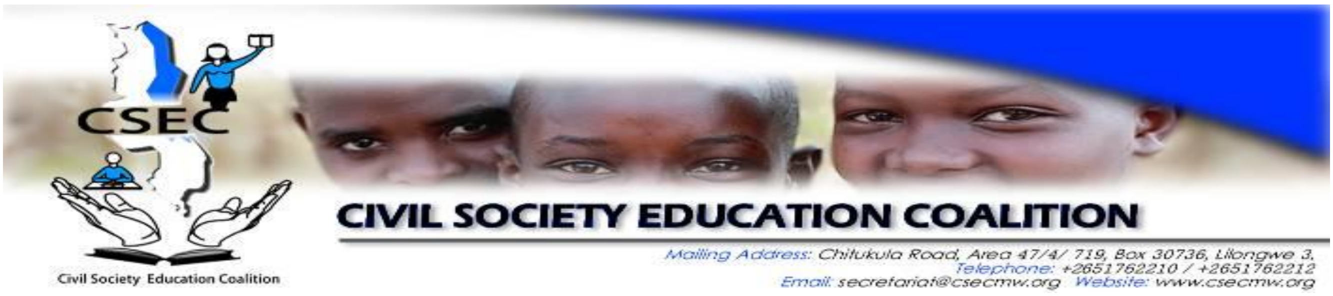


ANALYSIS OF THE 2016/17 NATIONAL BUDGET FOCUSISNG ON EDUCATION SECTOR

July, 2016

Acknowledgements

The Civil Society Education Coalition is grateful to Trocaire Malawi for the financial support towards this study. The coalition cherishes the 9 year partnership that has existed with Trocaire in promoting access to quality education in Malawi. During these years, CSEC and Trocaire have achieved a lot in influencing appropriate policy changes in access and equity, quality and relevance as well as transparency and accountability of the education sector.

The coalition is also grateful to the consultant, Humphrey Mdyetseni for his technical expertise in undertaking this study.

Benedicto Kondowe

Executive director

Suggested Citation:

CSEC (2016): 2016/17 Budget Analysis of the 2016/17 Draft National Budget Focusing on Education Sector, CSEC, Lilongwe, Malawi.

Contacts:

The Executive Director; Civil Society Education Coalition (CSEC) Chitukula Road, Area 47/4/ 719, Box 30736, Lilongwe 3.Tel: +265 1 762 210, Email: secretariat@csecmw.org; Website: www.csecmw.org

Table of Contents

List of tables

List of figures

Acronyms & Abbreviations

CDSS	Community Day Secondary School
CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CGFT	Central Government Fiscal Transfers
CSEC	Civil Society Education Coalition
CSO	Civil Society Organizations
CBE	Complimentary Basic Education
DEM	District Education Management
ECD	Early Childhood Development
EFA-FTI	Education for All Fast Track Initiative
EIMU	Education Infrastructure Management Unit
GPE	Global Partnership for Education
GRB	Gender Responsive Budget
GRF	General Resource Fund
HEST	Higher Education Science and Technology
KPA	Key Priority Area
LDF	Local Development Fund
MDG	Millennium Development Goal
MGDS II	Malawi Growth and Development Strategy II
MNGBN	Malawi National Gender Budget Network
MoFEPD	Ministry of Finance, Economic Planning and Development
MoEST	Ministry of Education, Science and Technology
NEP	National Education Policy
NESP	National Education Sector Plan
OBB	Output Based Budget
ORT	Other Recurrent Transactions
PBB	Program Based Budget
PE	Personal Emoluments
SADC	Southern Africa Development Community
TTC	Teacher Training College
UDHR	Universal Declaration on Human Rights
UN	United Nations

Executive Summary

The 2016/17 national budget analysis was commissioned by the Civil Society Education Coalition (CSEC) which is a non-profit alliance of Civil Society Organizations (CSO) and other interested parties promoting quality education and access to education for all in Malawi, by influencing policy formulation and practice, through government Budget tracking and analysis; Research on educational issues, Capacity building of member organizations; Policy analysis and Advocacy; community Mobilization and sensitization and Networking, partnership and collaboration.

