missed the 2015 and 2016 targets. For boys, on the other hand, there was a gap between sector performance and ESIP II target for both years. This is probably a result of interventions that are aimed at retaining students, especially girls, in school. Such interventions include the provision of school meals and improvement in sanitary facilities. High dropout rates are highly linked with repetition.

The USAID study that was referred to above has also shown that students who repeat a class more than once during the primary school cycle are likely to drop out of school before completing all the eight years because of frustration.

Survival Rate to Standard 5 for Boys and Girls

Survival rates measure the retention capacity and internal efficiency of an education system. It illustrates the situation regarding retention of students from grade to grade in schools, and conversely the magnitude of dropout by grade.

Although there have been improvements in the survival rates to standard 5 between 2012 and 2013, the rates remained stagnant for both boys and girls between 2014 and 2015 and have marginally dropped in 2016. As such the ESIP II targets have been missed, with the gap getting wider each year as shown in the bar chart below:

Figure 3-23: Girls' Survival Rate to Standard 5

	2013	2014	2015	2016
ESIP II Target	67.0	75.0	84.0	92.0
Girls Survival Rate to std 5	62.0	64.0	64.0	62.0
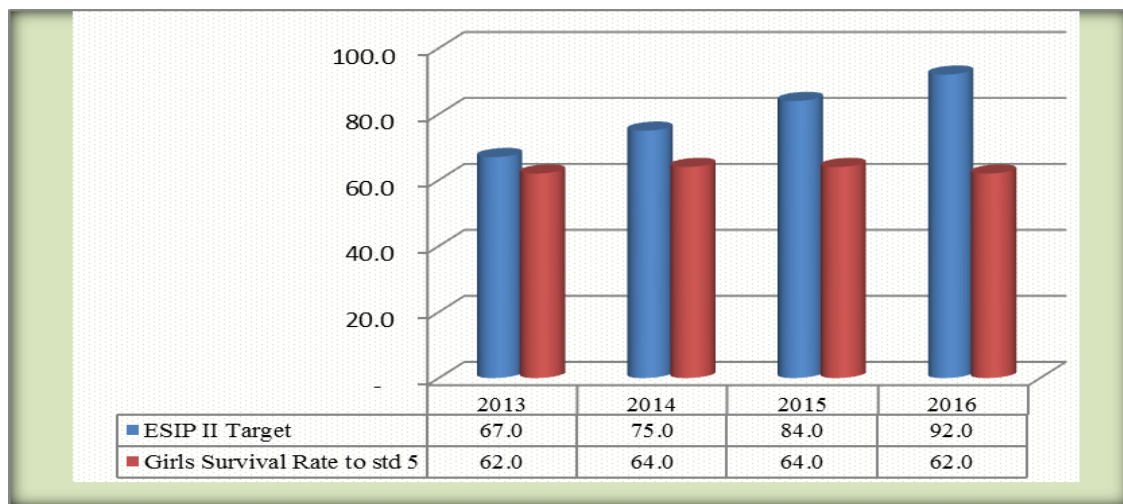
Figure 3-24: Boys' Survival Rate to Standard 5

	2013	2014	2015	2016
ESIP II Target	66.0	75.0	83.0	92.0
Boys Survival Rate to std 5	66.0	65.0	65.0	60.0
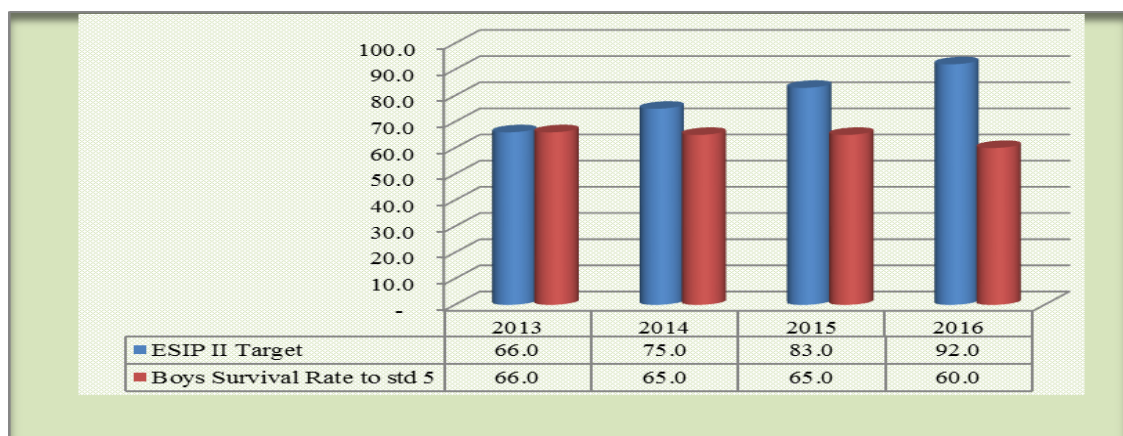
The ESIP II target was only met in 2013 for the boys' survival rate to standard 5. There are no improvements in the survival rates because of the high dropout and high repetition rates discussed above.

Survival Rate to Standard 8 for Boys and Girls

Survival rates to standard 8 for both boys and girls have remained below the ESIP II targets throughout the period under review. This shows that the sector has not performed well in retaining learners between standards 5 and 8.

Figure 3-25: Girls' Survival rate to Standard 8

	2013	2014	2015	2016
■ ESIP II Target	43.0	30.0	33.0	37.0
■ Girls Survival Rate to std 8	27.0	28.0	29.0	29.0
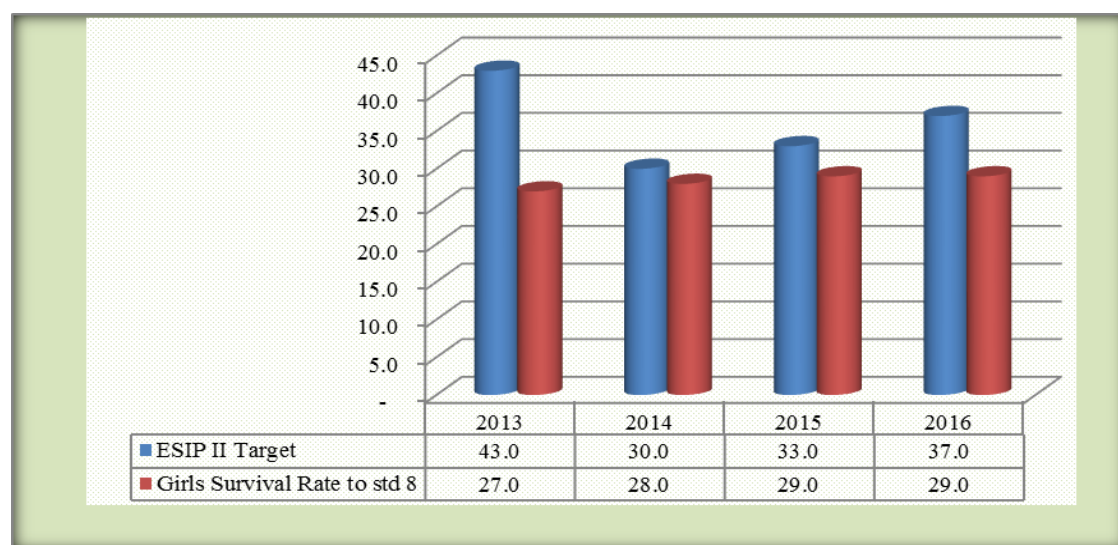
Figure 3-26: Boys' Survival Rate to Standard 8

	2013	2014	2015	2016
■ ESIP II Target	49.0	38.0	41.0	43.0
■ Boys Survival Rate to std8	35.0	35.0	35.0	36.0
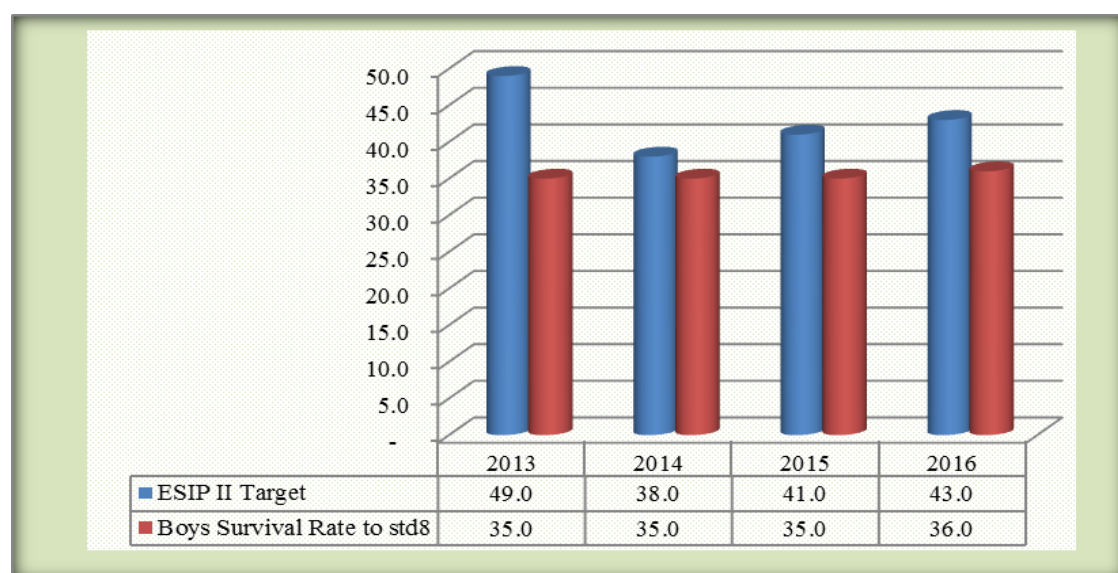
The rates for girls, however, improved in 2013 and 2014 but remained static in 2015 and 2016. The boy's rates have remained constant at 35 percent from 2013 to 2015. However, marginal improvements were observed in 2016. It is high time that interventions that aim at retaining girls in schools started to be extended to boys as well. Such interventions include the 'Keeping Girls in School (KIGS)'; and the Mother Groups. Boys are slowly being left behind It is very unlikely that the 2017 ESIP II targets of 40 percent and 45 percent for girls and boys, respectively, will be achieved.

Primary Completion Rate

Primary completion rate is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, minus the number of repeaters in that grade, divided by the total number of children of official graduation age. This indicator, which monitors education system coverage and student progression, intends to measure human capital formation and school system quality and efficiency. Primary completion rate focuses on the share of children who ever complete the cycle; it is not a measure of "on-time" primary completion.

In an ideal situation, primary completion rate should be at 1.0. However, this is not the case with many countries, including Malawi. In Malawi primary completion rate has remained very low over the ESIP II period although the rate slightly improved between 2012 and 2013 from 0.50 to 0.52. It remained constant in the following year (2014) and declined to 0.51 in 2015 and 2016. The ESIP II target was only met in 2013, but when the rate started to decline in the following two years, the gap between the ESIP II target and actual performance of the indicator is widening up.

Figure 3-27: Trend in Primary Completion Rate

	2013	2014	2015	2016
ESIP II Target	0.52	0.54	0.56	0.58
Primary Completion Rates	0.52	0.52	0.51	0.51
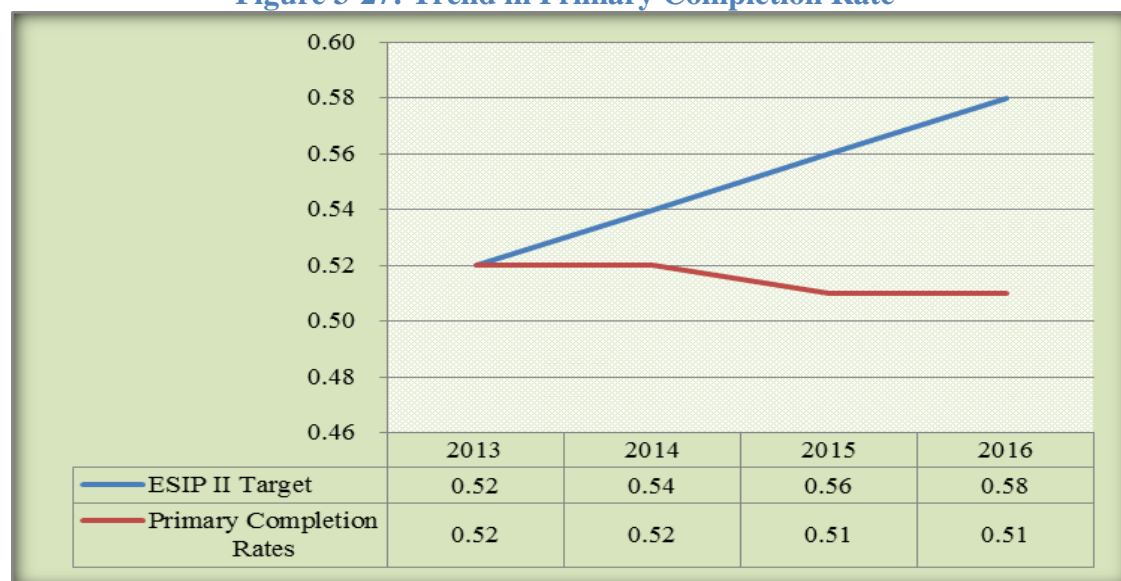
Of concern to educators in Malawi is the fact that these high repetitions are happening amidst the increased efforts to get resources to the school level through the PSIP. The Ministry of Education Science and Technology needs to find ways of improving the utilization and hence impact of the increased resources at the school level.

Pupil Textbook Ratio

This is the average number of usable textbooks per pupil in primary education in a given subject in a given school year. The ESIP II M&E matrix only gives indicators that show the average pupil textbook ratio for all the subjects. This makes it tricky to calculate the average pupil textbook ratio for all subjects for all classes. Nevertheless, the average pupil textbook ratio for 2016 has improved from 2.7:1 in 2015 to 1.8:1 in 2016, as shown in Figure 3-28 below.

Figure 3-28: Trend in Pupil Textbook Ratio

	2013	2014	2015	2016
ESIP II Target	3.0	2.5	2.0	1.0
Pupil Textbook Ratio	3.9	3.1	2.7	1.8
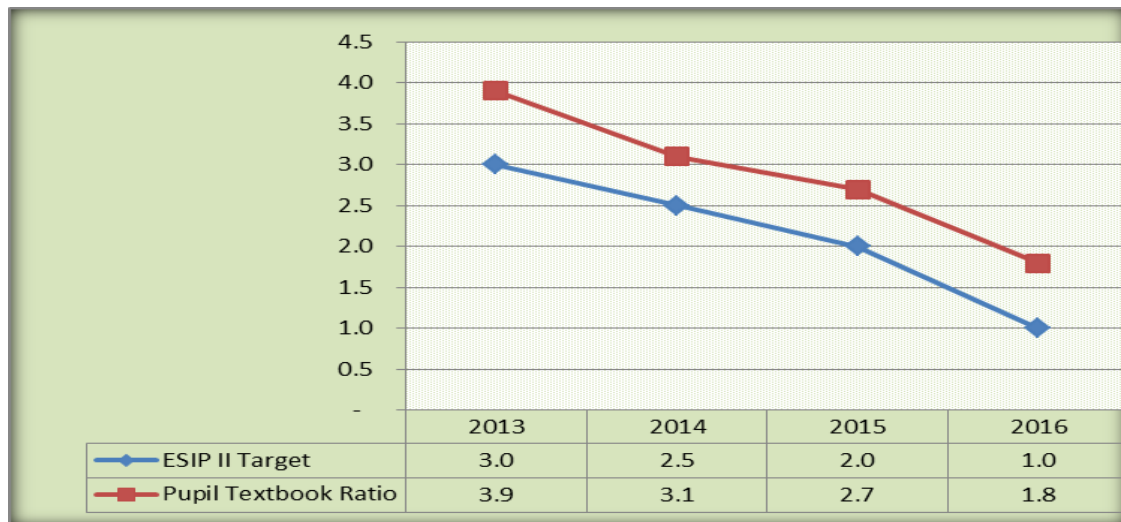
The pupil textbook ratio has improved by 50% from 2015 to 2016; however, the ESIP II target in both years has not been met. The trend from 2013 to 2016 is very promising and it is likely that the sector will meet the ratio of 1:1 by 2018.

Figure 3-29: Pupil Textbook Ratio for English – 2012 & 2016

Pupil Textbook Ratio For English

	std1	std2	std3	std4	std5	std6	std7	std8
2012	2.9	2.4	2.6	2.8	4.1	5.7	3.4	2.7
2016	1.2	1.2	1.6	1.4	2.3	2.4	2.3	1.3
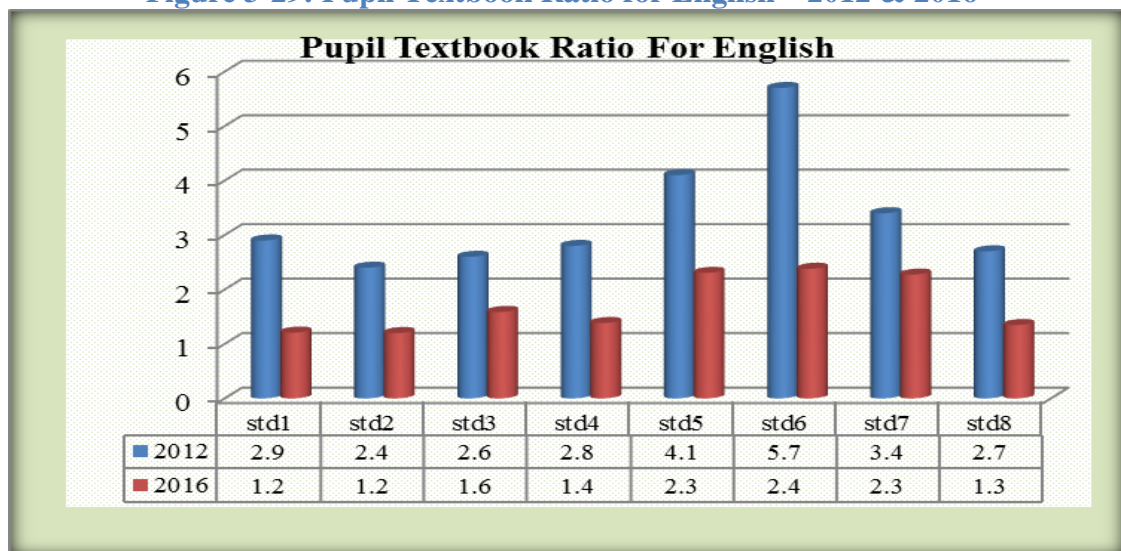
The pupil textbook ratio for English has greatly improved for all classes as shown in the figure above. Notable improvement took place in standard 6 (from 5.7:1 to 2.4:1). In 2016, the ratio is lowest (better) in standards 1 and 2 and is very close to 1:1. Just as it was the case in 2012, it is still learners in standard 6 who have relatively the fewest number of books, but the ratio is not very bad.

In Mathematics, there was much improvement in the textbooks across all the classes between 2012 and 2016. In 2016, the ratio was lowest in standard 5 and poorest in standards 6 and 7. In all the classes, however, not more than two children share a Mathematics textbook. For details, refer to the figure below.

Figure 3-30: Pupil Textbook Ratio for Mathematics – 2012 & 2015

Figure 3-30: Pupil Textbook Ratio for Mathematics – 2012 & 2015

Pupil Textbook Ratio for Mathematics

	std1	std2	std3	std4	std5	std6	std7	std8
2012	3.3	2.9	6	5.4	4.1	5.7	3.7	3
2016	1.9	1.9	1.7	1.4	1.3	2.0	2.0	1.8
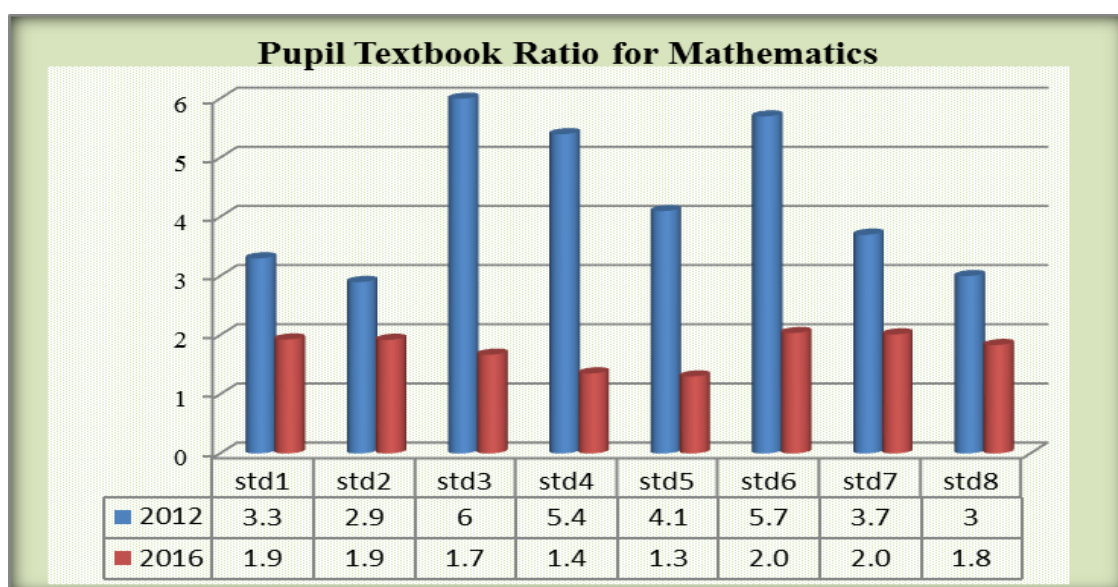
3.1.1.3.   Governance and Management

Improved Management of Primary Education through Higher School Funding

Funding to school refers to the financial disbursements to educational institutions for the purchase of various resources or inputs of the education process such as administrators, teachers, teaching and learning materials, equipment and facilities. The quality of education is influenced by the method in which spending is allocated between different categories. Teachers' salaries; condition and availability of teaching materials and other educational facilities; the ability of the education system to adjust to changing demographic and enrolment trends; are some of the factors which affect the quality of education. The following indicators are used in ESIP II to monitor financing of the primary sub-sector.