The assignment was largely a desk review of the 2016/17 national budget for the sector in question. In addition to the desk review, some districts were visited to appreciate the potential effect of this year's budget on education service delivery at the decentralized level. Additionally, these visited districts were also sampled for the purposes of triangulation and to offer as case studies. Furthermore, this report has further been informed by inputs from the parliamentary committee on Education. It should be noted though that all the figures presented in the report are in nominal terms. If inflation and other macroeconomic variables are taken into account however, the education sector budget which is claimed to have been revised upwards will show that the budget is below the 2015/16 approved or revised budget as detailed below.

Key Findings

- In 2016/17 financial year, total government expenditure is estimated at an approved allocation of ***MK1,149,335*** Trillion up from the draft estimates of MK 1,136,961 Trillion, which is a nominal increase of about 23% from the 2015/16 approved budget of MK930 billion. Of the total expenditure the Recurrent Expenditure is projected at K 827 billion of the approved estimates up from K815 billion in the draft estimate budget and Development Expenditure being pegged at K322 billion approved estimates up from K317 billion draft estimates out of which K280 billion and K38 billion draft estimates will be financed by donor partners and the Malawi Government respectively. The Recurrent Expenditures have revised upwards by 16.8 percent from the 2015-16 approved budget and this increase is on account of wages and Salaries which are expected to increase from K228.7 billion in 2015-16 to K264.5 billion in the 2016-17 Financial Year.
- The total approved estimated education sector budget for the year 2016/17 is MK 198 billion. This allocation includes resources channeled through MoEST; local councils, the Local Development Fund (LDF) for education activities; subverted organizations; as well as student loans. As a breakdown, MoEST has been allocated about MK146 billion; District Education Offices (DEOs) about MK9 billion; subverted organizations within the education sector about MK 40 billion (including development budget for education subventions); and University student loan about MK 3 billion.
- MoEST approved allocation in the 2016/17 financial year is MK 146 billion and out of this, about 85% is meant for the recurrent budget whilst 15% is meant for the capital

budget. Out of the 85% of recurrent budget MK 108 billion is meant for PE while MK 15.9 meant for Other Recurrent Transactions (ORT).

- The education sector's allocation is 17.45% of the total approved national budget for 2016/17. This is falling below the local costing target of 19% envisaged for education sector in the MGDS II for the 2015/2016. However it is within the SDG recommended allocation which calls upon states to invest at least 4-6% of GDP and 15-20% of their budgets in education.
- Though in monetary terms the 2016/17 budget estimates appear higher the estimates constitute 4.55 percent of Gross Development Product (GDP). This is within the SDG recommendation of within 4-6 percent.
- Resource allocation within programmes, range from 65% being the most funded programme (Basic) to 0.4% being the least funded (Higher education). This contravenes the PBB guidelines on how to prepare PBB which calls for reasonable allocation of resources across programmes. *The guidelines call for MDAs to try to balance resource allocation within programmes by ensuring that no single program should account for 80% or a minimum of 5 % of the total expenditure.*

- The biggest challenge with the PBB presentation for education is the disconnection between outcomes and outputs, with most of the outputs presented as more of outcomes in their own right and beyond control of the institution. In addition, some outcomes do not have indicators, and are linked to outputs that seem grossly inadequate to match the ambitious specified outcomes.

- The PBB has not come out clearly in terms of addressing some pertinent education issues particularly those affecting the most vulnerable like children with special needs and the general poor. What are clearly missing are targets that will lead to addressing these pertinent education issues. There is urgent need to revise the targets and ensure that resources are meaningfully spread across many priorities in the sector.

- The continued dominance of PE as a component of the recurrent budget presents the gravity of inequitable resource distribution in the sector. For instance, under Basic education, the MK94 billion provision has MK89 billion (or 95%) for salaries and special allowances, leaving too little for other essentials of service delivery.
- The vote has not adequately presented information on efforts to ensure equitable access to education for both boys and girls. There is no sex disaggregated data on the key targets like: *proportions of needy girls versus boys to access student's loans; proportions of girls and boys to enroll into university following the revised access ratio*; *as well as proportions of male and female teachers to be trained or promoted*.
- An analysis of quarterly funding against Cash flows shows that cost centres were funded according to cash-flows in the first and second quarters, all at 100%, this is commendable. However, funding in the third quarter did not follow the cash-flow as presented by the cost centres (average of 72%). This was more pronounced under the Department for Teacher Education (54%). Funding within the six Education Divisions, show that the Northern Division got the most of funding against its cash-flow, with the Central Eastern Division receiving the least (70%) of funding against cash flow. A further comparison against the various cost centres reveal that TTs were the least

funded of the cost centres, getting an average of 66% with Domasi receiving the least 61%.