Percentage of Education Budget Allocated to Primary Sub-Sector

In Malawi, a large percentage of the expenditure on education goes to primary education as shown in Figure 3-31 below. Secondary education and universities share the smaller remainder.

Figure 3-31: Percentage of Education Budget Allocated to Primary

	2013	2014	2015	2016
ESIP II Target	60.0%	60.0%	60.0%	60.0%
Funding to Primary	60.0%	63.1%	57.0%	53.0%
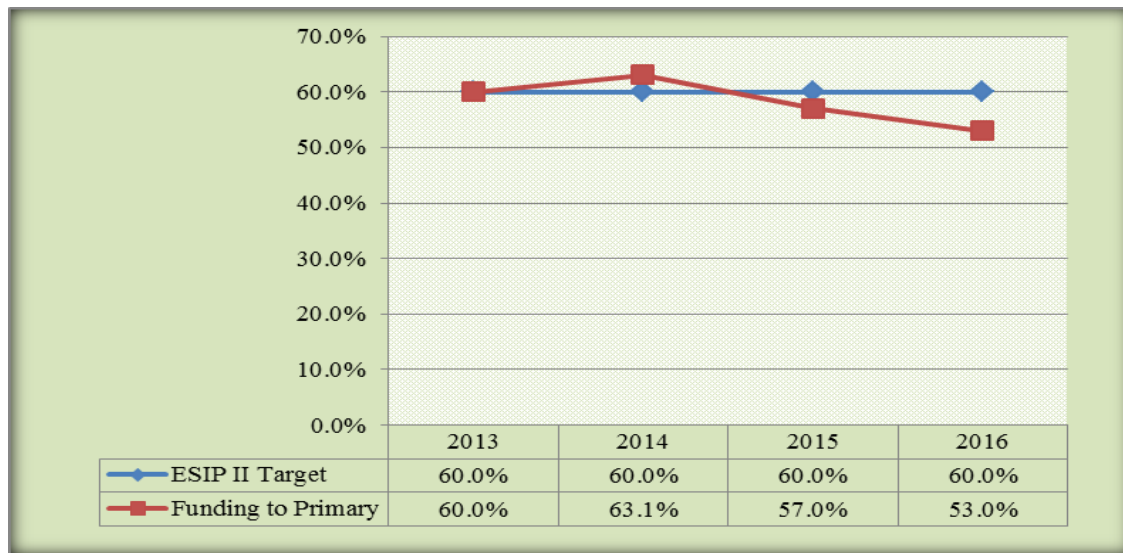
The sector achieved the ESIP II targets of 60% for the primary subsector in 2013 and 2014 only. In the following two years, allocation to the primary sub-sector has been decreasing each year, with 53% for 2016. This is a deliberate move to accommodate for the needs of secondary education, which is also expanding.

3.1.2. Complementary Basic Education

Complementary Basic Education (CBE) allows marginalised out of school children to access basic education in various centres across the country. The aim of the programme is to increase literacy and numeracy levels of out of school children and to convey life skills enabling the participants of the programme to enhance their cognitive and productive capacities.

A special curriculum has been developed in order to enable effective part time learning, bringing participants up to standard six of primary education in a three year learning cycle. The CBE programme is steered by MoEST and delivered by local government (at district level) as service providers. The programme produces its own teaching and learning materials but uses existing infrastructure for off peak sessions. CBE teachers are known as facilitators. They undergo on-the-job training that prepares them facilitate the learning process. They receive the induction training for three weeks before they begin teaching. Thereafter, they undergo a series of between-term and Friday insets at their respective zones.

The number of CBE centres has been growing since MoEST started in 15 pilot centres in three districts in 2006. In 2012/13, the sector had 600 CBE centres operating in 10 districts. The programme targets districts with the highest dropout rates at primary level, which are: *Kasungu, Ntchisi, Salima, Lilongwe Rural West and East, Dedza, Mwanza, Phalombe, Chikhwawa and Nsanje*. Additionally, the programme has also been running in Lilongwe Urban and Blantyre Urban. The figure below includes the newly to be open CBE centres (240) in Dowa, Ntcheu and Balaka in 2016/17.

Figure 3-32: Number of CBE centers

	2013	2014	2015	2016
Number of CBE centres	600	1140	1140	1381
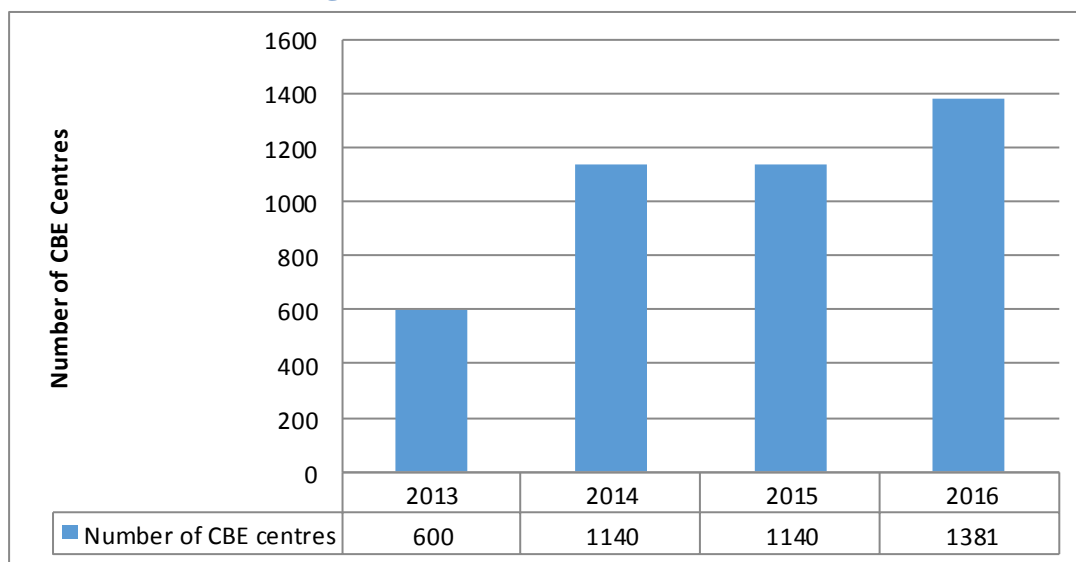
The figure above shows no change between 2013/14 and 2014/15 because of change in the mode of delivering CBE services from NGOs subcontracted as service providers to local government (district council).

Furthermore, it should be noted that the total number of children accessing CBE is 41, 145, of which 55.0 % are female and 45 percent are male learners.

Figure 3-33: Percentage distribution of CBE enrolment by gender
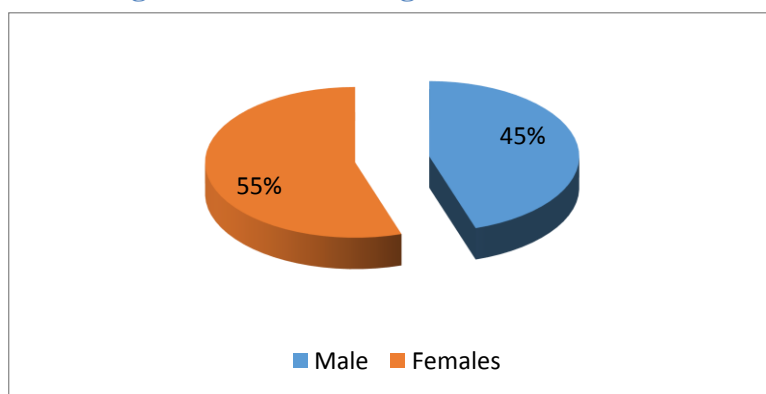
3.2. Secondary Education

3.2.1. Access and Equity

Secondary education in Malawi takes a minimum of four years to complete and includes two cycles each lasting two years. According to MoEST, the goal of secondary education is to increase access for learners successfully graduating from basic education.

3.2.1.1. Number of Secondary Schools

The number of secondary schools, both public and private, has increased in the last five years. Number of public schools increased from 856 in 2012 to 1,130 in 2016 representing a 32 percent increase. In the same period, the number of private schools saw a substantial 140 percent increase, growing from 159 schools in 2012 to 383 schools in 2016.

Figure 3-34: Trend in Number of Public and Private Secondary Schools: 2011-2016

	2012	2013	2014	2015	2016
Public	856	981	1,008	1,094	1,130
Private	159	209	305	360	383
Total	1,015	1,190	1,313	1,454	1,513
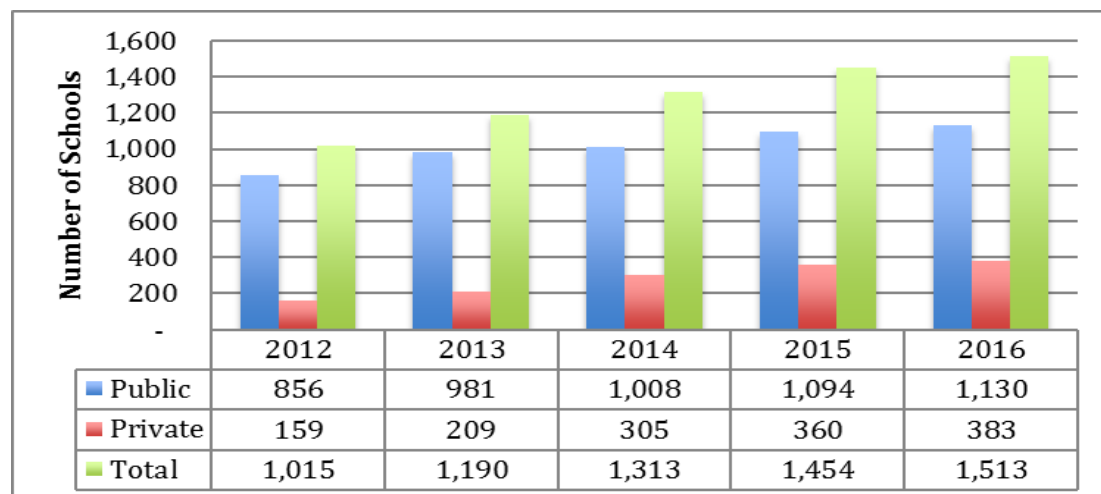
Source:EMIS 2016

ESIP II targeted to have 29.5% of private schools registered and operational by the end of 2015/16 financial year but the sector managed to achieve 25.3%. In 2015/16, out of the 1,130 public secondary schools in Malawi, 70 are Boarding Secondary schools, and 702 are Community Day Secondary Schools among other categories of secondary schools. Note that CDSSs constitutes the largest number of Secondary school though most of them lack classrooms, laboratories and qualified teachers. The Sector also planned to upgrade 30 CDSSs by the end of 2015/16 financial year, only 11 CDSSs were upgraded.

Recommendations
- It is important to put more focus in increasing access in secondary school;
- Effort in upgrading CDSSs has to be accelerated;
- Recruit more qualified teachers to teach at CDSSs;

3.2.1.2. Number of Open Day Secondary School

Open Day Secondary Schools (ODSS) complement the efforts of making secondary education accessible as per one of the strategy in ESIP II.

Figure 3-35: Number of Open Day Secondary Schools

	2012	2013	2014	2015	2016
Open Secondary Schools	64	135	168	278	323
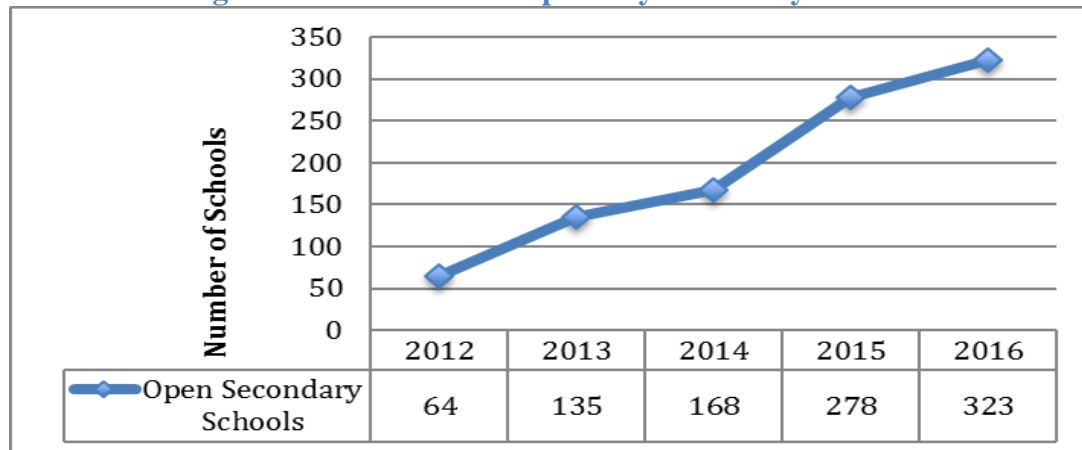
Source: EMIS 2016

Figure 3-35 above shows that the numbers of open day secondary schools have been steadily increasing since 2012. In 2016, there were 323 ODSSs, representing more than a four-fold increase from 64 schools in 2012. In 2015/16 school year, 45 new ODSSs were opened representing a 16 percent increase over the previous year. This can be attributed to the efforts of the Ministry of Education to increase access to secondary education by opening more ODSSs. Out of the planned 12% of secondary schools with ODSSs, 21% has been achieved by the year 2015/16. This is a great achievement for the sector.

3.2.1.3. Secondary School Enrolment

Enrolment is a common indicator that is used to determine access in an education system. According to the School Age Policy of Malawi, the official secondary school age group is defined as 14-17. However, trends have shown that ages vary drastically due to high repetition in primary education, limited space in secondary schools, poor transition to secondary education; some learners don't leave primary school until they are much older, and many others drop out and return of secondary school according to their ability to pay their school tuition.

Figure 3-36: Trend in Enrolment Growth Rate; 2012-2016

	2012	2013	2014	2015	2016
■ Public	221,802	261,356	274,736	286,154	284,228
■ Private	38,262	45,860	71,868	71,879	67,423
■ Total	260,064	307,216	346,604	358,033	351,651
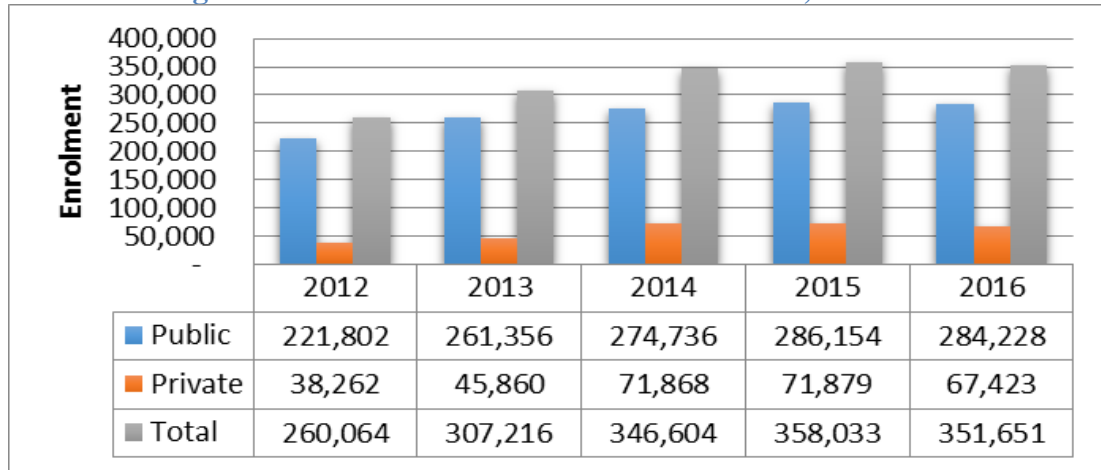
Figure 3-36 above shows that enrolment in public secondary schools has been increasing consistently from 2012 to 2015 with average annual growth rate of 11.4 percent, but decreased by 1.8 percent in 2016. Furthermore, the chart shows that enrolment in private secondary school decreased by 6.2 percent in the year 2015/16. However, more boys were enrolled compared to girls. The 2015/2016 ESIP II target for public secondary school enrolment is 284,376 and the Sector has achieved the actual enrolment of 284,228. Similary, the targeted private school enrolment for as per ESIP was 111,673 but the actual enrolment is 67,423 which is far below the target. Overall the Sector planned an enrolment of 396,049 out of which only 351,651 were enrolled. Yet the sector has managed to increase the number of secondary schools in the financial year.

Recommendation

- There is need to encourage Partners to open more private schools
- Need to find out reasons for the drop in enrolment and address problems related to them.

Enrolment by Form

In the 2015/16 financial year, it was noted that the enrolment for second and fourth forms where relatively higher than form 1 and 3. Despite that, these are different cohorts; however, results suggest that form 2 and 4 have higher capacity than form 1 or 3. This may not be a default scenario, but would rather be attributed to the National Examinations, which may increase enrolment as some students' repeat, either because of not meeting the national standard, or with the intention of improving their aggregate score.

Figure 3-37: Enrollment by Form

	Form 1	Form 2	Form 3	Form 4
Boys	47116	50001	42325	45621
Girls	44164	46592	36326	39506
Total	91280	96593	78651	85127
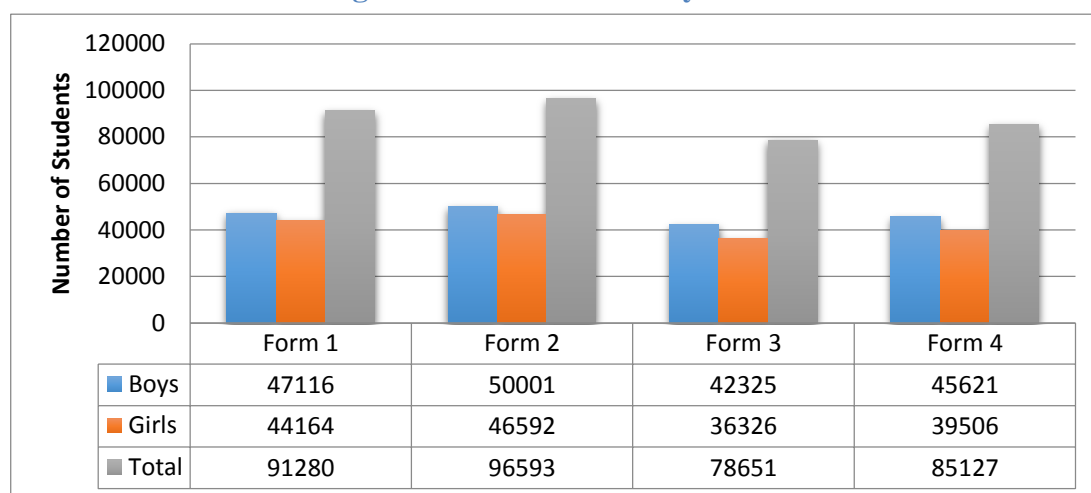
Figure 3-37 indicates that secondary education has higher enrolment of boys relative to girls in all forms. As such the Gender Parity Index should be in favour of male students, this implies that there is need for more interventions to upscale girl participation and improve gender disparities.

Recommendation

- The sector needs to identify factors that must keep both girls and boys in school

- Measures need to be employed to ensure that all the students who start form 1 finish form 4

3.2.1.4. Students with Special Needs

ESIP II, stipulates accommodation of all learners regardless of all stereotypical barriers. The ESIP II target for 2015/2016 was to increase the percentage of Enrolled SNE learners to 1.17%. However, available data indicates that 1.3% of SNE learners were enrolled. Besides out of the targeted 6,164 learners to be enrolled in the financial year only 4,726 were enrolled.

Figure 3-38: Number of Students with Special Needs

	CEED	CWED	NED	SHED	SEED	SWED
■ Blind	19	9	5	13	5	22
■ Deaf	23	31	5	30	27	42
■ Hard of Hearing	173	316	243	80	111	144
■ Learning Difficulties	286	199	157	71	156	176
■ Low Vision	230	875	531	135	241	442
■ Phycial Impairment	68	118	88	49	66	103
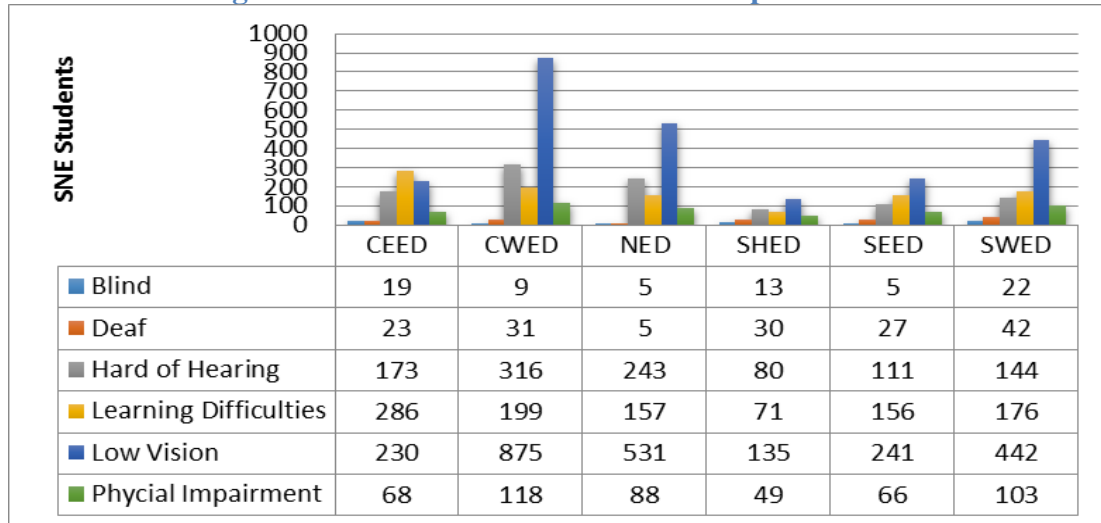
As reflected in figure 3-38 above, the majority of learners had varied special education needs, the most common one being low vision. The Central West Education Division (CWED) was reported to have the most SEN learners in absolute terms, a total of 675 learners were affected followed by the Northern Education Division (NED) with 549 learners.

The other forms of impairment to have affected learners were of hearing, physical impairment and learning difficulties. In terms of hearing difficulties and physical impairment, it is of particular interest to note that it is still the CWED and NED that were the most affected among all the education divisions, though the numbers were insignificant.

This shows that among the SNE learners more than 46 percent suffer from low vision and more than 20 percent are hard of hearing

Recommendations

- Deliberate efforts have to be made to make sure that all students with special needs are in school.

- MANEB Exams must take into consideration all students with different special needs in time allocation and environment for writing exams.

3.2.1.5. Net Enrolment Rate and Gross Enrolment Rate

Gross Enrolment Rate (GER)

GER is a crude measure of access to school. Mostly the indicator is above 100 because of its methodological nature of calculation as it includes both under and over aged pupils.

Figure 3-39: Trend in Gross Enrollment Rate; 2011-2016

	2012	2013	2014	2015	2016
GER Boys	22.0	24.6	26.5	26.3	24.7
GER Girls	17.3	20.1	22.3	22.3	21.4
National	19.6	22.3	24.3	24.0	23.0
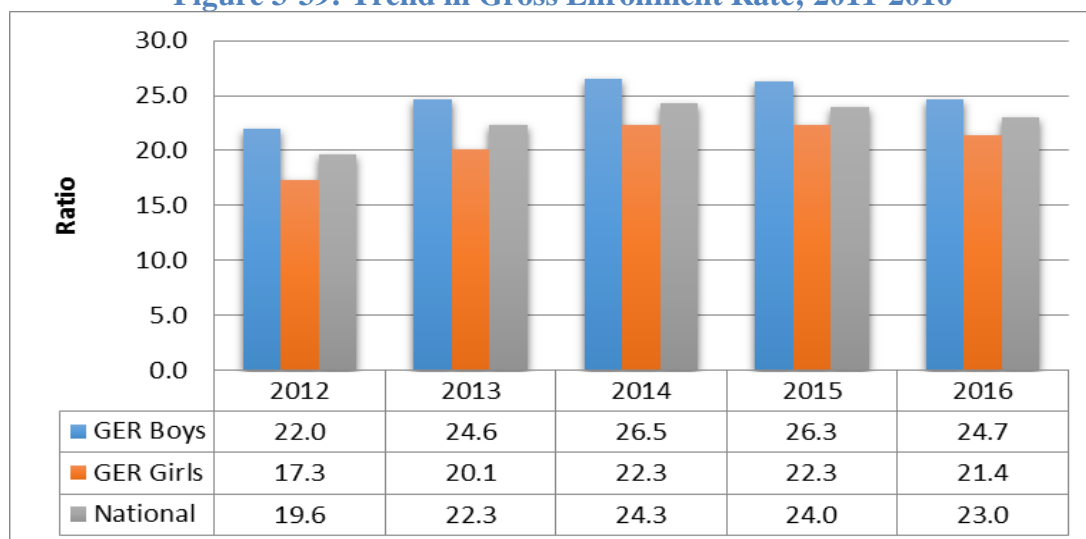
Gross enrolment rate has been changing from 2012 to 2016. An upward movement was observed from 2012 to 2014 with rates moving from 19.6 to 24.3 percent. A downward movement was observed from 2014 to 2016 with rates moving from 24.3 to 23. The results mean there is very low accessibility of secondary education by the citizens in Malawi. Across gender, the results show that boy's gross enrolment rates have been marginally above girls over the last five years. However, for 2016 the boy's rates dropped from 26.3 to 24.7 while the rates for girls marginally dropped to 21.4 in 2016. Though it can be concluded that boys have better access to secondary education than girls but the national rates remained low for such conclusions. ESIP II target for GER was 64.4%. Hence the 23 % achievement is below the planned target.

Net Enrolment Rate (NER)

NER is the best way of measuring organized on-time school participation. It is a more refined indicator of school and enrolment coverage and explains the proportion of students enrolled in terms of official age group. The official age for student in secondary school is between 14 to 17 years. Hence the analysis below considers students falling within the official secondary school going age.

Figure 3-40: Trend in Net Enrollment Rates for Secondary Schools

	2012	2013	2014	2015	2016
NER boys	14.0	15.0	16.0	16.0	15.0
NER Girls	12.0	13.0	15.0	15.0	15.0
National	13.0	14.0	15.0	15.0	15.0
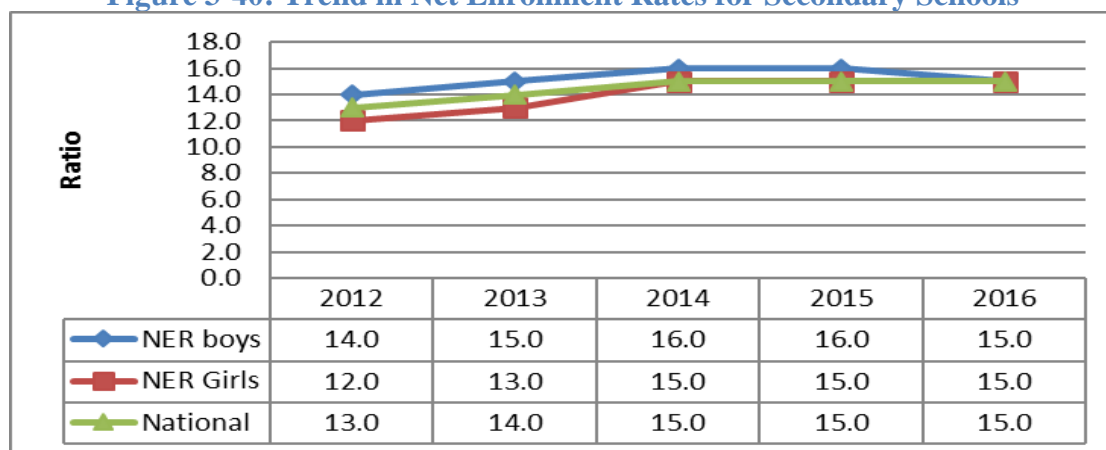
Source: EMIS 2016

The NER for secondary sub-sector has remained below 20 percent over the last five years. The national rate has slightly increased from 13 percent from 2012 to 15 percent in 2016. This result shows very low accessibility of secondary school education for the population of secondary school going age.

Boy's NER has increased by about one percent from 14 percent in 2012 to 15 percent in 2016 while that of girls has gone up by 3 percent over the same period (12 percent in 2012 to 15 percent in 2016). The closer to 100 the rate is the better the access to secondary education of official secondary school going age population. The target NER for ESIP II in 2015/16 was 41.6% hence the 15% achievement is on the lower side.

Recommendation
- Efforts have to be made to increase both GER and NER in Secondary schools

3.2.1.6. *Transition Rate (Primary to Secondary School)*

The purpose of this indicator is to convey information on the degree of access or transition from primary to secondary school. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging of two cycles or levels of education, due to either deficiency in the examination system, or inadequate admission capacity in the higher cycle or level of education, or both.

The figure below shows the transition rates for the past 5 years, and it shows an increase over the 5 years from 30% in 2012 to 35% in 2016 which is a good indication. However, despite the trend the figures are still on the lower side as the secondary education was able to absorb only 35% of pupils who sat for their Primary School Leaving Certificate. The ESIP II target for the 2015/16 financial year was 35% hence the 35.10% achievement surpasses the target.

Figure 3-41: Transition rates by sex

	2011	2012	2013	2014	2015	2016
Boys	30.0	30.0	32.0	35.0	35.0	33.5
Girls	30.0	30.0	34.0	37.0	37.0	36.4
National	30.0	30.0	33.0	36.0	36.0	35.0
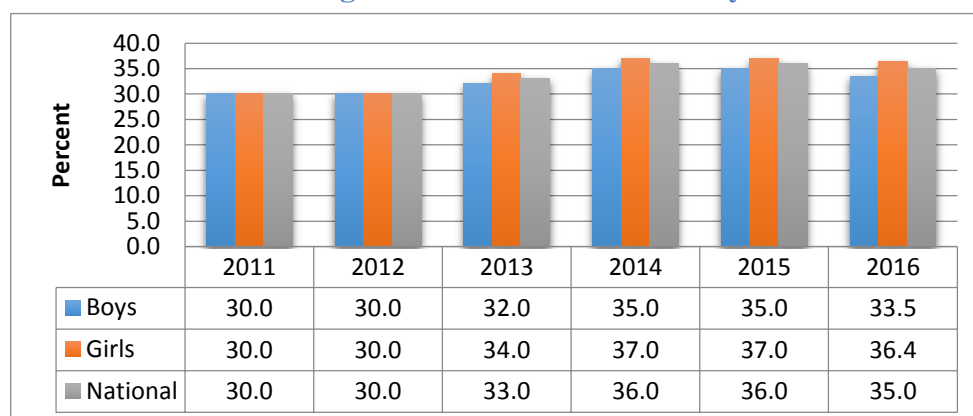
Recommendations

- Efforts like double shifting must be intensified in secondary schools to increase access.

3.2.1.7. Trend in Gender Parity Index (secondary School)

In relation to access measures, GPI is an important indicator of balanced programs to boost enrolment and participation in education. The GPI is the ratio of female to male for all levels. In a situation of equality between boys' and girls' enrolment, GPI is 1, while 0 indicates the highest disparity. The results in table 3.-1 show gender gap in-terms of enrolment. There are more boys enrolled in secondary schools than girls.

Table 3-1: Trend in Gender Parity Index, 2011-2016

Year	Secondary School GPI		
	Boys	Girls	Index
2011	140,189	116,154	0.83
2012	142,548	117,516	0.82
2013	165,799	141,417	0.85
2014	184,817	161,787	0.88
2015	190,623	167,410	0.88
2016	185,063	166,585	0.90

Source: EMIS 2016

The results show marginal improvement between 2011 and 2015 where the GPI stands at 0.83 and 0.88 respectively. Despite the improvement the Index still stands less than 1. ESIP II target for GPI in the FY 2015/16 was 0.96 hence 0.88 actual achievements are on the lower side.

3.2.1.8. % of secondary schools with double shifting

As of 2016, 34 secondary schools are running double shift. This represents 4% of the secondary schools. Hence ESIP II stipulates that 30 % of secondary schools will run double shifting. The low attainment is due to lack of teachers since double shift requires extra teaching staff. Hence secondary a lot of school teachers were not recruited.

There is need to include as many secondary schools as possible on double shift as this will increase access to secondary education

3.2.1.9. Administration of Bursaries

Bursaries

Over the years, the Government, partners and NGO's have been coming in to support government in giving out bursaries to students. CAMFED had the highest proportion of bursaries (31 percent) in 2015/16 followed by MOEST (28 percent) while business and companies contributed one percent of the total bursaries given to students. Figure 3-42 below depicts bursary status in the 2014/15 academic year.

Figure 3-42: Number of Bursary Beneficiaries

	GOVERNMENT		UNICEF		CAMFED
	Boys	Girls	Boys	Girls	Girls
Number of Students	8,306	6,143	51	719	9,747
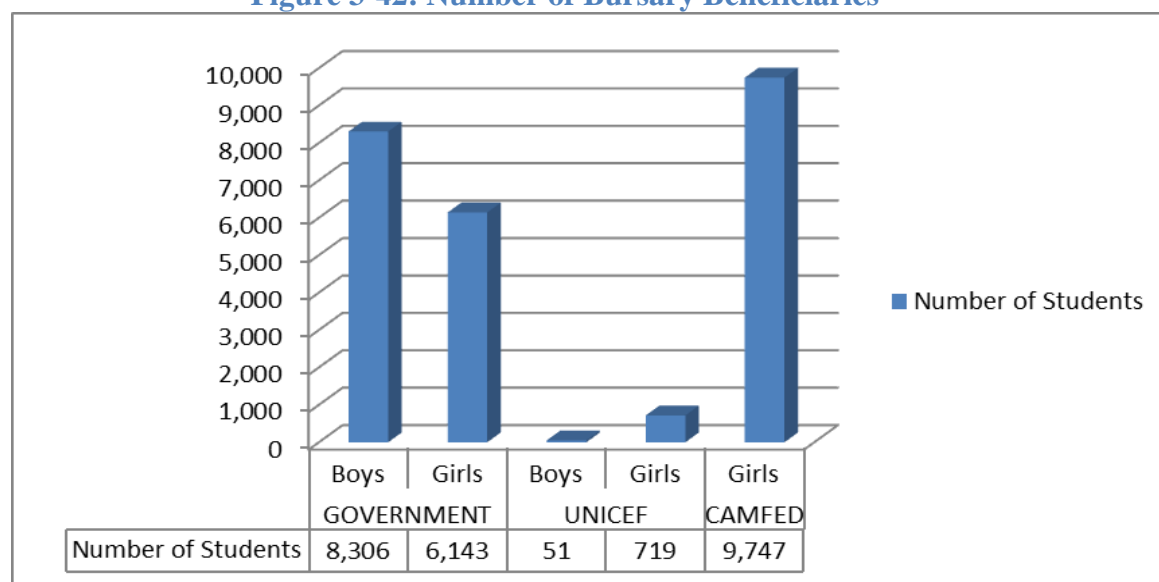
Source: Directorate of Secondary Education

The total number of pupils targeted for bursaries across the country as per the ESIP II in the 2015/16 financial year was 12,000 and the actual number of beneficiaries was 24,966 surpassing the target by 108%. Out of the actual target achievement 14,499 were government Bursaries representing 57% of the bursaries. ESIP II targeted the Percentage of female students who received bursaries at 55% in 2015/16. However, 67% of the girls benefitted from the total bursaries.

Recommendation

There is need to capture all the bursaries offered by other sectors

3.2.2. Efficiency in secondary school

These indicators are commonly used to measure the efficiency of the secondary system in producing graduates of a particular education cycle or level. A student has three paths in a particular school calendar, i.e. to be promoted to the next grade, to repeat a grade or drop-out and complete a grade.

3.2.2.1. Promotion rates

The figure 3.-43 shows the proportion of learners who enrolled in a new grade (class) from last grade they attended. It shows that more boys were promoted from junior secondary to senior secondary schools.

Figure 3-43: Secondary Promotion rates by grade

	Form 1 to 2		Form 2 to 3		Form 3 to 4	
	Male	Female	Male	Female	Male	Female
Promotion rate	98.3	97.9	81.1	75.9	96.5	97.6
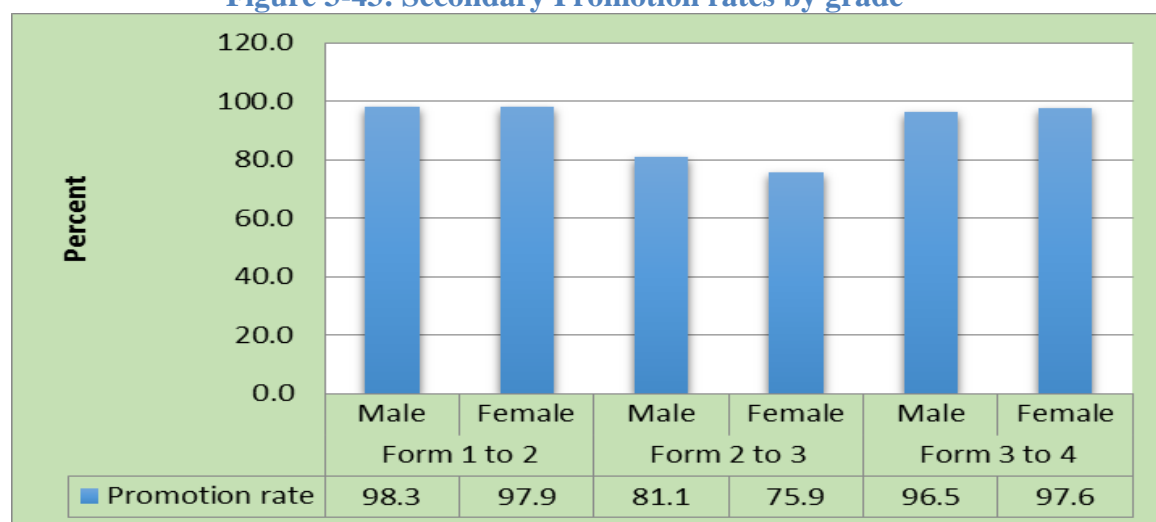
3.2.2.2. Repetition rates

According to EMIS 2016 the total number of repeaters in 2015/16 was 12,746. The NED had the highest number of repeaters at 3,621 accounting for 28 percent of all repeaters. This may be because NED is the largest education division. SHED had the lowest number of repeaters. By district, Blantyre City had the highest number of repeaters (1,200 pupils) and Likoma has the lowest number (35 pupils).

Figure 3-44 below gives a summary on repeaters by their respective forms and sex.

Figure 3-44: Number of Repeaters by Sex and Form

Figure 3-44: Number of Repeaters by Sex and Form

	Form 1	Form 2	Form 3	Form 4	Malawi
Boys	164	1,594	1,174	3,138	6,070
Girls	203	2,428	1,142	2,903	6,676
Total	367	4,022	2,316	6,041	12,746
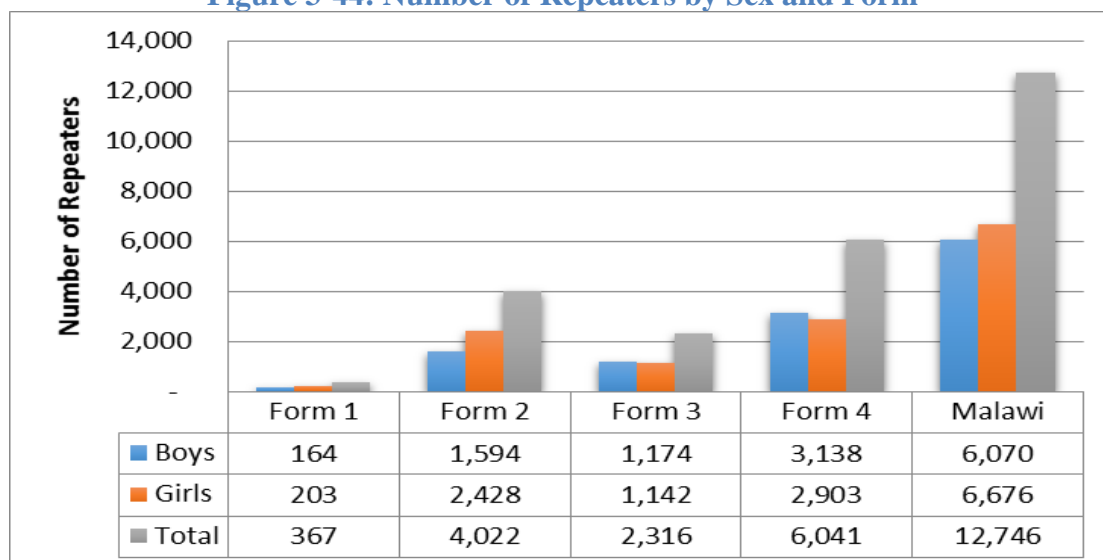
Overall, the results indicate that Forms 4 and 2 had the highest proportions of repeaters at (47 and 31 percent) respectively while Form one had the lowest proportion of repeaters at 2.9 percent. The results further indicate that the number of girls repeating a grade is higher than the number of boys in Form 1 and 2, but not Form 3 and 4.

Recommendations

Need to address the high repetition rates to reduce wastage and congestion in classrooms

3.2.2.3. *Dropouts*

According to EMIS 2016 the total number of dropouts in 2015/16 was 17,288. This figure has increased by 2,348 dropouts from total of 14,940 in the previous year, representing almost a 16 percent increase. Dropouts have increased in all divisions since the previous year. The CWED had the highest number of dropouts at 3,879 accounting for 22 percent of all dropouts. CEED accounts for another 21 percent of all dropouts. SHED had the lowest number of dropouts with 2,008 pupils dropping out. By district, Salima had the highest number of dropouts (1,007 pupils), followed by Lilongwe Rural West (930). In comparison, Likoma had the lowest number of dropouts (32 pupils).