Recommendations

Recommendations for MoFEP, Parliament, Government

- While recognising the resource allocation to the sector being within the recommended SDG targets of 15-20% of the national budget, Government need to make an attempt to reach at least 20%. The additional resources should preferably go to districts as they will shoulder the increased burden emanating from the elongated learning knocking off period.
- Government need to fund cost centres consistently and should provide resources in adequate amounts based on cash flow plans
- Government need to speed up the process of developing the successor to MGDSII to provide the necessary programming reference point for the nation and within the education sector. Government need to put up a road map for the development of this critical reference document.
- Government need to seriously consider investing more into the education sector than relying heavily on development partners.

Recommendations for MoEST, Other Ministries and Departments

- MoEST and MoFED to ensure necessary capacity building initiatives put for programme planners and Monitoring and Evaluation officers including in PBB and gender responsive budgeting since it is one of the key aspects of budgeting guidelines.
- MoEST and MoFED needs to review the newly introduced PBB document so that outputs under each program or sub-program have resources specifically for each one of them for easy tracking of progress and accountability.
- MoEST and MoFED to review the budget urgently to accommodate affirmative actions especially on key results that have no corresponding actions and later alone no matching resources.
- MoEST and MoFED to establish accountability / monitoring mechanisms to avoid abuse / diversion of resources. Of essence is the need to strengthen use and adherence to work-plans at district level.
- MoEST need to urgently review intra-programme resource allocation as there is mis-allocation of resources towards budget items which do not directly contribute towards the transformation of the lives of men, women, boys and girls to which the budget is intended for.

Recommendations for Development partners and Civil Society Organisations (CSEC Inclusive)

- Development Partners to support in capacitating the Parliamentary Committee on Education to carry-out regular budget monitoring and tracking for the education budget
- CSEC and other Civil Society Organisations to carry out budget monitoring and tracking to ensure that resources towards the education sector are put to their intended use.
- CSEC and CSO's to sustainably engagement MoEST and MoF respectively during derivation of budget estimates and pre-budget consultation.
- There is a need for continued support from the DP's to government in its priority areas as provided in the NESP II

CHAPTER I: INTRODUCTION

1.1 Background to the Study

This report presents a Budget analysis of the 2016/17 draft national budget focusing on education sector. The analysis is an annual undertaking of the CSEC which aims at advocating and lobbying for increased financial resource support towards the education sector. The analysis also aims at identifying gaps in the financing of the education sector with the view to determine remedial measures where necessary. The motivation is to ensure that government remains resolute on commitments made through the NESP; EFA as well as the MGDSII and the Sustainable Development Goals. Further, this initiative follows what CSEC has done in the past on its own as well as with other partners concerned with improvements on the quality of education in the country as a powerful accountability tool for improving governance of public financial resources.

1.2 Objectives of the Study

The general purpose of the assignment was to analyze the 2016/17 draft education budget with a focus on how government has allocated resources to the education sector. The final report will be used for budget advocacy and for monitoring the education budget expenditure and utilization.

Specifically, the assignment intended to:

- Review the 2016/17 draft national budget by highlighting the relevance of the budget to supporting the implementation of the relevant education policy instruments (Local and International)
- Review the budgetary allocations to key focus areas (i.e. ECD, primary, secondary, girls education, special needs education, out of school youth education [complimentary basic education], teacher education, higher education etc.) in the education sector and establish any improvements over the past years (Since 2014/15)
- Review the gender and inclusive responsiveness of the draft budget focusing on the following elements
  - Whether the proposed interventions are catering all categories of learners
  - Whether the target set (Outcomes and Outputs) are adequate to address needs of various categories of learners
  - Whether the proposed funds are adequate to meet the set targets
- Document strides that have been made and met since 2015/16 financial year focusing on recommendations made in the last years analysis report.
- Establish whether some pertinent issues affecting the education sector have been factored into the budget (e.g. Teacher leave grants, recruitment of teachers, promotions, SNE, school bursaries especially at secondary school)
- Review budgetary allocations to decentralized institutions (DEM) and other key institutions within the sector (TTC) and establish the adequacy and the likely impact on the delivery of education services.
- Make recommendations on the findings for input into the parliamentary deliberations and into policy decision making.