Dropouts by Sex and Form

The figure 3-45 below summarizes the distribution of dropouts by Form and sex

Figure 3-45: Distribution of Dropouts by Form and Sex

	Form 1	Form 2	Form 3	Form 4
■ Boys	2,335	1,700	1,603	1,466
■ Girls	3,201	2,935	2,167	1,881
■ Total	5,536	4,635	3,770	3,347
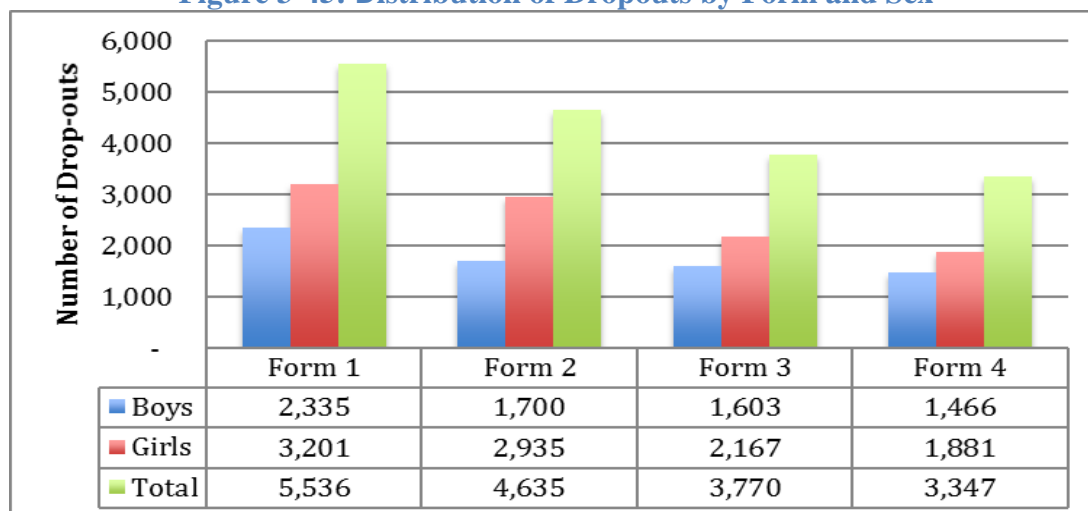
The figure above shows that dropouts were considerably higher in junior secondary school (Forms 1 and 2) than in upper part of senior secondary school (Forms 3 and 4). In 2015/16, a total of 6,136 girls dropped out of school in Form 1 and Form 2. In Form 3 and Form 4, the numbers were less as 4,048 girls dropped out. As for boys, highest dropout was also observed in Form 1. In total, 7,104 boys and 10,184 girls dropped out of secondary school. Dropouts from Form 1 and 2 accounted for 59 percent of dropouts. Efforts to retain girls at all Forms and boys particularly in Form 1 and 2 should be given greater attention. The next sub-section explores the reasons behind the drop-outs.

Dropouts by Sex and Reason

Pupils drop out of school because of various reasons, some of them being unavailability of teachers, pregnancy, employment, poor facilities especially to girls, lack of support, lack of interest by the learner, early marriage, traveling long distance to school, lack of fees, family responsibilities, sickness and violence.

Figure 3-46: Drop-out by Reasons and Sex
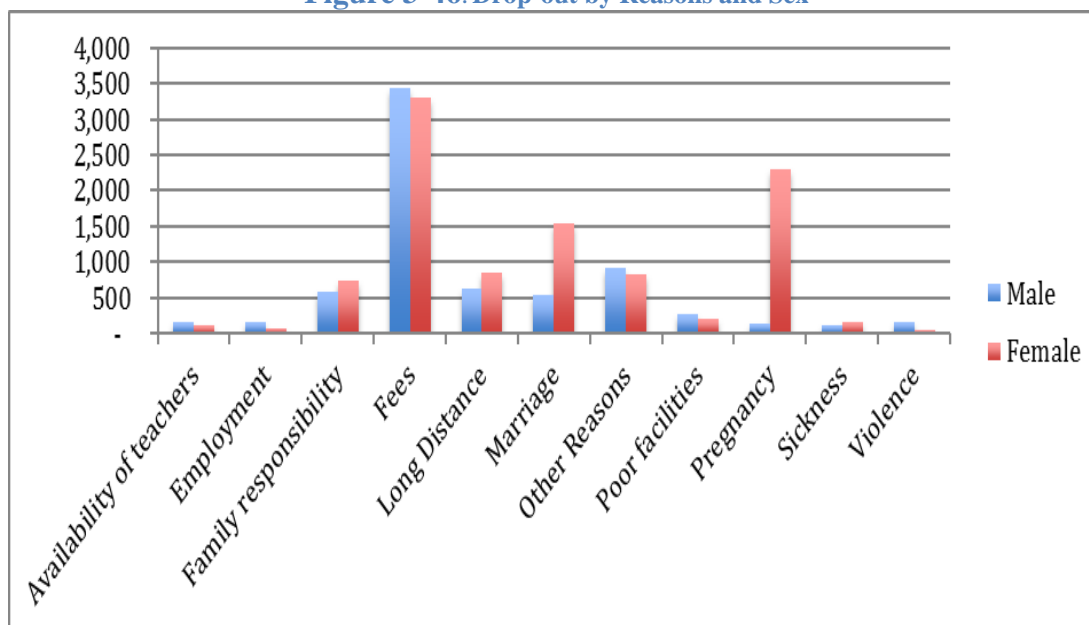
The results indicate that most students, both male and female, dropped out mainly because of school fees. Schools fees accounts for 39 percent of total dropouts. Further, the results reveal that a lot of girls dropped out due to pregnancies and marriage – these two reasons accounted for 38 percent of all female dropouts. This percentage has however decreased from 44 percent in the previous year.

Recommendation
- Increase number of bursaries disbursed to students

- Intensify strategies to deal with girl dropout due to pregnancy

3.2.3. Improving Quality in Secondary Schooling
3.2.3.1. Number of Teachers

In total there were 15,150 secondary school teachers in Malawi in 2015/16. This has increased from 14,497 in the previous year. There is a large persistent gender disparity favouring males from division to division as well as the national level where approximately 78 percent of secondary school teachers are male. In Shire Highlands, for example, 85 percent of secondary school teachers are male and only 15 percent are female.

The gender disparity among secondary school teachers could explain the gender disparity in pupil enrolment. It is known that higher rates of female teachers can lead to increases in female student enrolment because female teachers who are deployed in rural schools' act as role models. The number of teachers in 2015/16 financial year was 15,150, surpassing the t.ESIP II target for number of 12,511.

Figure 3-47: Number of Teachers by Division

	CEED	CWED	NED	SHED	SEED	SWED	Malawi
■ Trained	1,097	1,919	1,451	798	1,247	1,573	8,085
■ Untrained	855	1,769	1,380	804	1,015	1,242	7,065
■ Total	1,952	3,688	2,831	1,602	2,262	2,815	15,150
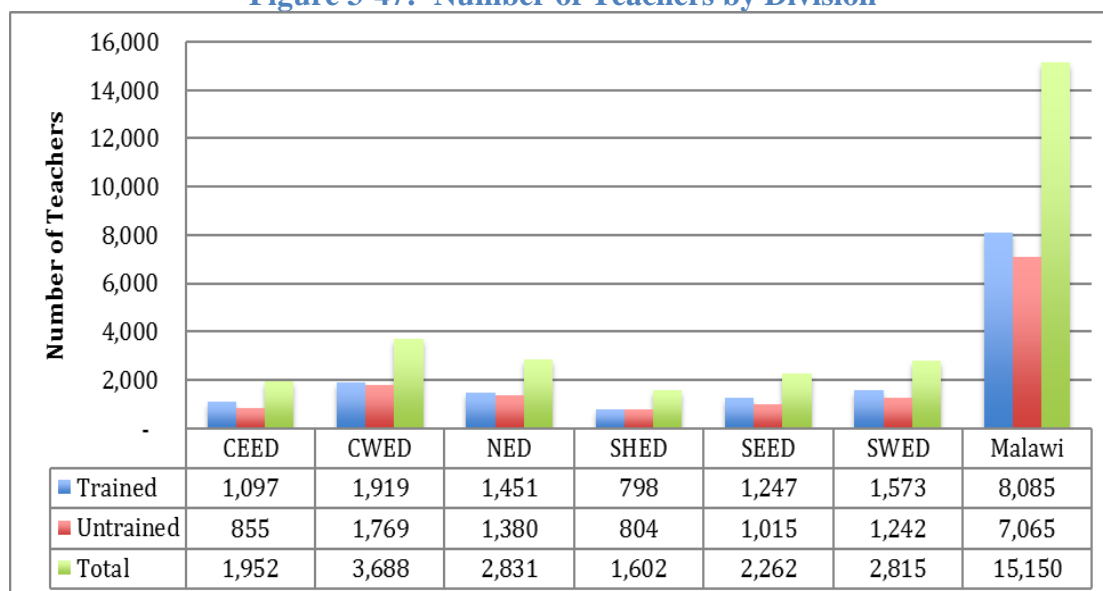
From the figure 3-47 above, 53 percent (8,085/15,150) of the teachers are professionally trained while 47 percent (7,065/15,150) are not trained as secondary school teachers. Out of the qualified ones, 71 percent (5,765) are male and 29 percent are females (2,320) in the country. Every division has more trained teachers than untrained teachers, with the exception of SHED.

Further analysis basing on the type of qualification revealed that most of the teachers hold a diploma in education or an education degree.

In addition, Figure 3-48 below show alarming numbers of unqualified teachers in both private secondary schools and community day secondary schools.

Figure 3-48: Number of unqualified teachers in secondary schools

	CDSS	Boarding	Government day	Private
■ Trained	3967	1266	1313	387
■ Untrained	3677	56	100	3317
■ Total	7644	1322	1413	3704
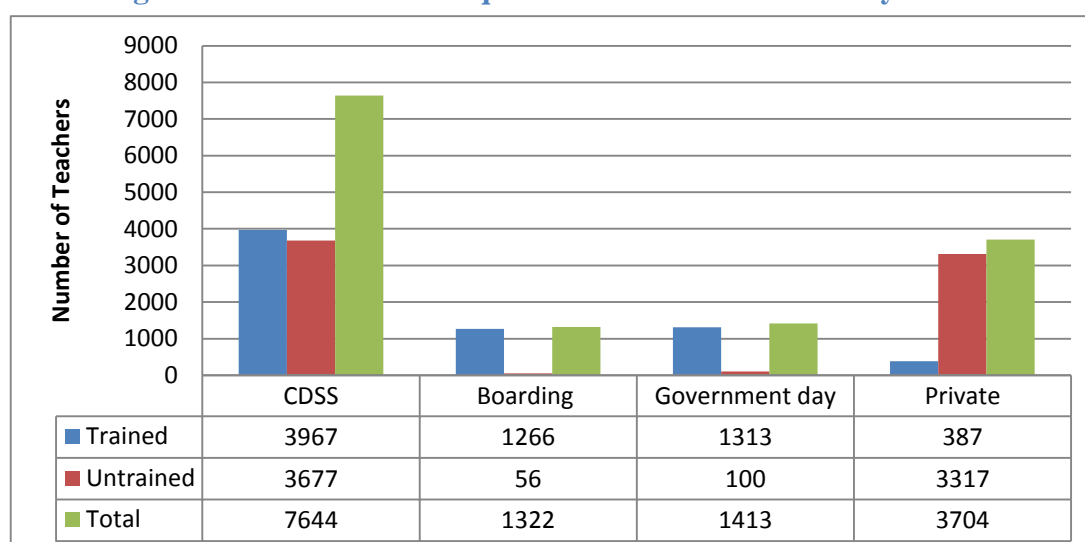
It should be noted that almost half of the teachers in CDSSs are untrained. Most of which are primary school teachers. This has been the case as CDSSs constitute a large

number of Enrolments, and due to the inadequacy of teachers, staff has been taken from the primary education sub sector.

Recommendations

Deliberate efforts must be employed to upgrade the teachers at Domasi and Nalikule Colleges

3.2.3.2.   Number of Teacher's Houses

Most teachers, especially the newly deployed ones, are usually very reluctant to go to schools which have no houses as well as communities that do not have ideal houses for renting. Shortage of teachers' houses is indeed a serious factor affecting teachers' availability in many schools.

Figure 3-49: Number of Teachers Houses by Division

Number of Teachers houses	NED	CEED	CWED	SHED	SEED	SWED
Complete Permanent	868	665	642	461	636	469
Complete Temporary	236	133	107	72	47	31
Inuse Incomplete Permanent	115	58	38	31	23	26
In use Incomplete Temporary	29	12	13	2	7	5
In need of rehabilitation	298	191	134	86	49	87
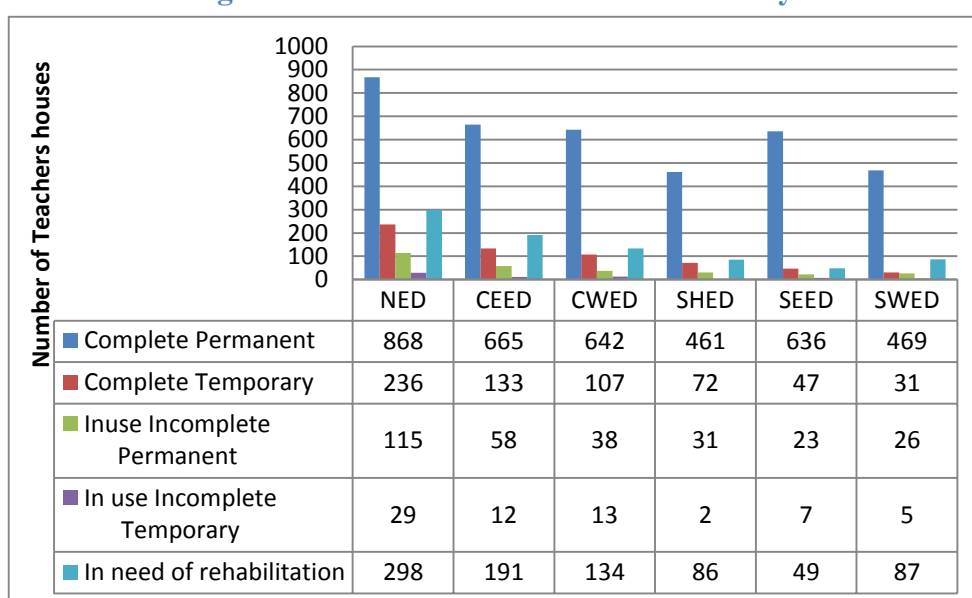
Figure 3-49 above shows that all divisions have a critical shortfall of teachers' houses; about 23 percent of the available permanent houses are in need of rehabilitation. Such shortfalls have implications on teacher supply and attrition.

Recommendations

Issues regarding accommodation must be dealt with seriously to retain teachers in the Education system

3.6.2 Quality Indicators in Secondary Education

Quality indicators in secondary school include Students Teacher Ratio (STR) and Student Classroom Ratio (SCR).

3.2.3.3. Pupil qualified Teacher Ratio (PqTR)

Figure 3-50 shows that pupil qualified teacher ratios have been oscillating between 49.1 in 2011 and 63.5 in 2015.

Figure 3-50: Pupil Qualified Teacher Ratio

	2012	2013	2014	2015	2016
PqTRPublic	52.6	58.5	64.3	50	36.9
PqTR Private	48.2	39.3	45.9	77	60
National	50.4	49.3	55.1	63.5	43.5
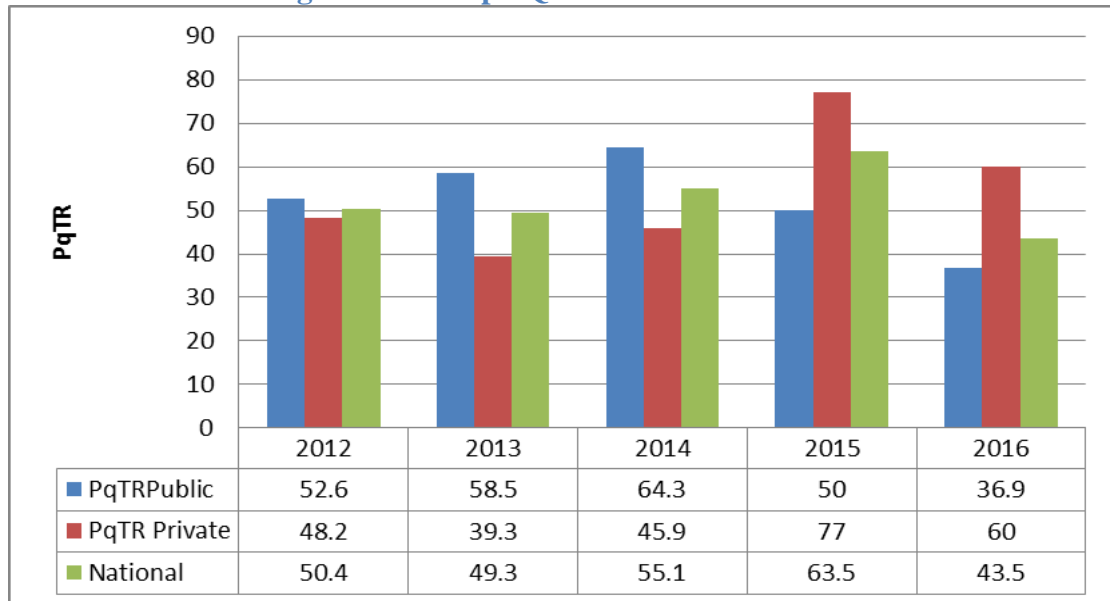
The results further show that the situation has worsened more in private schools relative to public ones since the PqTR in the former has increased from 45 in 2011 to 77 in 2015 while in the later it has slightly decreased from 53.1 in 2011 to 50 in 2015.

Figure 3-51: Pupil Permanent Classroom Ratio by Proprietorship

	2012	2013	2014	2015	2016
Public Sec PpCR	52.6	58.8	64.3	67	69
Private sec PpCR	48.2	39.3	45.9	45.5	45.5
National Sec PpCR	51.9	54.8	59.4	61.2	63.2
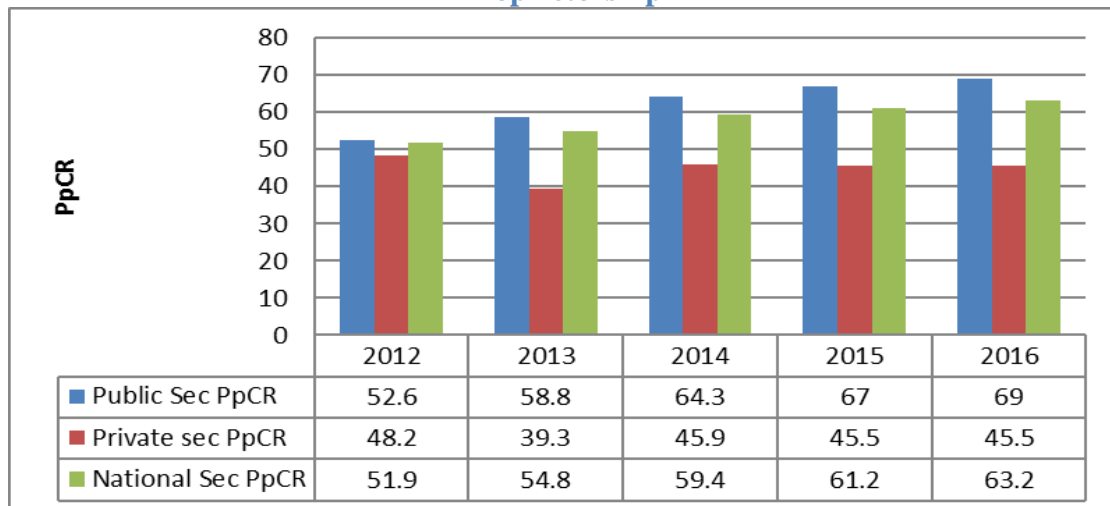
The National Student permanent classroom ratio has been increasing from 51.4 in 2011 to 61.2 in 2015. Across proprietorship, public secondary schools have a higher student permanent classroom ratio than in private secondary schools.

3.2.3.4. Secondary classrooms: Government Supported Schools Only

Number of Classrooms

Figure 3-52 below shows distribution of classrooms. It is worth noting that there are still temporary structures across all divisions being used as classrooms. However, there are no open air classrooms in secondary schools but the classrooms are generally overcrowded in most secondary schools as students are squeezed in the available classrooms. The figure below reveals that most classrooms are in need of rehabilitation which requires more than just routine maintenance.

Figure 3-52: Number of Classrooms by Division

	NED	CEED	CWED	SHED	SEED	SWED
■ Complete Permanent	1203	793	1156	660	834	941
■ Complete Temporary	77	53	63	28	19	56
■ Inuse Incomplete Permanent	91	39	65	28	27	72
■ In use Incomplete Temporary	8	2	4	2	8	2
■ In need of rehabilitation	288	241	250	136	152	172
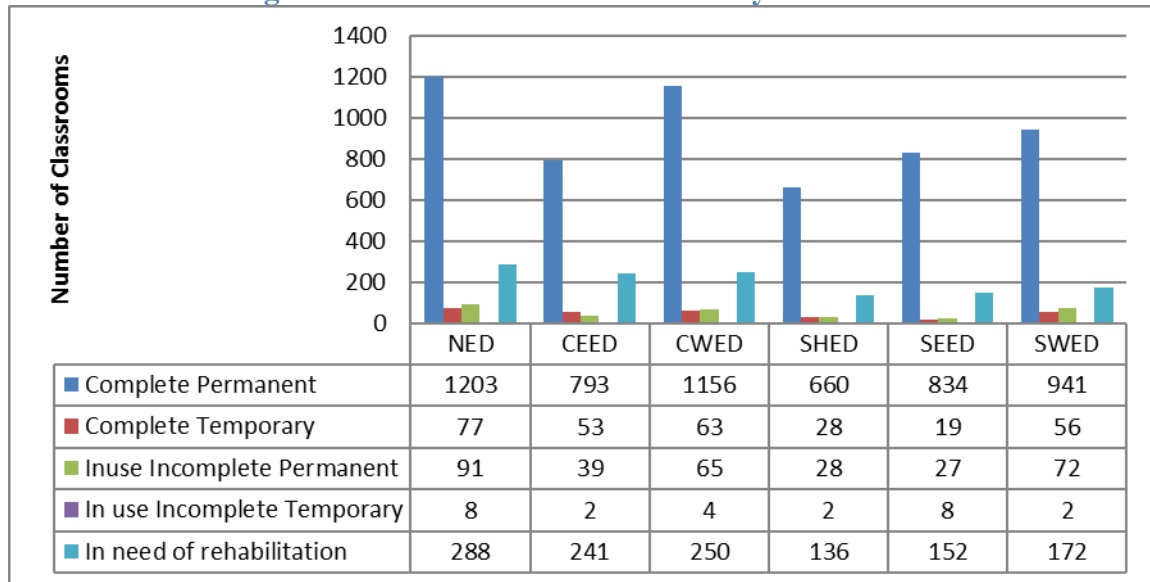
Recommendation

There is need to rehabilitate the classrooms so that the learning environment can improve

3.2.3.5. Examination Performance

The Junior Certificate Examination (JCE) and the Malawi School Certificate Examination (MSCE) are conducted at the end of Form 2 and Form 4 respectively. In both examinations, the data shows that female students perform worse than their male counterparts. This may be because of a host of reasons – family responsibilities, long distances to the school, poor sanitation facilities for girls – these factors may lead to lower instruction time for girls. There is a need to conduct studies in this area to better understand the reasons for this disparity. There are some programs in place – for instance, construction of latrines, provision of sanitary napkins and so on – to address the issue.

Figure 3-53: Passing Rates in JCE examinations by Gender

	2012	2013	2014	2015	2016
■ Boys	73.29	77.06	79.13	74.75	81.76
■ Girls	59.96	66.41	66.87	60.18	73.27
■ Total	67.08	72.05	73.31	67.92	77.71
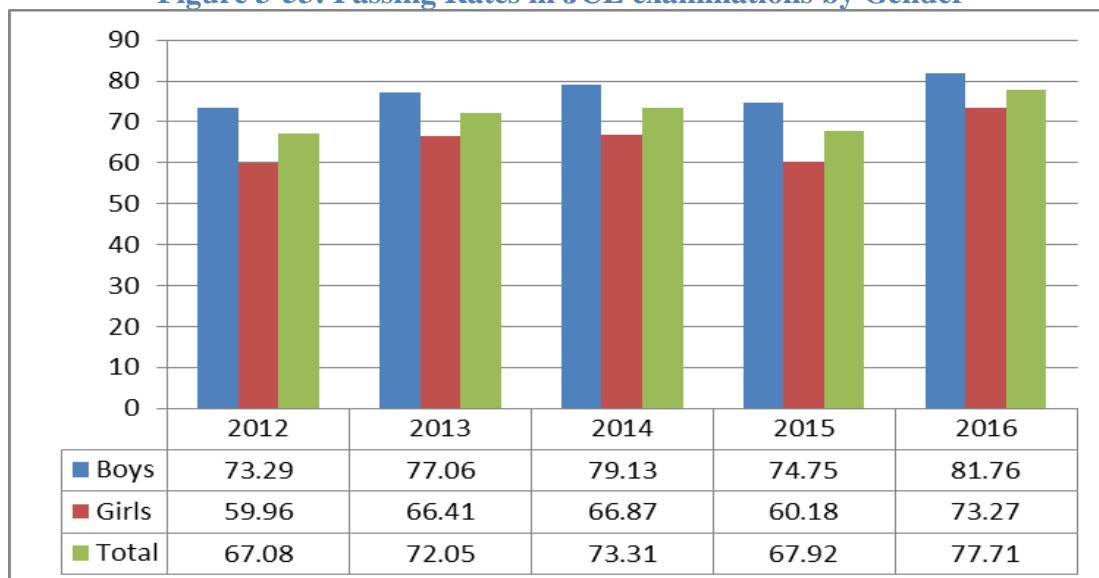
Source: MANEB 2016

The percentage of students passing the Junior Certificate Examination has increased from 67.08% in 2012 to 77.71% in 2016. The pass percentage for boys has increased from 73.29% in 2012 to 81.76% in 2016 against the ESIP II target of 89.3% in 2015/16. Similarly, for girls, the pass percentage has increased from 59.96% in 2012 to 73.27% in 2016 against the ESIP II target of 83.3 in 2015/16. However, the difference between the pass percentage for the girls and boys in 2015 was 13.83% whilst the in 2016 the difference has dropped to 8.49%.

Malawi School Certificate of Education Examinations

Figure 3-54 below shows that the total pass percentage for the Malawi School Certificate Examinations has increased from 51.95% in 2012 to 58.32% in 2016. The pass percentage for boys in 2016 was 64.46 against the ESIP II target of 61% in the 2015/16. For girls the 2016 pass rate was 51.13% against the 53% planned in ESIP II.

Figure 3-54: Trend in Pass Rates (%) in MSCE examinations by Gender

	2012	2013	2014	2015	2016
■ Boys	62.7	45.47	61.26	60.61	64.46
■ Girls	40.5	57.7	46.94	48.73	51.13
■ Total	51.95	52.48	54.87	55.24	58.32
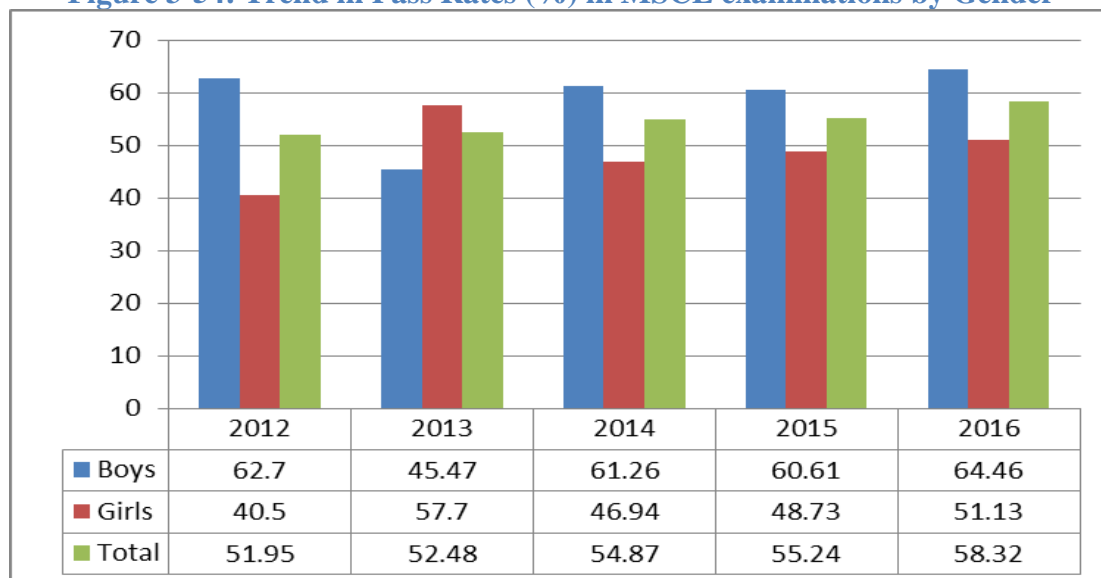
Source: MANEB

Recommendations

Measures to improve pass rates must be employed.

3.2.4. Improving Secondary Management

3.2.4.1. Procurement of Teaching and Learning Materials

Learning Materials

Learning materials play a big role on the performance of students as essentially they provide a broad source of knowledge, information and evidence regards various areas of expertise.

Figure 3-55: Number of Books by Subject and Division

	Agriculture	Biology	Chichewa	English	Geography	History	Mathematics	Physical Science
■ CEED	19,364	1,737	17,861	15,559	2,160	27,281	16,657	6,898
■ CWED	23,247	6,855	27,583	33,965	8,666	33,018	29,636	7,789
■ NED	16,027	2,363	22,224	21,915	3,123	41,094	23,747	9,744
■ SHED	10,760	12,518	20,133	30,809	10,335	8,112	23,044	308
■ SEED	17,237	46,318	58,047	45,031	8,647	5,094	30,734	569
■ SWED	11,967	15,832	19,610	38,857	12,332	7,714	25,682	1,317

The graph above shows the distribution of books in major subjects in Malawi. Ideally student to book ratio is supposed to be 1:1. With the enrolment of 351,651 in 2016 it is evident that there is an acute shortage of books in most subjects. However, the Pupil Textbook Ratio has dropped from 3:1 in 2015 to 1:1 in 2016 in SHED, SEED and SWED. There is still progress to be made in English in the other divisions and in Mathematics in all divisions. The Table below show pupil text book ratio at division level in compulsory subjects (Mathematics and English) in secondary school.

Table 3-2: Pupil Text Book Ratio (Mathematics and English)

Division	Pupil Text Book Ratio	
	Mathematics	English
CEED	3:1	3:1
CWED	3:1	2:1
NED	3:1	3:1
SHED	2:1	1:1
SEED	2:1	1:1
SWED	2:1	1:1

3.2.5. Percentage of education budget allocated to secondary sub-sector

Figure 3-56 shows that Secondary Education was allocated 16% in the 2015/16 financial year. This allocation was mainly for salaries for secondary school teachers, teaching and learning materials and construction of laboratories and libraries.

Figure 3-56: Allocation of Education Budget to Secondary Education

	Management and Administration	Basic Education	Secondary Education	Higher Education
■ Allocation by program	2.6	52	15.9	29.5
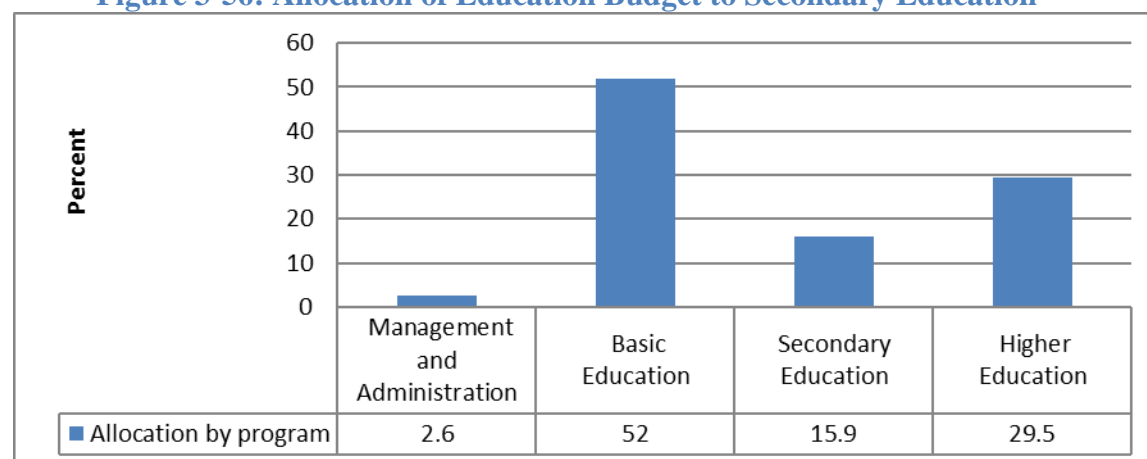
Source: Ministry of Finance Books and IFMIS.

According to ESIP II target the percentage of education budget allocated to secondary sub-sector in the 2016/17 financial year was 17.6%. Hence the allocation is less with 2.6%.

3.2.5.1. School Based Textbook Procurement

In 2015/16 FY, MoEST was still procuring TLMs for schools centrally, however, one of the strategies of decentralization is devolve TLM procurement functions to the

lower levels. All secondary schools collect Text book Revolving Fund (TRF) of MK250.00 per student. The TRF is used to buy books at school level. MoEST has embarked in piloting decentralized procurement of TLMs with the four Government National Secondary Schools namely this financial year. However, ESIP II stipulates 60% schools with only School-Based Textbook Procurement.

Recommendations

There is a need to fast track the pilot and roll over to other secondary schools.

3.3. Teacher Education

3.3.1. Teacher Education (Primary)

The Ministry of Education, Science and Technology trains its primary school teachers through a programme called 'Initial Primary Teacher Education' (IPTE). IPTE, a two-year course, is delivered through and the Teacher Training Colleges (TTCs) and Teaching Practice Schools (TPSs). However, with the increasing enrolment, supply of teachers has not promptly been able to meet the need as such, a new approach of training teachers was introduced, known as the Open and Distance Learning (ODL). This mode of training was unique as it didn't require substantial capital investment, rather, predominantly delivered through print-based mode sandwiched with face to face sessions during holidays lasting for two to three weeks. From 2012 to 2015, the ODL programme, 14,726[3] teacher trainees have graduated under this mode training. However, in the 2015/16 financial year the programme was discontinued, this could be attributed to dwindling of resources. The Department of Teacher Education and Development (DTED) is responsible for coordination, policy direction and monitoring and evaluation.

With regards to secondary teacher training, Domasi TTC, Universities and Colleges in the Higher Education sub sector supply teachers and lately, Nalikule TTC will compliment teacher supply in Malawi. This chapter, however, dwells on training primary school teachers, ideally, the latter is programmed under higher education sub sector.

3.3.1. Teacher Education (Primary)

One of the biggest reasons affecting the quality of education in primary schools in the high pupil teacher ratio (PTR) as well as the high pupil qualified Teacher Ratio (PqTR). The government through the ESIP II set out to decrease the PTR to 1:60 by the year 2017. However, in the 2015/2016 academic year, the ratio stood at 1:74. This offers doubt as to whether the NESP target would be achieved. This could among other things have been attributed to the ever increasing enrolment in schools versus the number of teachers being trained and absorbed by the system.

3.3.1.1. Access and Equity

The Ministry has in the past few years been increasing the conventional primary teacher trainee intake, recruitment, orientation and deployment of trainee teachers for the ODL and IPTE programs. The number of TTC's built has increased as well. As stated above, the ultimate goal has been to bring the Pupil teacher ratio to the recommended 1:60. In the 2015/16 academic year, the ministry has opened new TTC's namely, Chiladzulu, Phalombe and Mzimba TTC's.

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[3] 2014/15 JSR Report

Enrolment Trend

Figure 3-57 below depicts the national trend in enrolment in teacher training colleges from the year 2013 through to 2016

Figure 3-57: TTC Enrolment Trend

TTC Enrollment Trend

	2013	2014	2015	2016
Enrollment	20,935	20,922	21,115	8,973
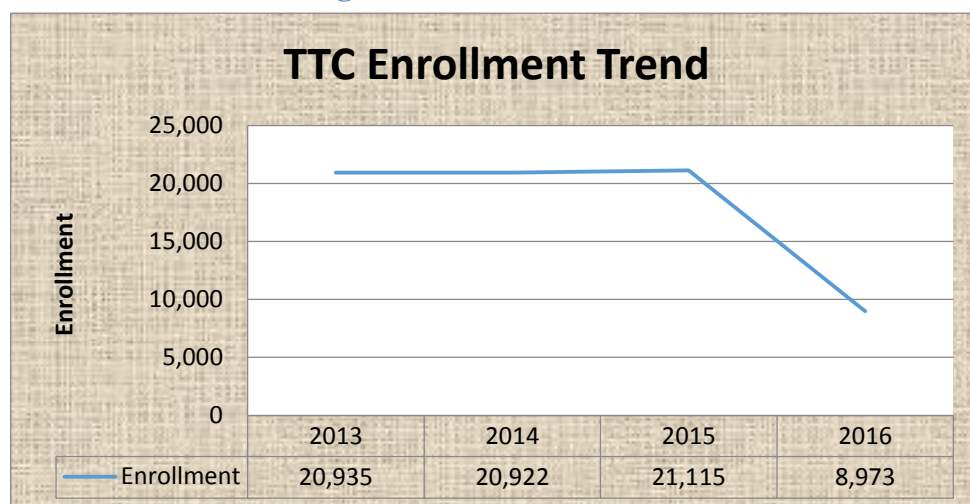
The figure above indicates that the enrolment has been fairly constant from the year 2013 to 2015; however it has significantly dropped in 2016 to less than half of the total enrolment of the previous year 2015. This however is a worrisome development as far as pursuit of attainment of the 1:60 Pupil Teacher Ratio is concerned because enrolment trends in primary schools are ever increasing.

The Table below shows the 2016 TTC enrolment by college, mode of training and sex

Table 3-3: Primary Teacher Enrolment by Mode of Training

Name of TTC	Year 1				Year 2				Total Students
	IPTE		ODL		IPTE		ODL		
	Male	Female	Male	Female	Male	Female	Male	Female	
Machinga	242	100	202	41	299	131			772
Lilongwe	303	199	325	121	498	239	741	124	2550
St Joseph		300				443			743
Karonga	160	154			192	217			314
Phalombe	90	80			72	67			309
Kasungu	181	198			263	250	167	122	1181
Chiradzulu	183	153							336

Name of TTC	Year 1				Year 2				Total Students
Mzimba	63	176				65			304
Blantyre	159	158			570	317			1204
Amalika	16	40			36	46			138
Dapp Dowa	62	88			42	44			236
Chilangoma	28	39			63	99			229
Emmanuel	37	63			35	91			226
Maryam Girls		243				188			431
Total	1524	1991	325	121	1878	1980	908	246	8973

Source: EMIS 2016

The table indicates that Lilongwe TTC had the highest enrolment in 2016 while Amalika TTC had the lowest enrolment. In terms of program of study, there were more IPTE students enrolled in TTC's relative to ODL. A close look at IPTE program shows more females enrolled than males in both years of study while the opposite is true for ODL where more males relative to females were enrolled in both years of study.

3.3.1.2. Dropout from Teacher Training

Teacher training colleges continue to face student retention challenges as students continue to dropout from the colleges. This ultimately affects the number of teachers graduating from the colleges and consequently being absorbed by the education system. The figure below shows number of TTC dropouts by reason in 2016; high dropout was attributed to pursing further studies seconded by pregnancies. Pregnancy reason is the highest among female teacher trainees.

Figure 3-58: Teacher Drop Out by Reason

	Death	Pregnancy	marriage	Employmen	Medical	Family Responsibility	Dismissed	Further/ other studies	Other
Male	6	0	0	16	8	0	11	59	25
Female	26	74	3	10	12	19	3	48	11
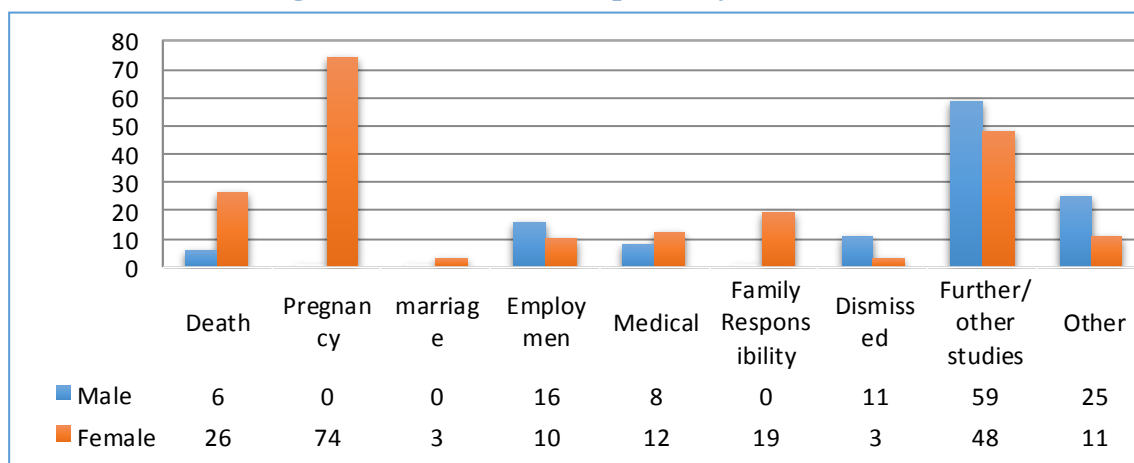
The figure indicates that the main dropout reason for both males and females is as a result of students going for further studies or switching to other studies all together. However, the figure indicates that a high number of female students are dropping out due to pregnancies.

3.3.1.3. *Accommodation in TTC's*

A relative comparison of the bed capacity versus the recommended bed space is an important element as it is a measure of quality in-terms of how overcrowding the colleges are or how bed space is being under –utilized. The figure below depicts this comparison in TTC's in 2016.

Table 3-4: Accommodation Capacity of TTCs

	Recommended Bed Space	Present Capacity	Gap
Machinga	560	336	224
Lilongwe			0
St Joseph			0
Karonga	540	314	226
Phalombe	180	170	10
Kasungu	690	379	311
Charadzulu	560	336	224
Mzimba	256	256	0
Brantyre			0
Amalika	160	160	0
DAPP Dowa	256	256	0
Chilangoma	232	232	0
Mariam	220	243	-23
Emmanuel			0

Table 3-4 indicates that some teacher training colleges enrolled students below the recommended bed capacity. These include, Machinga, Kasungu, Chiradzulu, Phalombe , and Karonga. These institutions have one characteristic, which is, there are all public schools. ; this can be assumed as under-utilization of bed space which is not cost effective in-term of unit production of a teacher as a final product However, Mariam college enrolled beyond the recommended capacity. For the remaining TTCs, which are private, they enrolled students to the maximum and optimum bed space, holding everything else constant; this can be deemed as cost-effective way of producing a teacher.

3.4.   Tertiary Education

3.4.1. Higher Education

3.4.1.1. Introduction

Malawi established its first university (University of Malawi) in 1965, a year after attaining independence with an enrolment of only 90 students. Since then, three dimensional efforts have always been made in higher education. The efforts have centred on increasing access to higher education, ensuring quality and relevance of higher education and improving governance and management of higher education. These efforts are in line with the aspirations of the nation as stipulated in the National Education Sector Plan (NESP) and actualised in the Education Sector Implementation Plans (ESIPs).