1.3 Structure of the Report

This report is organized into six chapters. Chapter one and two provides an introduction for the assignment as well as the approach used in conducting the review respectively. Chapter three provides a broad policy context of the education sector. Chapter four and five contains review findings while chapter six contains conclusions and recommendations.

CHAPTER II: STUDY METHODOLOGY

2.1 Study Design and Scope

The study was largely designed as a desk review of key government documents for 2016/17 financial year and slightly combined with field research to understanding district budgets and performance of 2015/16 financial year. The study looked at draft estimates for various program and sub-program allocations in the education sector. In addition, the review also looked at allocations towards local councils. Interviews and consultations were made at different cost center to understand budgetary allocations to decentralized institutions (Division offices, DEM, Primary schools and secondary school.) and other key institutions within the sector (TTC) and establish the adequacy and the likely impact on the delivery of education services.

Furthermore, the analysis has been enhanced by inputs from the Parliamentary Committee on Education who were met during a breakfast meeting on 27th June 2016 at Crossroads Hotel.

2.2 Document Review, Data Collection and Sources

The study reviewed a number documents including: Malawi Growth and Development Strategy (MGDS) II, National Education Sector Plan, Education Sector Implementation Plan, Education For All commitment and report, Sustainable Development Goals. The study also reviewed budget analysis and education expenditure tracking reports which CSEC has conducted in the past five years. Budget data was sourced mostly from the 2016/17 National Budget Documents including: Budget Statements, Annual Economic Reports, Financial Statements, Detailed Budget Estimates and Program Based Budget (PBB) Estimates. These documents contain official information on public resource allocation and projected expenditure for all government ministries, departments and local councils in Malawi. The Annual Economic Reports, Financial Statements provide official actual expenditures. In case of this assignment, raw data from Treasury was used to provide actual expenditures (not official), this was so because the PBB has not provided this data on the 2015/16 FY expenditure.

2.3 Data Analysis

The data collected from field and other various budget documents was processed in Microsoft Excel and the results have been presented using tables, and graphs.

3.1 International Education Policy Framework

The Universal Declaration of Human Rights (of 1948) emphasizes that education should be free and compulsory; with each and every individual attaining a minimum level of education. International Covenant on Economic, Social and Cultural Rights (UNCESCR) recognises that the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world. Specifically article 13 of the covenant state that: (a) Primary education shall be compulsory and available free to all; (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education; (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education; (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education; (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved. The African Charter on the rights of the child also points out that basic education should be free and compulsory. In essence, these three conventions have specifically isolated basic education as the minimum level of education designated for free and compulsory attendance.

In addition, Article 28 and 29 of the Convention on the Rights of the Child (UNCRC) mandates member states to make primary education compulsory and available free to all.

More importantly, the report considered the just adopted Sustainable Development Goals specifically goal number four that state that "Provide equitable and inclusive quality education and life-long learning opportunities for all". The analysis reviewed how the resource allocation is responding to the agreement.

While this is the case though, not all international treaties and conventions guaranteeing compulsory basic education have been fully reflected in country constitutions or the legal framework in general.

3.2 NATIONAL EDUCATION POLICY FRAMEWORK

a) The Malawi Growth and Development Strategy II (MGDS II)

MGDS II was developed with a time limit of up to June 2016, nevertheless the analysis sought to borrow from the strategy since currently as a country we don't have an existing strategy to guide our development. The medium term development goals for education within the Malawi Growth and Development Strategy II (MGDS II) are anchored in the social development thematic area. Additionally, education science and technology constitute one of the nine key priority areas within the MGDS II. As a key priority area, three outcomes related to expanding equitable access to education; improvement of quality and relevance as well as improvement of management and governance systems have been particularly highlighted. Notably, some of the strategies highlighted under education as a priority area has to do with ensuring that there is a conducive learning environment for such marginalized groups such as girls and special needs learners. Table below highlights education goals, outcomes and strategies in MGDS II.

TABLE 1: MGDS II Education Goals, Outcomes & Strategies

Goal	Medium-Term Expected Outcomes	Key Strategies	
The goal is to improve access to quality and relevant education.	• Expanded equitable access to education; • Improved quality and relevance of education; and • Improved management and governance of the education system.	• Accelerating rehabilitation of existing learning institutions and construction of additional education infrastructure at all levels; • Establishing new universities and colleges; • Training and recruiting additional teaching staff; • Scaling up school meals program; • Introducing standardized testing to measure and monitor quality of learning and teaching; • Reviewing and reforming school and college curricula to address national needs at all levels; • Providing adequate and relevant teaching and learning materials; • Strengthening coordination and provision of ECD and CBE; • Promoting the role of private	• Strengthening the provision of technical and vocational training; • Providing a conducive environment for girls education including boarding facilities; • Providing a conducive environment for students with special education needs; • Promoting systematic and regular inspection of all learning institutions; • Decentralizing the management and financing of the education system; • Scaling up school health and nutrition, and HIV and AIDS programmes; • Strengthening

	sector and private financing in education system; • Promoting Public Private Partnerships in the provision of education infrastructure and services;	education management and information systems; • Scaling up child friendly schools programmes; and • Increasing number of girls opting for mathematics and science subjects at all levels.

Extracted from MGDS II

b) Decentralisation framework

In 1998 the Malawi Government developed a policy on decentralization and following this Parliament enacted the Local Government Act. The Policy was aimed at according citizens an opportunity to participate in local governance and local development. The ultimate goal of the policy was to encourage citizen-driven socio-economic development and consolidate the country's democracy. On the other hand, the Local Government Act of 1998 (and subsequent amendments to the Act) among others established local and city councils. It is through this decentralization framework that a District Education office gets its mandate of operation. The current decentralization framework integrates government agencies at district and local level into one administrative unit for accountability, ownership and sustainability.

c) Education Act of 2013

The Education Act (2013) provides legal basis for education policy implementation, through local authorities which have total jurisdiction over the running of primary schools (Section 12). Section 13 of the Act states that, government schools shall be tuition-free for every child below the age of eighteen. Section 14 empowers the Local Authority to inspect buildings, furniture and equipment of and records, books and accounts kept at all primary schools in its area, report to the Minister the result of such inspections, and take steps to remedy any faults found. Section 27 states that the responsibility for management of secondary schools or colleges other than those owned by government shall rest with the proprietor.

d) Education policies in Malawi

In line with MGDS II, National Education Sector Plan (NESP) 2008-2017 mirrors education as a catalyst to national development and poverty reduction. It sets out education goals to be realised in the next 10 years. It singles out three key education factors for making a positive difference to the citizens and national education. The three factors are: Equitable Access to education; Improved Quality and Relevant education and improved Governance and Management.

The draft National Education Policy (NEP) 2013 spells out government policy on education. It outlines the sector's priorities and defines the country's education policies that will guide the development of the education sector in Malawi. The NEP acknowledges government's commitment to related international protocols such as the Education for All (EFA), Jomtien (1990), Dakar (1991), Ouagadougou (1993) and Copenhagen and Beijing (1995) and Millennium Development Goals (MDGs) which recognize the importance of making education available to all. The NEP is framed on five priority areas namely:

i. Quality, Accessible and Equitable Basic Education;
ii. Accessible and Quality Secondary Education;
iii. Quality Teacher Education (Primary and Secondary);
iv. Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training; and
v. Quality and Equitably Accessed Higher Education

e) Early Childhood Development

The National Policy on Early Childhood Development (ECD) aims to underscore the importance of investing in children for sustainable socio-economic development (Government of Malawi, 2006). The following are the aims:

vi. Promote care and attention during a child's first eight years;
vii. Increase awareness on the importance of early child care;
viii. Promote collaboration between key stakeholders in implementing ECD activities.

In order to speed up the implementation of the national policy, Malawi government developed the National Strategic Plan for Early Childhood Development in Malawi (2009-2014). It is also known as 'Mmera Mpoyamba' (*invest in a child's early years*). Although the plan has come to an end, the strategic plan provides guidance to ensure quality service provision for ECD. Studies show that children who participate in ECD are competent socially and emotionally, possess higher verbal/intellectual development (Government of Malawi & UNICEF, 2009).

3.3 *Budget policy Framework*

Several factors are considered when a national government budget is being prepared. At best, government analyses the economic climate in the current and near-future term scenarios, both locally and internationally, before putting up a yearly budget. Key to the same, government also looks at how the budget performed in the just ending financial year. Further, a government budget has to hugely reflect prevailing policy instruments which spell out government intentions.