Since the inception of higher education in Malawi when the first university; University of Malawi was opened in 1965; there has been substantial growth. This growth resulted in the University of Malawi expanding to five constituent colleges namely; Chancellor College, The Malawi Polytechnic, Kamuzu College of Nursing, Bunda College of Agriculture and College of Medicine. In 1997, the second public university; Mzuzu University (MZUNI) was opened. However, population of students meeting the minimum requirements for university admission, continued rising such that in 2011, Bunda College of Agriculture was delinked from University of Malawi to became Lilongwe University of Agriculture and Natural Resources (LUANAR) together with Natural Resources College (NRC). Malawi University of Science and Technology (MUST) was established in 2013 as the fourth public university. Worth noting is the fact that the fifth university, Mombera University is under construction in Mzimba.In addition, due to the increased demand for secondary school teachers, Government established Domasi College of Education in 1904 to train secondary school teachers. It is also anticipated that, Nalikule College of Education will be opened will be opened by the end of the calendar year.

Since public universities on their own could not meet and sustain the demand for higher education, Government promoted private participation of higher education such that as of today there are over 20 private institutions of higher education.

3.4.1.2. Access and Equity

The 2015/2016 Harmonized Selection Process

In 2011, the Government of Malawi established the National Council for Higher Education (NCHE) through an Act of Parliament to promote education offered by Higher Education Institutions. Among other things NCHE is mandated by the Act (Section 15 d) to coordinate and harmonize selection of students to all public universities, while the Universities' Selection Committees do the actual selection in accordance with their respective Universities Acts and procedures as approved by their respective councils.

The advantages of harmonization process include:

- Removal of fragmentation and multiple selections into public universities;

- Promotion of resource sharing and avoidance of wastage of space;

- Saving of costs on the admission fees for candidates and adverts for the Universities; and

- Fostering a move towards harmonized academic calendar for public universities.

A total of 115 programmes from the four public universities were advertised and attracted a total of 15,373 applicants of whom 15,051 met the minimum requirements for selection. Out of the 15,373 applicants, 15,121 were MSCE candidates and 152 were candidates with other qualifications. 322 candidates were disqualified of which 287 had MSCE qualifications. A total of 4,037 were selected into the four public universities, representing an admission or absorption rate of 26% of the qualified candidates, an increase of 4.3% from last year's selection.

There has been some growth in absolute student enrolment, however, when NESP was developed the absorption rate 29% in 2008, and during the situational analysis prior to the formulation of ESIP II, the absorption rate had risen to 32%. However, it should be noted that current absorption rate of 26% only reflects public university, as such in addition to the private universities admissions; the absorption rate should be relatively higher as private universities have a higher enrolment than public universities.

The new intake was distributed as follows among the public universities:

- Lilongwe University of Agriculture and Natural Resources – 802

- Malawi University of Science and Technology – 449

- Mzuzu University – 697

- University of Malawi – 2089.

Furthermore, a total of 115 programmes were advertised by the four public universities disaggregated as follows:

- University of Malawi – 57

- Mzuzu University – 21

- Malawi University of science and Technology – 10

- Lilongwe University of Agriculture and Natural Resources - 27(See Annex 4.3.)

Table 3-5 below present the analysis of the choices candidates made per University ranked according to their choices. Out of the 15,051 eligible applicants, most of the candidates (9,287) indicated University of Malawi as their first Choice, followed by Mzuzu University (3,397), Lilongwe University of Agriculture and Natural Resources (1,701) and Malawi University of Science and Technology (662).

According to the MGDS II, one of the priority options is science and technology, there may be need for a detailed analysis, by programme choice, to determine what kind of programmes are being demanded the most or less, and the reason to why such a scenario is existing.

Table 3-5: Candidate Institutional Choices

Options	Choice 1			Choice 2			Choice 3			Choice 4		
	F	M	T	F	M	T	F	M	T	F	M	T
UNIMA	5777	3510	9287	5355	3124	8479	5286	3076	8362	4163	1988	6151
MZUNI	2463	934	3397	2703	1119	3822	2489	1029	3518	2664	1169	3833
MUST	599	63	662	580	123	703	522	127	649	505	145	650
LUANAR	1290	411	1701	1484	543	2027	1808	666	2474	1919	768	2687

Source: NCHE

Provision of loans to needy students

Despite that access to higher education has improved, the major bottleneck has been the inability to pay fees by students from poor socio-economic background even with the fees subsidy. Although the average unit cost to train a student in public universities is **K3.5 million,** on average, students have been paying less than **K500, 000**. However, a lot of them are not able to pay the fees. In view of this, Government has been supporting needy students since the start of university education. This finally led to the establishment of Higher Education Students' Loans and Grants Board in the year 2015 which is mandated to provide loans and grants to needy students. In addition, the Board is tasked with the responsibility of loan recovery. A number of developments have been registered as discussed below.

In the financial year 2015/16, the Board approved the sum of **MK1, 255,000,000** for loan disbursement. A total of **10332**[4] students applied for loans and of them **4662** students from both public and private universities benefitted in the areas of tuition, upkeep and stationery.

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[4] Take note: All these applicants are NOT needy students

Table 3-6: Loans Disbursement to Public Universities in the year 2015/16

Institution	Approved Totals	Payment Totals
KCN	73,769,300.00	73,769,300.00
MUST	122,875,430.00	122,875,430.00
LUANAR	319,015,308.00	319,015,308.00
COM	62,129,860.00	62,129,860.00
CHANCO	192,458,060.00	192,458,060.00
MZUNI	177,581,200.00	177,581,200.00
POLY	188,195,500.00	181,905,000.00
DOMASI	22,280,000.00	22,280,000.00
TOTALS	**1,158,304,658.00**	**1,152,014,158.00**

Table 3-7: Loans Disbursement to Private Universities in the year 2015/16

CUNIMA	4,365,200.00	3,290,000.00
UNLIA	22,940,980.00	22,940,980.00
BIU	13,610,000.00	13,610,000.00
ABC	1,740,000.00	1,740,000.00
NKHOMA	4,159,000.00	4,159,000.00
SKYWAY	1,320,400.00	1,320,400.00
DAEYOUNG	6,826,700.00	6,826,700.00
MAU	5,218,140.00	3,264,000.00
SHARE WORLD	2,494,400.00	2,494,400.00
MAGU	3,006,400.00	3,006,400.00
AUGCYD	1,326,000.00	1,326,000.00
EXPLOIT	800,000.00	800,000.00
MCA	2,584,000.00	2,584,000.00
DMI	12,478,000.00	12,478,000
SUB TOTALS	**82,869,220.00**	**79,839,220.00**

The Board is also mandated by its act to recover loans from1985/86 financial year and mechanisms have been put in place to raise awareness among former beneficiaries

and to do the actual recoveries. The Secretariat has managed to source all lists of the former beneficiaries and holds a complete database in Microsoft Excel format for all the years up to 2015.

Special needs education

Over the years, Special Needs Education has been mainstreamed in the basic and secondary education sub sectors. This has led to increased intake and enrolment of Special Education Needs children in the two sub sectors and hence an increased demand for higher education services for the learners.

From time to time, the Directorate of Higher Education has been carrying out monitoring of special needs education in institutions of higher learning. Some of the issues observed include:

- o In most institutions, infrastructure is in a way disability friendly especially on the part of rumps.
- o Most institutions make sure that special needs students are given on campus accommodation.
- o Some institutions such as Domasi College of Education, Chancellor College and Mzuzu University have established resource centres where special needs learners receive specialised assistance by specially trained personnel.
- o One major challenge to most institutions is lack of internal policy to guide the running of special needs education

3.4.1.3. Quality and relevance

To ensure quality and quality and relevance of higher education, a number of measures have been put in place or are in the pipelines. These include the establishment of National Council for higher education, the establishment of Malawi Qualifications Framework, emphasis on regular curriculum reviews and staff development among others.

Registration and Accreditation of Higher Education Institutions

Government established the National Council for Higher Education in the year 2012. So far, the Council has conducted registration of universities and it is currently in the process of accrediting them. The registered institutions of higher education are:

1. University of Malawi (and its constituent colleges)
2. Mzuzu University
3. Lilongwe University of Agriculture and Natural Resources
4. Malawi University of Science and Technology
5. Malawi College of Accountancy (MCA)
6. Blantyre International University (BIU)
7. African University of Guidance and Counseling (AUGCS)
8. Pentecostal Life University
9. Daughters of Mary Immaculate (DMI), St. John the Baptist University – Mangochi and Lilongwe Campuses
10. Nkhoma University
11. Daeyang University
12. Shareworld Open University
13. Malawi Adventist University
14. University of Livingstonia

15. African Bible College
16. Malawi Assemblies of God University
17. Skyway University
18. Columbia University
19. Lake Malawi Anglican University
20. Exploits University
21. Unicaf University
22. Millennium University
23. Riverton University
24. Malawi Institute of Management

Having completed the registration of institutions of higher education, NCHE is now in the process of accrediting these insitutions. So far, the under listed institutions have been assessed and it is anticipated that the results of the assessment should be out soon for the following institutions:
1. Millennium University
2. Blantyre International University
3. UNICAF University
4. University of Livingstonia
5. DMI St John the Baptist University
6. Nkhoma University
7. African Bible College
8. Catholic University of Malawi
9. African University of Guidance, Counseling and Youth Development
10. Exploits University
11. Skyway University
12. Columbia Commonwealth University
13. Malawi College of Accountancy
14. College of Medicine
15. Malawi University of Science and Technology

National Qualifications Framework

National Council for Higher Education was also tasked with the responsibility of developing Malawi Qualification Framework with the Directorate of Inspectorate and Advisory Services playing a leading role. This is one of the reform areas under higher education in the ESIP II. The process which was already started, will involve the establishment of an authority to pioneer the work of ensuring the authenticity of qualifications. So far, a draft bill for the establishment of the authority was developed, it is anticipated that by the end of ESIP II, the framework will have been established.

Curriculum Review

ESIP II has an objective of ensuring quality and relevance of higher education, institutions and enhancing relevance of higher education programmes to meet the nation's needs, as such HEIs, are obliged to carryout periodic curriculum review and boost industrial engagements. It is a requirement that the curriculum should respond to the needs of the society such that institutions need to consult industries and other employers in the process of reviewing curriculum. Consequently, institutions treat curriculum review with the necessary attention it deserves. So far, Domasi College of Education, Mzuzu University – Faculty of Education and Chancellor College carried

out curriculum reviews under the 2015/16 financial year, with the anticipation that, graduates will have relevant skills for employment and entrepreneurship.

Staff development

Improving the quality of higher education is integral to improving learning outcomes as pointed out by ESIP II. One of the prescribed strategies for realizing this objective is through training of more members of staff up to PhD level. It is a requirement that an institution of higher education should have a resilient staff academically. As such, most institutions of higher education are investing in developing their staff. The table below outlines staffing levels for public universities to exemplify the situation.

Table 3-8: Public Universities' Staff Profile by Qualification as of July 2016

University	Qualification					
	Doctorate Degree	Studying Doctorate	Master's Degree	Studying of Master's	First Degree	Total
MUST	7	3	22	4	20	56
Bunda Campus	80	27	86	6	16	215
NRC Campus	4	4	14	7	15	44
Mzuzu University	41	39	102	10	17	209
Chancellor College	94	51	147	12	52	356
College of Medicine	43	66	44	6	48	207
Kamuzu College of Nursing	25	12	51	2	15	105
The Polytechnic	37	31	122	25	79	294
Domasi College of Education	8	6	24	6	6	50
Total	**339**	**239**	**612**	**78**	**268**	**1536**

3.4.1.4. Governance and Management

Adopting a New 'Higher Education -Act' Overarching Act

One of the policy issues surrounding ESIP II, was that public higher education institutions are governed by separate Acts. Furthermore, NCHE has been facing challenges in implementing some of its mandates due to existence of separate acts. For, example, on the issue of harmonized selection, the Secretariat has been questioned by many stakeholders on which Act to use as UNIMA Act (which also empowers the university to select students to their respective learning institutions. The other three public universities; Mzuzu University (MZUNI), Lilongwe University Agriculture and Natural Resources (LUANAR) and Malawi University of Science and Technology (MUST) each of these universities were established by its own Act of Parliament in 1997, in 2011 and 2013 respectively.

The present arrangement of establishing each public university with their individual University Act has had its challenges; it was observed that there was no uniformity in governance and management of these universities in the appointment of the University Council. For example, the State President appoints only the Chairperson of the Mzuzu University Council; the Chairperson and two other persons for University of Malawi Council; and the Chairperson and four other persons for the Lilongwe University of Agriculture and Natural Resources and Malawi University of Science and Technology. As can be noted, there are indeed differences in the membership of the Council thereby compromising the independence and functions of the University Councils as employers.

ESIP II has outlined that all higher education institutions need to be governed by a common piece of legislation. In 2015/16 year, a Higher Education draft bill was developed after consultations with Registrars from both public and selected private universities. The ESIP II target of having the piece of legislation by parliament approved by 2016, will not be met, as such the target has been carried over to 2017.

Introducing Management Information System

Higher Education Information System has always been a challenge demonstrated by data gaps, ESIP II outlines that most data is collected on an ad hoc basis. The desired policy in ESIP II was to develop a centralized or distributed networked compatible database system, and ideally the target was meant to be met in 2016. The government of Malawi is implementing a Skills Development Project. The participating institutions are: The Polytechnic, Chancellor College, Lilongwe University of Agriculture and Natural Resources, TEVETA, Mzuzu University. The project is being coordinated by the National Council for Higher Education.

Under one of its component, the project has to develop and install a Higher Education Management Information System (HEMIS) at NCHE. In the period being reviewed, the Consultant was contracted who did the needs assessment and also designed the HEMIS. The development of HEMIS is much recommended shift as it will improve access to information/data for Higher Education. With the system in place, people will be able to access data from different institutions.

3.5. Support Services

3.5.1. Introduction

The implementation of ESIP II will largely depend on various factors including the quality of support services in the Ministry of Education, Science and Technology. The key areas in the support services are Planning, Administration, Financial Management, Human Resource Development, Procurement, Schools' Inspection and Advisory Services.

The support services play a vital role in ensuring that the planned reforms in ESIP II which are under various sub sectors are achieved. They provide support to various sub subsectors so that their planned reforms are fully achieved. The situation analysis in ESIP II indicates that there are numerous challenges that the support services are facing in order to effectively implement their activities. The challenges include poor quality data which does not effectively contribute to reliable and evidence based planning; partial devolvement of education functions to the councils and unsatisfactory service delivery to the customers of education services; poor career path for teachers, and lack of establishments in schools; unsystematic inspection of schools which left out other schools without being inspected for a number of years ; inconsistent reviews of the curriculum which are not in tandem with the education cycles; lack of assessment framework and centralized procurement of textbooks in primary and secondary schools.

3.5.2. Decentralization of Management Functions
3.5.2.1. *Primary and Secondary Teachers' Pay roll*

The Ministry has made notable achievements in the decentralization of management functions. Among many devolved functions, primary and secondary school teachers are paid through the decentralized payroll. The Primary and Secondary Teachers Payroll Management function has partially been devolved. The status quo is that changes related to Rural Teacher Allowance and generation of payroll reports are done at divisional level using server equipment installed at all the six district councils in all our six divisions.

However, the changes face a number of challenges some of which includes: -

a. Unreliability of network both at server centres and the main server at DHRMD. This results into the officers responsible for making monthly change being forced to come to central office Ministry of Education Headquarters in an attempt to meet monthly salary deadlines.

b. There is no linkage between the central level HRMIS and the PPPI at decentral levels and updates are not linked to the decentralized system in the education division. Officers at decentral level still travel to MoEST headquarters to make changes in the system.

c. Those trained and given rights of entry into the system to make monthly changes are Human Resource Common Service Officers who get posted anytime; these has resulted into the Division, selecting those not trained but have a little knowledge of computer. As a result, they fail to resolve small issues arising from the process and all matters are referred back to the central level.

d. Ownership and personnel attitude on the equipment. The equipment is installed at District Councils; the DCs sometimes say the equipment is for Ministry of Education while Ministry of Education says the equipment is for DCs.

e. . There is a policy conflict with the decentralization policy through the system that Ministry of Finance introduced concerning the electronic funds transfer. As a result, payment is still centralized at the Accountant General.

The Education Divisions reported that are able to capture data and generate reports within the education divisions without necessarily making trips to MoEST headquarters. Some education divisions such as Central West Division (CWED), Central East Education Division (CEED) and South East Education Division (SEED) are facing a number of challenges and as a result they are not able to process the pay rolls as their colleagues in Shire Highlands Education Division (SHED), South West Education Division (SWED) and Northern Education Division (NED). Installation of equipment has been a challenge especially in CWED; the equipment was installed at the council's office but it is not currently being used for the intended purpose due to poor network connections. CEED experiences power problems at the DCs office where the equipment was installed. SEED also faces challenges of ownership and personnel attitude. Unfortunately, not much was done to resolve the problems despite reporting to the responsible office. On the other hand, monitoring of education divisions by MoEST has been very poor hence there are still outstanding issues.

Recommendation

- MoEST needs to Monitor and follow up on the challenges

3.5.3. Teacher development and administrative services

Although the Ministry has made remarkable achievements in devolving its functions to the councils, teacher development administrative services are still centralized. The Ministry of Local Government and Rural Development has not put appropriate structures at the council level. Appropriate Disciplinary and Appointment Committees (ADCs) comprising 16 sectors which handle disciplinary issues have not been institutionalized in the councils. As a result, disciplinary issues and other related matters affecting teachers are still handled at central level. The DEMs office simply recommends to the central level for appropriate action. The ADCs that are currently operating in the councils are small and cannot handle sectoral issues as stipulated in the policy of decentralization.

Currently, disciplinary issues, promotions and recruitment of teachers in primary, secondary and Teacher Training Colleges (TTCs) are handled by the Malawi Teaching Service Commission (TSC). Until today, the decentralization has not cleared the position of TSC and other existing Commissions to the various ministries and departments that handle recruitment and disciplinary issues of officers. This means that recruitment and disciplinary issues cannot be decentralized to councils unless there is clarification on the roles of the commissions.

3.5.4. Education Management Information System (EMIS)

The Education Management Information System (EMIS) is critical in informed decision-making and in education planning. MoEST has made a lot of progress in this area. EMIS was decentralized to education districts and all districts have an institutionalised District Management Information System (DEMIS). The decentralization went further to education zones and 130 zones out of the 447 zones (29%) have Zonal Education Management Information System (ZEMIS). At school level, there is school record management system, a new innovation, which was introduced in 984 primary schools out of the 5,415 primary schools. Another innovation at school level concerns Real Time Monitoring project whose aim is to improve the quality of data at school level. It is currently being piloted in 10 districts (100 primary schools). In order to strengthen the quality school level data, procurement of standardised school registers for primary schools is in process and about 1,750 schools will access the registers in phase one. The phases will continue until all schools are covered.

Despite these achievements, at central level, there are still outstanding issues which have not been done by the Planning Directorate. The issues include:

- Development of an integrated EMIS/M&E data base that also includes the school mapping data set.

- Inclusion of comprehensive higher education data and education budget in the EMIS database and publication.

- Linkage between EMIS and DEMIS.

- Institutionalization of school mapping and cohort analysis in Planning Directorate

- Internal evaluation of SWAp by small team comprising LEG, to ensure that SWAp concepts are not just linked to pool funding

- Development of Plan of Action emanating from TWGs to ensure that issues are followed up

- Catalogue of research topics /studies

3.5.5. Decentralized procurement of textbooks

Following the devolvement of education functions, MoEST is piloting the procurement of textbooks at primary school level with support from book fairs at district level. The programme is being funded by UNICEF and is piloted in three education districts namely: Dedza, Nkhatabay and Machinga. About 99 primary schools are piloted from the three education districts. To ensure proper implementation of the programme, MoEST developed policy guidelines for management of teaching and learning materials which provide direction for the programme implementation. The programme will run for one FY 2015/16 and thereafter MoEST will roll out the programme to all the education districts. Furthermore, the trainings for the district personnel in preparation for the rollout of the programme will start in 2016/17 FY.

3.5.6. Teacher career path, promotions and recruitment

In any organization, human resource plays a major role in the delivery of services. In case of MoEST, there are a number of issues that contribute to job satisfaction and retention of teachers in the teaching profession. One of the reform areas for HR was improved teacher retention which involved the establishment of career path for teaching personnel. It was indicated that in 2014/15 FY, HR would develop policy guidelines for establishment of career path for teaching personnel. However, the 2015/16 FY shows that the policy was not developed due to high turnover of staff which created gaps for the new staff to continue the implementation. However, the

absence of the policy guidance in career path for teachers, contributes to loss of teachers to other professions. In terms of policy guidelines to guide the creation of teacher positions, MoEST is still using the benchmarks available within the functional review. There is still need to develop the guidelines. HR is making some progress on the performance based promotions of teachers, although the actual implementation has not yet started.

3.5.7. Strengthening the institutional framework
3.5.7.1. *Administration support to delivery of education services*

As indicated earlier in the chapter, the success of decentralization of various functions in MoEST. Directorate of Administration as a supporting function ensures that the decentralization process is strengthened through various structures including capacity building. While some functions are being devolved, the following are yet to be accomplished:

- Conduct needs assessment for all education districts to determine existing gaps and their readiness for more devolved functions. However, some preliminary assessment was done.

- Build capacity of decentral level offices to ensure smooth implementation of the devolved functions

- Provide sustainable support and guidance to decentral level offices to improve management of issues

One of the notable achievements was the development of a Service Charter. This Charter was developed to ensure satisfactory of education service delivery. It was disseminated to all education districts which were advised to develop their own Charters so that they could deliver better services to their clients. Supervision and Monitoring of the implementation of the charter in the districts has been planned for the 2016/17 financial year. Meanwhile, MoEST continues to receive various complaints and most of them concern employees particularly teachers and are job related. Therefore, procedurally all job related matters are handled by HR. While HR handles a number of issues from teachers who come in person to the offices and through correspondence, some teachers still lodge complaints to the Ombudsman. The

most frequent complaints are on salary arrears, interdictions and dismissals. Reasons that contribute to high numbers of complaints to MoEST at all levels are:

- Poor record keeping at all levels
- Ignorance on HR procedures when dealing with personnel
- Decisions made on cases without proper investigation and establishment of cause
- Lack of resources to investigate cases

3.5.8. Enhancing quality education through regular Inspection
3.5.8.1. *Systematic and regular inspection of institutions*

Regular inspection of schools is critical to improved quality of education. Supervision and Inspection are crucial for the day to day school operation and function because they assess and record the performance of teachers, their ability and consistency in delivering lessons and keeping of school records. They also involve the assessment of effectiveness of communication among teachers and between the students and their teachers.

The Table below summarise the number of schools that were inspected in the past two financial years; 2014/15 and 2015/16.

Table 3-9: Summary of school inspection for the past Financial Years

FY	Institution	ESIP Target per annum	Achieved	% Achieved
2014/15	Primary	**1500**	1000	66.67
	Secondary	**450**	400	88.89
	TTCs	**11**	11	100
2015/16	Primary	**1500**	701	48.3
	Secondary	**450**	245	54.55
	TTCs	**11**	9	81.82

From the table above, it indicates that in the 2014/15 FY more schools were inspected and exceptionally, all the TTCs were inspected. In 2015/16, less numbers of schools were inspected at all levels. To ensure quality and strength of the inspectorate services, MoEST recruited inspectors at all levels. However, the districts are still facing a number of challenges which has contributed to scanty inspection visits countrywide:

- Education districts do not have budget line for inspection hence it is difficult to carryout district- based inspections
- Inspectors that were recruited have not been fully re-deployed hence some districts did not have inspectors in the past FY

To ensure quality in schools MoEST launched the National Education Standards (NES) whose aim was to specify both minimum requirements and what constitutes effective practice in educational provision and practice, for use in evaluation at a number of levels and in a range of contexts.

4. ANNEX

4.1. SUMMARY OF OUTPUT TABLES

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
1.1 Ensure 50% of Children Reach std. 4 Literacy & Numeracy	% of std.4-8 children with std.4 literacy	22%		22%	25%	NA	35%	Not calculated yet	EMIS (Requires Survey)
	% std. 4-8 children with Std.4 numeracy	22%		22%	25%	NA	35%	Not calculated yet	EMIS (Requires Survey)
	National Std.4 Basic Skills Test Implemented	N/A	N/A	N/A	N/A	NA	Developed	DIAS working with MANEB on design	Basic
	Average learning time for lower standard	3 hours	3 hours		3 hours	3hours	4 hours	4 hours	Basic/DIAS
	Pupil to textbook ratio	3.5:1	3:1	3.9:1	2.5:1	3.1:1	2:1	3:1	EMIS
	% of schools with only school-based textbook procurement	0	0	0%	2%	0%	10%	Pilot on School based textbook procurement done. Roll out expected in 2016/17	Basic Education
	Primary pupil: permanent classroom ratio (PCR)	124.1	111.2:1	126:1	104:1	127:1	98:1	109:1 (improvement from 2014/15	EMIS
	Number of Primary permanent classrooms	1100	1100		1500		1500	713	EMIS/EIMU

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	constructed								
Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
1.1 Ensure 50% of Children Reach std. 4 Literacy & Numeracy	Gender Parity Index (primary enrolment)	1.01	1.02	1.001	1.02	1.001	1.02	1.002	EMIS
	Percentage of SNE learners enrolled	2.24%	2.30%	2.00%	2.35%	2.21%	2.40%	2.4%	EMIS
	Enrolment of SNE learners (TOTAL)	93,656	97,959	90,089	106, 627	103,042	114,348	115,284	EMIS
	Number of pilot schools with ECD involved in cluster system	0	0		0		0	0	DBE (process indicator)
	% of Children Enrolled in std.1 with prior ECD experience	30%	30%		32%	NA	34%	NA	DBE
1.2 Attain a Motivated, High-Performing Teaching Staff	Primary enrolment: Public schools	4,149,364	4,223,861	4,441,907	4,500,238	4,603,941	4,725,531	4,724,169	EMIS
	Net Enrolment Ratio (NER) Boys	86%	87%		88%	87%	92%	90%	WMS
	Net Enrolment Ratio (NER) Girls	86%	87%		88%	NA	92%	NA	WMS
	Gross Enrolment Ratio (GER)	116.5%	126.20%		124.00%		121.80%	133%	WMS
	Gross Enrolment Ratio (GER) Boys	119.0%	128.90%		126.65%		124.40%	134%	WMS
	Primary enrolment: Private schools	39,313	35,240	55,634	37,097	66,338	38,954	80,027	EMIS
	Primary enrolment: All schools	4 ,188,677	4, 259, 101	4,497,541	4,537,335	4,670,279	4,764,485	4,804,196	EMIS
	Net Intake Rate (NIR)	85.0%	87.76%	91.00%	90.52%	97.0%	93.28%	95%	EMIS
	Gross Intake Rate (GIR)	206.30%	195.50%	218%	184.70%	221%	174.00%	210%	EMIS

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	Boys								
	Gross Intake Rate (GIR) Girls	209.00%	195.50	218%	184.70%	218%	174.00%	212%	EMIS
	Primary pupil qualified teacher ratio (PQTR): All schools	95:1	88:1	76:1	81:1	780.:1	74:1	75:1	EMIS
	Primary Qualified Teachers: All Schools	56,534	48,399	65,044	56,016	70,241	64,385	71,363	EMIS
	Primary Qualified Teachers: All Schools (Males)	34,006	40,290	39,073	46,574	40,267	52,857	35,846	EMIS
	Primary Qualified Teachers: All Schools (Females)	22,528	31,107	25,971	39,687	29,974	48,266	28,508	EMIS
	Gender Parity Index (primary teachers)	0.66	0.77	0.66	0.85	0.74	0.91	0.72	EMIS
1.2 Attain a Motivated, High-Performing Teaching Staff	New framework for Teacher Assessment and Promotion Implemented	N/A	N/A	N/A	N/A	0	Developed	0	DBE (process indicator)
	Average daily hours 'Time on Task' for lower std. Teachers	3 hours	3 hours	?	3 hours	0	4 hours	4 hours instituted	DBE (process indicator)
1.3 Increase Internal Efficiency of Primary Education	Primary transition rate (Total)	30.0%	33.20%	33.0%	34.10%	27.0%	35.10%	36%	EMIS
	Dropout Rate Boys	8.57%	7.66%	9.5%	8.5%	4.8%	7.5%	3.6%	EMIS
	Dropout Rate Girls	12.34%	12%	12.0%	11%	6.5%	10%	4.0%	
	Repetition Rate Boys	25.0%	21%	19%	19 %	19.9 %	15%	22.4%	EMIS
	Repetition Rate Girls	24.1%	20.28%	18.25%	18%	19.5%	14%	21.3%	
	Survival rate to standard 5	0.58	0.66	0.66	0.75	065	0.83	0.65 (65%)	EMIS

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	(boys)								
	Survival rate to standard 5 (girls)	0.59	0.67	0.62	0.75	0.64	0.84	0.64 (64%)	EMIS
1.3 Increase Internal Efficiency of Primary Education	Survival rate to standard 8 (boys)	0.41	0.49	0.35	0.38	0.35	0.41	0.35 (35%)	EMIS
	Survival rate to standard 8 (girls)	0.35	0.43	0.27	0.30	0.28	0.33	0.29 (29%)	EMIS
	Primary completion rate	0.50	0.58	0.52	0.54	0.52	0.56	0.51(51%)	EMIS
	PSLCE Pass rate (Male)	74.85%	79.9%	69.5%	81%	68.8%	82%	77.32%(total)	MANEB
	PSLCE Pass rate (Female)	61.76%	71.17%	55.8%	74%	54.5%	76%	77.32%(total)	MANEB
1.4 Improve Management through higher school funding	Percentage of education budget allocated to primary sub-sector	53%	60%	60%	60%	63.1%	60%	49%	DoF/EMIS
	Recurrent unit cost per public primary school learner) (MK)		MK9,186		MK12,538		MK16,600	MK17,017	DoF
	PSIP Disbursed (MK)			MK4.7 billion			MK5,2 billion	5,5 billion	DoF
	PSIP Absorption Rate	100%		100%	100%	95%	100%	98%	DoF

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
1.4 Improve Management through higher school funding	% of school management committee (re) trained in finance and procurement	100%	100%	85%	25%	100%	50%	100%	DBE (Process indicator)
1.2.1 Improve Access to Early Childhood Development									
	Number of CBCCs	8,933	9,533		10,133	7,453	10,733	11,105	Min of Gender
	ECD enrolment in CBCCs (TOTAL)	1,037,090	1,088,945		1,143,392		1,200,562	1,400,965	Min of Gender
	ECD gross enrolment ratio (GER) for all pupils	106.0%	109.0%		110.2%		111.4%	117%	Min of Gender
	ECD gross enrolment ratio (GER) for boys	114.3%	116.5%		116.1%		115.9%	116%	Min of Gender
	ECD gross enrolment ratio (GER) for girls	97.7%	101.7%		104.2%		106.9%	109%	Min of Gender
	ECD teachers/Caregivers in CBCCs (currently not state paid)	25,665	27,845		30,243		32,887	32,361	Min of Gender
	Recurrent Unit cost per child in public ECD centre pupil (MK)	9,282	11,479		14,214		17,623	11,569	Min of Gender
1.3.1. Improve Access to Complementary Basic Education (CBE)									
	Number of CBE Centres in use	1,488	2,462		3,437		4,411	540	DBE
	Estimated numbers of out-of-school youth (TOTAL)	293,922	294,094		296,633		298,505		DBE
	Estimated enrolment in CBE centres (TOTAL)	24,000	72,000		46,803		51,770	19,000	DBE
	Number of Govt. paid CBE facilitators	1,260	3,757		2,427		2,668	540	DBE

Policy Reform	Indicator	2012 Baseline	2013 Target	2013 Actual	2014 Target	2014 Actual	2015 Target	2015 Actual	Data Source
1.4.1. Improve Access to Adult Literacy									
	NALP enrolment in adult literacy	121,551	127,629						AL
	CSO enrolment in adult literacy	194,481	204,205		134,010		140,711		AL
	Total enrolment in adult literacy	316,032	331,834		214,415		225,136		AL
	Number of Govt. paid adult literacy instructors under the NALP	8,000	8,081		348,425		365,847		AL
	Recurrent unit cost per adult literacy student (MK)	1 206	1 413		8,174		8,279		DoF
2.1 Improve Access and Equity to Secondary Education									
	Transition rate (Total)	30.0%	33.20%	33.0%	34.10%		35.10%	36%	EMIS
	% of secondary schools with double shifting	0%	1%		20%		30%		DSE
	Number of CDSSs upgraded	6	6		30	6	30	11	EIMU
	% of Secondary Schools with Open and Distance Learning	11%	11%		12%		12%		DSE
	Percentage of Private Secondary Schools	15.7%	19.2%	24.4%	22.6%		26.1%	33%	EMIS
	Secondary enrolment: Public schools	221,802	242,660	261,356	263,519		284,376	286,154	EMIS

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	Secondary enrolment: Private	38,262	62,732	45,860	87,202		111,673	71,879	EMIS
2.1 Improve Access and Equity to Secondary Education	Secondary enrolment: All schools	260, 064	305,392	307,216	350,721		396,049	358,033	EMIS
	Net Enrolment Ratio (NER)	29%	33.2%		37.4%		41.6%	15%	EMIS
	Gross Enrolment Ratio (GER)	41%	48.8%		56.6%		64.4%	24.3%	EMIS
	Percentage of SNE learners enrolled	1.12%	1.14%	1.09%	1.15%	1.24%	1.17%	1.3%	EMIS
	Number of SNE learners enrolled	2,911	3,995	3,352	5,080		6,164	4,726	EMIS
	Gender Parity Index (secondary enrolment) all schools	0.82	0.86	0.85	0.89		0.93	0.88	EMIS
	Number of students who received Bursaries	0	8,085		12,000		12,000	16,000	DSE
	Percentage of female students who received	0	50.0%	40.6%	52.5%		55.0%	56%	DSE

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	bursaries								
2.2 Improving Quality in Secondary Schooling	Total Student: Science Teacher Ratio	63:1	63:1	NA	60:1	NA	56:1	NA	EMIS (Requires Survey)
	Secondary teachers: All schools (Male: Female)	11,701	11,667	12,576	11,969		12,511	14,497	EMIS
	Secondary classrooms: Govt. –supported schools only	4,218	4,944	4,705	5,784		6,764	**7,728**	EMIS
	Secondary student: classroom ratio (PCR): Govt.-supported schools	53:1	49:1	56:1	46:1		42:1	61:2	EMIS
									EMIS
2.2 Improving Quality in Secondary Schooling	JCE Pass Rate (Male)	73.3%	78.6%	77.1%	84.0%		89.3%	77.71% (Total)	MANEB
	JCE Pass Rate (Female)	58.3%	66.6%	66.4%	75.0%		83.3%	77.71% (Total)	MANEB
	MSCE Pass Rate (Male)	54.9%	57.7%	45.5%	59%		61%		MANEB
	MSCE Pass Rate (Female)	48.6%	45.5%	57.7%	49%		53%		MANEB
2.3 Improving Secondary Management	% of Schools with only School-Based Textbook Procurement	1%	1%	NA	20%		60%	20%	DSE (Process indicator)
	Per unit cost of a secondary student in public secondary	44, 719	57, 746	39,160	69, 678		82, 067	123,600	DoF

Policy Reform	Indicator	2012 Baseline	2013 Target	2013 Actual	2014 Target	2014 Actual	2015 Target	2015 Actual	Data Source
	schools (MK)								
	Percentage of education budget allocated to secondary sub-sector	14%	15.2%	14%	16.4%		17.6%	14%	DoF
3.1 Increasing the Quality of Primary Teacher Training	% of student teachers with +70 Score in Mathematics and English	10%	10%	N/A	14%	N/A	18%	N/A	DTED
	Number of TTC for Primary for Primary School Teachers Constructed	0	0	2	2	2	1	0	DTED/Planning/EIMU
	% of TTCs with outsourced catering, security, gardening & cleaning	16.7%	33.3%		50%		100%	100%	DTED (Process Indicator)
	Introducing a Teacher Education Management Information System (TEMIS)	N/A	N/A		Developed		Implement	Partially integrated in the EMIS	DTED (Process Indicator)
	Number of TTC tutors (All TTCs)	302	345		410		473		EMIS
Increasing the Quality of Primary Teacher Training	TTC IPTE students: tutor ratio (all colleges)	29.7	28.6		27.3		26.1		EMIS
3.2 Improving Access to Primary &	Number of TTCs for secondary School Teachers Constructed	0	0		0	1 (80%)	0	1 (100%)	EIMU

Policy Reform	Indicator	2012 Baseline	2013 Target	2013 Actual	2014 Target	2014 Actual	2015 Target	2015 Actual	Data Source
Secondary Teacher Training	IPTE enrolment in public colleges	7,953	8,672		9,783		10,746	9,137	EMIS
	Gender Parity Index (public IPTE enrolment)	0.970	0.976		0.982		0.988	0.58	EMIS
	Gender Parity Index (public ODL enrolment)	0.50	0.6		0.7		0.8	0.4	EMIS
	IPTE enrolment in private College	1,026	1,185		1,397		1,579	1,057	EMIS
	Total IPTE enrolment	8,979	9,857		11,180		12,325	10,194	EMIS
	Total ODL enrolment in public TTCs	12,000	9,879		9,067		10,555	3,246	EMIS
	Per unit cost of Public TTC student (IPTE only) (MK)	615,050	619,819		667,210		819,891	600,000	DOF
3.3 Technical and Vocational Education	% of Secondary School graduates enrolled in TEVET	3%	3%		3.5%		4.0%	2%	TEVETA
	Total Technical College Enrolment	6,105	6,715		7,387		8,125		MoL
	Public	5,014	5,499		6,031		6,614		MoL
	Private	1,091	1,216		1,356		1,511		MoL
	Gender Parity Index (Technical College)	0.54	0.63		0.72		0.82		MoL
	Regular Enrolment Technical College	2,581	2,839		3,123		3,435		MoL

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
	Public	1,602	1,755		1,922		2,105		MoL
	Private	979	1,084		1,201		1,330		MoL
4.1 Technical and Vocational Education	Parallel Enrolment Technical College	3,524	3,876		4,264		4,690		MoL
	Public	3,412	3 744		4 109		4 509		MoL
	Private	112	132		155		181		MoL
	% of Student Enrolled in ODL	0.0%	2.0%		4.0%		6.0%		MoL
	Number of Technical college lecturers: all colleges (Male)	133	155		177		198		MoL
	Number of Technical college lecturers: all colleges (Female)	29	39		50		60		MoL
	Technical college lecturers: all colleges (TOTAL	162	170		180		221		MoL

Policy Reform	Indicator	2012 Baseline	2013 Target	2013 Actual	2014 Target	2014 Actual	2015 Target	2015 Actual	Data Source
Technical and Vocational Education	Technical college student: lecturer ratio: all colleges	28.5	27.5		26.4		25.3		MoL
	Per unit cost of Public Technical College student (MK)	491,077	572,937		683,519		814,135	868,000	MoL
3.4 Adopting a New 'Higher Education Act'	Higher Education Act Adopted and Implemented	N/A	N/A		Tabled		Adopted	Not adopted	DHE (Process Indicator)
3.5 Improving Access to Higher Education	Public university enrolment (Total)	10,948	11,769		12,652		13,601	N/A/	EMIS/ NCHE
	Gender Parity Index (for enrolment in public university)	0.40	0.52		0.64		0.76	0.58	EMIS/ NCHE
	Private university enrolment (TOTAL)	1,255	1,443		1 659		1 908	N/A	EMIS/ NCHE
	Total University Enrolment (Public & Private)	12,203	13,212		14,311		15,509	N/A	EMIS/ NCHE
	Number of University Graduates (TOTAL)	2,331	2,591		2,880		3,202	N/A	EMIS/ NCHE
	% of Students on Loan Scheme	42.8%	51.4%		58.6%		64.6%	N/A	EMIS/ NCHE

Policy Reform	Indicator	2012 Baseline	2013		2014		2015		Data Source
			Target	Actual	Target	Actual	Target	Actual	
3.6 Improving Financial Resource Mobilization	Average self-generated funds as % of total funds	12%	12%	N/A	15%	N/A	22%	N/A	DHE
	Percentage of tuition fees to total institutional revenue	10.0%	14.0%		18.0%		22.0%	N/A	EMIS
	Public university recurrent subsidy per student (MK)	1,382,764	1,610,122		1,865,925		2,164,563	3,000,000[5]	DOF
5.4 Introducing Management Information System	Introducing a Higher Education Management Information System (HEMIS)	N/A	N/A		Prepared		Developed	Not yet developed	DHE (Process Indicator)