In that context, the preparation of the 2016/16 Budget has considered priorities in the Malawi Growth and Development Strategy II (MGDS II), revenue policy reforms, budget reforms and various sectoral policy priorities. For instance, it is thus expected that allocation of resources for the education sector should be in line with the National Education Sector Plan (NESP) which is implemented through the Education Sector Implementation Plan (ESIP).

Introduction of Programme Based Budgeting from Output Based Budgeting

Government, through the Ministry of Finance, Economic Planning and Development has moved from Output Based Budgeting (OBB) to Program Based Budgeting (PBB). PBB is a budgeting approach designed to be easier for the general public to understand and to help Parliamentarians prioritize where public funds are spent. It provides a simple description of the purpose and works of every 'Vote' (a Ministry, Department or Agency with a budget subject to a vote of Parliament)

PBB is a process whereby budgets are formulated and appropriated by Votes' programs, which are aligned to strategic objectives of the votes. A program groups together the activities and outputs of a vote which work toward a common purpose, that is, towards attaining a higher level result (s).

The Transition to PBB

It should be noted that this is the first year the Government has produced a Program Based Budget covering all votes. Previously three institutions piloted Program Based Budgeting (PBB) in 2013-14 Financial Year and Fifteen Institutions were piloted in the 2014-15 FY. Much work remains to make this budget fully comprehensive. Presently many performance indicators are missing baseline information and not all the operations of Ministries, Departments and Agencies are being reported on. Additionally, historical financial information does not yet exist for the newly created Programs.

Fundamental Principle Underpinning PBB:

Fundamentally, the PBB encourages Ministries, Departments and Agencies to account for results at the higher level of the Result Chain as opposed to focusing on lower level results (outputs). It channels resources towards the transformation of men, women, boys, girls and the environment to which the budget targets as opposed to mere attainment of deliverables. Ideally, the Program Based Budgeting will tie government strategy to government funds. This will entail all programs being monitored to align to strategic documents as OPA's currently are, annual operational information will feed directly into the PBB. In turn, MDAs will be held to account on how all available resources are used to achieve objectives.

CHAPTER IV: MAJOR FINDINGS OF THE 2016/17 NATIONAL BUDGET ANALYSIS

4.1 National Budget Overview

In 2016/17 financial year, total government expenditure is estimated at an approved allocation of MK1,149,335 Trillion up from the draft estimates of MK 1,136,961 Trillion, which is a nominal increase of about 23% from the 2015/16 approved budget of MK930 billion. Of the total expenditure the Recurrent Expenditure is projected at K 827 billion of the approved estimates up from K815 billion in the draft estimate budget and Development Expenditure being pegged at K322 billion approved estimates up from K317 billion draft estimates out of which K280 billion and K38 billion draft estimates will be financed by donor partners and the Malawi Government respectively. The Recurrent Expenditures have been revised upwards by 16.8 percent from the 2015-16 approved budget and this increase is on account of wages and Salaries which are expected to increase from K228.7 billion in 2015-16 to K264.5 billion in the 2016-17 Financial Year.

A further analysis of the 2016/17 budget shows that this will be another deficit budget with revenue projected at MK 965.8 billion against projected aggregate expenditure of MK 1.149,335 trillion. The deficit, estimated at MK 171.2 billion representing 15.1% of the total projected expenditures, a pattern that has not changed much over the recent three years: 14.3% (2014/15); 17.9%(2015/16) and 15.1% (2016/17). Projected real GDP growth is at 5.1% up 3.1% in the just ended FY, while nominal GDP will grow by 24.0%. This raises a question of how and where will the source of this growth be, this is more so considering that the Minister's Budget Speech was not clear on what will be the source of this growth considering that the Agriculture sector, the main stay of the economy has been badly hit by the effects of climate change occasioned by the El Nino climatic episode.