[5] Chapter 3, Higher Education Section

4.2. Recurrent Budget Breakdown

4.2.1. Appendix 1: Breakdown of Primary Recurrent Unit Cost

District	2015/2016 ORT Approved	2015/2016 PE Approved	Total ORT and PE	Number of public primary Schools	Total enrolment	ORT per Learner (MK)	ORT per school* (MK)	PE per Learner (MK)	Recurrent per Learner (MK)
Chitipa	233,038,557	1,160,672,066	1,393,710,623	170	75,050	3,105	1,370,815	15,465	18,570
Karonga	262,276,691	1,535,625,821	1,797,902,512	167	108,786	2,411	1,570,519	14,116	16,527
Rumphi	257,470,636	1,539,163,781	1,796,634,417	190	70,505	3,652	1,355,109	21,831	25,482
Mzimba North	365,820,525	2,049,592,997	2,415,413,522	259	126,305	2,896	1,412,434	16,227	19,124
Mzimba South	435,115,712	2,362,833,933	2,797,949,645	302	159,401	2,730	1,440,781	14,823	17,553
Mzuzu City	127,716,191	855,303,173	983,019,364	40	51,005	2,504	3,192,905	16,769	19,273
Nkhata Bay	275,133,913	1,203,195,415	1,478,329,328	188	84,221	3,267	1,463,478	14,286	17,553
Likoma	25,295,484	103,878,744	129,174,228	10	3,781	6,690	2,529,548	27,474	34,164
Lilongwe urban	230,264,911	2,217,539,870	2,447,804,781	56	153,031	1,505	4,111,873	14,491	15,995
Lilongwe Rural East	398,933,032	3,369,413,761	3,768,346,793	204	236,988	1,683	1,955,554	14,218	15,901
Lilongwe Rural West	438,319,973	4,168,776,710	4,607,096,683	241	236,225	1,856	1,818,755	17,647	19,503
Mchinji	321,446,069	2,204,199,044	2,525,645,113	196	167,830	1,915	1,640,031	13,134	15,049
Dedza	434,252,163	3,425,098,882	3,859,351,045	236	214,883	2,021	1,840,052	15,939	17,960
Ntcheu	389,826,381	3,176,926,828	3,566,753,209	237	176,502	2,209	1,644,837	17,999	20,208
Kasungu	537,310,280	4,139,926,538	4,677,236,818	338	258,780	2,076	1,589,675	15,998	18,074
Ntchisi	225,007,033	1,079,904,757	1,304,911,790	143	85,177	2,642	1,573,476	12,678	15,320
Nkhotakota	247,802,610	1,492,850,891	1,740,653,501	151	115,137	2,152	1,641,077	12,966	15,118
Salima	239,321,623	1,498,446,719	1,737,768,342	139	118,762	2,015	1,721,738	12,617	14,632
Dowa	382,593,856	2,982,302,800	3,364,896,656	237	197,318	1,939	1,614,320	15,114	17,053
Blantyre Urban	209,051,310	1,918,013,900	2,127,065,210	58	157,242	1,329	3,604,333	12,198	13,527
Blantyre Rural	282,109,640	2,788,037,691	3,070,147,331	157	140,389	2,009	1,796,877	19,859	21,869
Nsanje	204,987,089	1,539,443,410	1,744,430,499	104	89,241	2,297	1,971,030	17,250	19,547
Chikwawa	302,737,548	1,988,731,215	2,291,468,763	176	164,047	1,845	1,720,100	12,123	13,968
Mwanza	90,685,934	495,312,665	585,998,599	45	34,907	2,598	2,015,243	14,189	16,787
Neno	117,996,131	450,731,418	568,727,549	71	44,906	2,628	1,661,917	10,037	12,665
Zomba Urban	67,946,522	706,780,409	774,726,931	18	25,804	2,633	3,774,807	27,390	30,024
Zomba Rural	375,230,441	3,323,635,961	3,698,866,402	193	212,620	1,765	1,944,199	15,632	17,397
Machinga	294,417,921	2,788,037,691	3,082,455,612	161	176,242	1,671	1,828,683	15,819	17,490
Balaka	259,961,151	1,692,556,748	1,952,517,899	154	126,493	2,055	1,688,059	13,381	15,436
Mangochi	466,677,941	3,718,687,846	4,185,365,787	259	259,180	1,801	1,801,845	14,348	16,148
Mulanje	346,602,106	3,069,349,079	3,415,951,185	160	209,988	1,651	2,166,263	14,617	16,267
Thyolo	344,339,305	2,101,607,240	2,445,946,545	179	208,131	1,654	1,923,683	10,098	11,752
Chiradzulu	187,441,208	1,635,954,201	1,823,395,409	88	105,141	1,783	2,130,014	15,560	17,342
Phalombe	221,370,115	2,143,984,601	2,365,354,716	88	130,168	1,701	2,515,569	16,471	18,172

District	2015/2016 ORT Approved	2015/2016 PE Approved	Total ORT and PE	Number of public primary Schools	Total enrolment	ORT per Learner (MK)	ORT per school* (MK)	PE per Learner (MK)	Recurrent per Learner (MK)
Totals/<u>Avera ges</u>	9,598,500,002	70,926,516,80 5	80,525,016,807	5415	4,724,1 86	<u>2,032</u>	<u>1,772,576</u>	<u>15,013</u>	<u>17,045</u>
001-HQs & 005-SU	185,879,409								
Total ORT for Primary Education per Learner				**2,071**					
Total Recurrent (ORT + PE) for Primary Education per Learner				**17,085**					

4.2.2. Appendix 2: Breakdown of Secondary Recurrent Unit Cost

Cost Centre	2015/16 Approved ORT (MK)	2015/16 Approved PE (MK)	Total 2015/16 Approved ORT & PE (MK)	Total Enrolment (Public)	ORT per Learner (MK)	Cost of ORT & PE per Learner (MK)
NED	816,275,606	3,243,431,417	4,059,707,023	54,511	14,975	74,475
CWED	908,806,208	4,347,489,577	5,256,295,785	49,559	18,338	106,061
CEED	562,733,383	2,253,380,393	2,816,113,776	74,312	7,573	37,896
SWED	647,612,428	2,787,269,094	3,434,881,522	39,075	16,574	87,905
SEED	559,575,658	2,089,896,944	2,649,472,602	36,617	15,282	72,356
SHED	485,721,166	1,842,037,253	2,327,758,419	32,080	15,141	72,561
Headquarters (including Sec. TLMs)	4,077,592,024	44,866,294	4,122,458,318			
Domasi College of Education	527,462,956	286,919,093	814,382,049			
MCDE	184,267,899	76,615,228	260,883,127			
Supplies Unit	10,791,704	37,999,917	48,791,621			
Totals	**8,780,839,032**	**17,009,905,210**	**25,790,744,242**	**286,154**		
Total ORT for Secondary Education per Learner			**30,686**			
Total Recurrent for Secondary Education per Learner			**90,129**			

4.3. 2015 /16 Harmonized Selection

4.3.1. Selection by Programme Per University

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF MEDICINE BACHELOR OF SURGERY	UMA-MBBS	49	50	99	99	0
BACHELOR OF ARTS POLITICAL SCIENCE	UMA-PS	10	10	20	20	0
BACHELOR OF ARTS PUBLIC ADMINISTRATION	UMA-PA	15	15	30	30	0
BACHELOR OF SCIENCE IN ENVIRONMENTAL HEALTH	UMA-EH	15	15	30	30	0
BACHELOR OF SCIENCE IN NURSING (CHILD HEALTH)	UMA-CHI	15	5	20	20	0
BACHELOR OF SCIENCE MEDICAL LABORATORY SCIENCE (HONS)	UMA-MLS	13	15	28	28	0
BACHELOR OF PHYSIOTHERAPY (HONS)	UMA-PHYS	15	15	30	30	0
BACHELOR OF SCIENCE PHARMACY (HONS)	UMA-PHARM	20	20	40	40	0
BACHELOR OF SOCIAL SCIENCE	UMA-SS	40	40	80	80	0
BACHELOR OF SOCIAL SCIENCE (SOCIAL WORK)	UMA-SSSW	13	8	21	21	0
BACHELOR OF SCIENCE	UMA-SC	32	87	119	119	0
BACHELOR OF SCIENCE IN FOOD AND NUTRITION	UMA-SCFN	10	10	20	20	0
BACHELOR OF SCIENCE IN FAMILY AND CONSUMER SCIENCES	UMA-SCFC	3	12	15	15	0
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE AND TECHNOLOGY	UMA-EST	15	30	45	45	0
BACHELOR OF SCIENCE IN INDUSTRIAL LABORATORY TECHNOLOGY	UMA-BILT	7	13	20	20	0

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY	UMA-INTEC	8	16	24	24	0
BACHELOR OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS	UMA-MIS	12	13	25	25	0
BACHELOR OF SCIENCE IN MATHEMATICAL SCIENCES EDUCATION	UMA-BMSE	15	32	47	47	0
BACHELOR OF ARTS IN BUSINESS COMMUNICATION	UMA-BBC	26	21	47	47	0
BACHELOR OF EDUCATION (BUSINESS STUDIES)	UMA-EBS	27	33	60	60	0
BACHELOR OF EDUCATION SCIENCE (TECHNICAL)	UMA-TED	16	20	36	36	0
BACHELOR OF ARTS (JOURNALISM)	UMA-JOU	25	22	47	47	0
BACHELOR OF CIVIL ENGINEERING (TRANSPORTATION) (HONS)	UMA-CET	7	8	15	15	0
BACHELOR OF CIVIL ENGINEERING (WATER) (HONS)	UMA-CEW	7	8	15	15	0
BACHELOR OF CIVIL ENGINEERING (STRUCTURES) (HONS)	UMA-CES	7	8	15	15	0
BACHELOR OF ELECTRICAL AND ELECTRONICS ENGINEERING (HONS)	UMA-EEE	7	8	15	15	0
BACHELOR OF ELECTRONICS AND COMPUTER ENGINEERING (HONS)	UMA-ECE	3	11	14	14	0
BACHELOR OF ELECTRONICS AND TELECOMMUNICATIONS ENGINEERING (HONS)	UMA-ETE	7	8	15	15	0
BACHELOR OF MECHANICAL ENGINEERING (HONS)	UMA-ME	5	10	15	15	0
BACHELOR OF EDUCATION (LANGUAGE)	UMA-LED	36	30	66	66	0
BACHELOR OF EDUCATION (SCIENCE)	UMA-ESC	59	103	162	162	0
BACHELOR OF EDUCATION (SOCIAL	UMA-SED	25	21	46	46	0

Program name	Program code	F	M	T	Declared	Var
STUDIES)						
BACHELOR OF ARTS IN COMMUNICATION STUDIES	UMA-COM	21	19	40	40	0
BACHELOR OF ARTS (HUMANITIES)	UMA-HU	54	42	96	96	0
BACHELOR OF ARTS (MEDIA FOR DEVELOPMENT)	UMA-MFD	19	19	38	38	0
BACHELOR OF ARTS (THEOLOGY)	UMA-HUT	2	4	6	6	0
BACHELOR OF ACCOUNTANCY	UMA-BAC	25	25	50	50	0
BACHELOR OF BUSINESS ADMINISTRATION	UMA-BBAG	25	25	50	50	0
BACHELOR OF BUSINESS ADMINISTRATION (MARKETING)	UMA-BBAM	12	13	25	25	0
BACHELOR OF COMMERCE (INTERNAL AUDIT)	UMA-BCOMIA	12	13	25	25	0
BACHELOR OF SCIENCE IN NURSING AND MIDWIFERY	UMA-NM	122	25	147	147	0
BACHELOR OF SCIENCE IN NURSING (ADULT HEALTH)	UMA-AH	11	8	19	19	0
BACHELOR OF SCIENCE IN NURSING (COMMUNITY HEALTH)	UMA-CHN	15	5	20	20	0
BACHELOR OF SCIENCE IN NURSING (MENTAL HEALTH AND PSYCHIATRIC NURSING)	UMA-MH	13	5	18	18	0
BACHELOR OF ARTS IN ECONOMICS	UMA-ECO	7	8	15	15	0
BACHELOR OF ARTS IN DEVELOPMENTAL ECONOMICS	UMA-DEC	7	8	15	15	0
BACHELOR OF SOCIAL SCIENCE(GENDER STUDIES)	UMA-SSGEN	12	9	21	21	0
BACHELOR OF COMMERCE(ENTREPRENEURSHIP)	UMA-BCOME	6	24	30	30	0
BACHELOR OF COMMERCE IN BANKING AND FINANCE	UMA-BAF	15	15	30	30	0

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF BIOMEDICAL ENGINEERING (HONS)	UMA-BME	11	13	24	24	0
BACHELOR OF ENERGY ENGINEERING (HONS)	UMA-EEN	0	14	14	14	0
BACHELOR OF GEOLOGICAL ENGINEERING (HONS)	UMA-GEN	10	15	25	25	0
BACHELOR OF MINING ENGINEERING (HONS)	UMA-MEN	9	16	25	25	0
BACHELOR OF METALLURGY AND MINERAL PROCESSING (HONS)	UMA-MMP	13	12	25	25	0
BACHELOR OF AUTOMOBILE ENGINEERING (HONS)	UMA-AEN	3	12	15	15	0
BACHELOR OF INDUSTRIAL ENGINEERING (HONS)	UMA-IEN	2	13	15	15	0
BACHELOR OF SCIENCE MIDWIFERY	UMA-MID	15	5	20	20	0
	GRAND TOTAL UMA	1005	1084	2089	2089	0

MALAWI UNIVERSITY OF SCIENCE AND TECHNOLOGY

Program name	Program	F	M	T		
BACHELOR OF ENGINEERING (HONS) - CHEMICAL ENGINEERING	MST-CHE	12	28	40	40	0
BACHELOR OF ENGINEERING (HONS) - METALLURGY AND MINERAL PROCESSING ENGINEERING	MST-MET	3	37	40	40	0
BACHELOR OF ENGINEERING (HONS) BIOMEDICAL ENGINEERING	MST-BME	12	28	40	40	0
BACHELOR OF SCIENCE IN EARTH SCIENCES	MST-ESC	13	27	40	40	0
BACHELOR OF SCIENCE IN METEOROLOGY AND CLIMATE SCIENCES	MST-MEC	4	34	38	40	-2

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN BUSINESS INFORMATION TECHNOLOGY	MST-BIT	21	42	63	60	3
BACHELOR OF SCIENCE IN MEDICAL MICROBIOLOGY	MST-MMB	22	28	50	50	0
BACHELOR OF SCIENCE IN GEO INFORMATION AND EARTH OBSERVATION SCIENCE	MST-GIS	12	28	40	40	0
BACHELOR OF SCIENCE IN COMPUTER SYSTEMS AND SECURITY	MST-CIS	5	55	60	60	0
BACHELOR OF SCIENCE IN DISASTER RISK MANAGEMENT	MST-DRM	11	27	38	39	-1
	GRAND TOTAL MST	115	334	449	449	0

LILONGWE UNIVERSITY OF AGRICULTURE AND NATURAL RESOURCES

Program name	Program	F	M	T		
BACHELOR OF SCIENCE IN AGRICULTURAL ENGINEERING	LNR-AGE	5	19	24	24	0
BACHELOR OF SCIENCE IN IRRIGATION ENGINEERING	LNR-IRE	9	30	39	39	0
BACHELOR OF SCIENCE IN ANIMAL SCIENCE	LNR-ANS	7	25	32	32	0
BACHELOR OF SCIENCE IN AGRICULTURE	LNR-AGR	14	16	30	30	0
BACHELOR OF SCIENCE IN AGRONOMY	LNR-AGN	7	18	25	25	0
BACHELOR OF SCIENCE IN SOIL SCIENCE	LNR-SSC	10	6	16	17	-1
BACHELOR OF SCIENCE IN SEED SYSTEMS	LNR-SSY	8	18	26	27	-1
BACHELOR OF SCIENCE IN BIOTECHNOLOGY	LNR-BOT	8	11	19	19	0

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN HORTICULTURE	LNR-HOT	10	9	19	30	-11
BACHELOR OF SCIENCE IN NUTRITION AND FOOD SCIENCE	LNR-NFS	25	22	47	47	0
BACHELOR OF SCIENCE IN HUMAN SCIENCES AND COMMUNITY SERVICES	LNR-HSC	22	9	31	34	-3
BACHELOR OF SCIENCE IN FOOD SCIENCE AND TECHNOLOGY	LNR-FST	9	23	32	33	-1
BACHELOR OF SCIENCE IN AGRICULTURAL ECONOMICS	LNR-AAE	28	30	58	60	-2
BACHELOR OF SCIENCE IN DEVELOPMENT ECONOMICS	LNR-DEC	22	22	44	44	0
BACHELOR OF SCIENCE IN AGRIBUSINESS MANAGEMENT	LNR-ABM	22	25	47	50	-3
BACHELOR OF SCIENCE IN AGRICULTURAL ENTERPRISE DEVELOPMENT AND MICROFINANCE	LNR-EDM	12	26	38	38	0
BACHELOR OF SCIENCE IN AGRICULTURAL EXTENSION	LNR-EXT	19	25	44	46	-2
BACHELOR OF SCIENCE IN AGRICULTURAL EDUCATION	LNR-AED	17	23	40	42	-2
BACHELOR OF SCIENCE IN AGRICULTURAL DEVELOPMENT COMMUNICATION	LNR-ADC	5	12	17	17	0
BACHELOR OF SCIENCE IN AQUACULTURE AND FISHERIES SCIENCES	LNR-AQF	8	15	23	31	-8
BACHELOR OF SCIENCE IN FORESTRY	LNR-FOR	14	9	23	27	-4
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCES	LNR-ENV	10	21	31	32	-1
BACHELOR OF SCIENCE IN NATURAL RESOURCES MANAGEMENT (LAND AND WATER)	LNR-NLW	7	9	16	16	0

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN NATURAL RESOURCES MANAGEMENT (WILDLIFE AND ECOTOURISM)	LNR-NWE	8	11	19	19	0
BACHELOR OF SCIENCE IN GENDER AND DEVELOPMENT	LNR-BGD	19	11	30	32	-2
DOCTOR OF VETERINARY MEDICINE	LNR-PVM	7	9	16	16	0
BACHELOR OF SCIENCE IN AGRO-FORESTRY	LNR-SFR	10	6	16	16	0
	GRAND TOTAL LNR	342	460	802	843	-41

MZUZU UNIVERSITY

Program name	Program	F	M	T		
BACHELOR OF SCIENCE NURSING AND MIDWIFERY	MZU-BSNM	50	20	70	70	0
BACHELOR OF SCIENCE WATER RESOURCES MANAGEMENT AND DEVELOPMENT	MZU-BSWRMD	7	20	27	27	0
BACHELOR OF SCIENCE OPTOMETRY	MZU-BSOPT	10	10	20	20	0
BACHELOR OF ARTS EDUCATION	MZU-BAE	52	47	99	99	0
BACHELOR OF ARTS (EDUCATION) FRENCH	MZU-BAEF	7	5	12	12	0
BACHELOR OF SCIENCE (EDUCATION)	MZU-BSCE	32	73	105	100	5
BACHELOR OF ARTS (THEOLOGY AND RELIGIOUS STUDIES)	MZU-BTRS	14	7	21	21	0
BACHELOR OF SCIENCE EDUCATION (ICT)	MZU-BSCEICT	8	12	20	20	0
BACHELOR OF SCIENCE RENEWABLE ENERGY TECHNOLOGIES	MZU-BRET	10	18	28	27	1
BACHELOR OF SCIENCE FISHERIES	MZU-BSFS	15	19	34	42	-8
BACHELOR OF SCIENCE BIOMEDICAL SCIENCES	MZU-BSBS	6	9	15	15	0

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE (INFORMATION AND COMMUNICATION TECHNOLOGIES)	MZU-BICT	15	20	35	35	0
BACHELOR OF LIBRARY AND INFORMATION SCIENCE	MZU-BLIS	20	15	35	35	0
BACHELOR OF SCIENCE TOURISM	MZU-BSTO	9	14	23	23	0
BACHELOR OF SCIENCE HOSPITALITY MANAGEMENT	MZU-BSHM	19	9	28	27	1
BACHELOR OF SCIENCE IN LAND MANAGEMENT (LAND SURVEYING)	MZU-BSLS	5	8	13	13	0
BACHELOR OF SCIENCE IN LAND MANAGEMENT (ESTATES MANAGEMENT)	MZU-BSLEM	7	6	13	13	0
BACHELOR OF SCIENCE IN LAND MANAGEMENT (PHYSICAL PLANNING)	MZU-BSLPP	8	6	14	14	0
BACHELOR OF SCIENCE FORESTRY	MZU-BSCF	8	17	25	25	0
BACHELOR OF SCIENCE IN VALUE CHAIN AGRICULTURE	MZU-BSVCA	25	5	30	30	0
BACHELOR OF SCIENCE IN TRANSFORMATIVE COMMUNITY DEVELOPMENT	MZU-BSTCD	20	10	30	30	0
	GRAND TOTAL LNR	347	350	697	698	-1
		1809	2228	4037	4079	-42

4.3.2. Programmes that over Selected Candidates

Program name	Program code	F	M	T	Declared	Var
BACHELOR OF SCIENCE RENEWABLE ENERGY TECHNOLOGIES	MZU-BRET	10	18	28	27	1
BACHELOR OF SCIENCE HOSPITALITY MANAGEMENT	MZU-BSHM	19	9	28	27	1
BACHELOR OF SCIENCE IN BUSINESS	MST-BIT	21	42	63	60	3

Program name	Program code	F	M	T	Declared	Var
INFORMATION TECHNOLOGY						
BACHELOR OF SCIENCE (EDUCATION)	MZU-BSCE	32	73	105	100	5
TOTAL						10

4.3.3. Programmes that under Selected Students

Program name	Program	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN HORTICULTURE	LNR-HOT	10	9	19	30	-11
BACHELOR OF SCIENCE IN AQUACULTURE AND FISHERIES SCIENCES	LNR-AQF	8	15	23	31	-8
BACHELOR OF SCIENCE FISHERIES	MZU-BSFS	15	19	34	42	-8
BACHELOR OF SCIENCE IN FORESTRY	LNR-FOR	14	9	23	27	-4
BACHELOR OF SCIENCE IN HUMAN SCIENCES AND COMMUNITY SERVICES	LNR-HSC	22	9	31	34	-3
BACHELOR OF SCIENCE IN AGRIBUSINESS MANAGEMENT	LNR-ABM	22	25	47	50	-3
BACHELOR OF SCIENCE IN METEOROLOGY AND CLIMATE SCIENCES	MST-MEC	4	34	38	40	-2
BACHELOR OF SCIENCE IN AGRICULTURAL ECONOMICS	LNR-AAE	28	30	58	60	-2
BACHELOR OF SCIENCE IN AGRICULTURAL EXTENSION	LNR-EXT	19	25	44	46	-2
BACHELOR OF SCIENCE IN AGRICULTURAL EDUCATION	LNR-AED	17	23	40	42	-2

Program name	Program	F	M	T	Declared	Var
BACHELOR OF SCIENCE IN GENDER AND DEVELOPMENT	LNR-BGD	19	11	30	32	-2
BACHELOR OF SCIENCE IN DISASTER RISK MANAGEMENT	MST-DRM	11	27	38	39	-1
BACHELOR OF SCIENCE IN SOIL SCIENCE	LNR-SSC	10	6	16	17	-1
BACHELOR OF SCIENCE IN SEED SYSTEMS	LNR-SSY	8	18	26	27	-1
BACHELOR OF SCIENCE IN FOOD SCIENCE AND TECHNOLOGY	LNR-FST	9	23	32	33	-1
BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCES	LNR-ENV	10	21	31	32	-1
TOTAL						-52

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