The total revenue and grants during the 2016/17 FY are estimated at K965.2 billion representing 22.2% of nominal GDP. Of this, MK774.8 billion (80.3%) of these resources will be domestically generated, while the remaining 19.7% will represent donor grants. The analysis reveals that donor inflows (Grants and Loans) continue being unimpressive as the projected 19.8%, represents a slight increase compared to previous two years: 17.2% (2014/15, and 12.7% (2015/16). This entails that Government shall increasingly continue to rely on domestic revenue, of which taxes constitute the biggest share (projected at 73.4% of total revenue, compared to 74.8% (2014/15 and 77.6% (2015/16). The overdependence on tax has led to introduction of VAT on commodities not previously taxed e.g laundry soap and bread which is likely to negatively impact on the welfare of vulnerable groups like the rural poor especially women and children most of whom have a narrow income base and is largely spent on such items. The insufficient tax will unsurprisingly be beefed up supplemented with domestic borrowing, which will account for 35% of deficit financing, up from 14% (2014/15) and 32% (2015/16).

4.2 Analysis of Sector Allocation

An analysis of the 2016/17 national budget on intra-sectoral allocations, notes that the sectoral allocation maintained emphasis on four core sectors (agriculture, education, health and transport) as has been the case in the previous four years or so (refer table 2 below) with an aggregate share of nearly 42% of the national budget up from 37% in the 2015/16 FY. However, this share represents a decrease when compared to the share (about 50%) in the 2015/16 FY budget. The reduced share of the budget for the four sectors could be viewed as a positive development since it will promote equitable resource distribution and increase provisions to other equally important sectors that have often suffered inadequate resource provision.

Table 2 shows that the four have been getting the lion's share of the total national budget, Health and Transport sectors (3 and 8%) have been receiving minimal resources as a share of the total national compared with the other two sectors. The Agriculture and Education sectors continue to dominate resource allocation nominally and as a share of the total national budget, at 17 and 13% respectively for the 2016/17 FY (table 2). In spite of these large resource allocations relative to the other sectors, the education sectors continue to receive inadequate resources when measured against local and international minimum resource allocation standards. For instance, at MK146 billion, the education sector falls below the MGDS minimum requirements even when the 2015/16 costing is used, which was supposed to be MK178 billion.

Table 2: Budget Allocation to Key Sectors

Ministry	2013/14 Approved	2014/15 Approved	2015/16 Approved	2016/17 Approved	% Share in 2013/14	% Share in 2014/15	% Share in 2015/16	% Share in 2016/17
	MK' Million	MK' Million	MK' Million	MK' Million				
Education	108,078.48	81,680.19	114,753.37	146,183.33	16.94	10.92	12.34	12.71
Agriculture	118,674.18	140,665.91	136,718.67	199,712.75	18.60	18.81	14.7	17.4
Health	42,443.17	64,649.39	81,831.00	95,200.27	6.65	8.64	8.8	8.27
Transport	37,774.	3,689.9	9,646.7	36,960.2	5.92	0.49	1.04	3.25

	68	**5**	**2**	**04**				
National Total	**638,151.00**	**748,000.00**	**930,000.00**	**1,149,335.26**	**48.11**	**38.86**	**36.88**	**42.0**

Data Source: 2013/14, 2014/15, 2015/16 OBB and 2016/17 Budget Statement/PBB

An interesting pattern though is that, despite the increased availability of resources (through the 9 percent decrease to the four key sectors), most of the smaller remaining votes, have experienced reduced proportions of budgetary resources in 2016/17 budget when compared to 2015/16 FY. Noticeably, those affected are most critical in terms of delivering critical services to women, boys and girls like: Ministry of Gender (from 0.35 to 0.24%); Police (from 2.44 to 2.01%); Natural Resources and Energy (3.6 to 1.7%) and Local Government (0.6 to 0.4%)

4.3 Analysis of District Council Budget Overview

In the 2016/17 FY, total district budget (Central Government Fiscal Transfers [CGFT]) is estimated at K46 billion, this includes funds for procurement of drugs (MK10.2 billion) representing an increase of 10.7 % over the 2015/16 FY approved estimate.

Although the CGFT allocation to have increased nominally, however, trends show that the aggregate share of councils in the national budget continues to decline. The share has dropped from 5.6% (2014/15) and 4.5% (2015/16) to only 4.1% in 2016/17.

The Education, Health and city infrastructure Sectors continue to get considerable resources compared to other sectors. These have been allocated K9 billion, K17 billion and K8 billion respectively for 2016/17 Fiscal Year; the three representing 73.6 % share of the total council transfers. On another note, this means that the other sectors at council level shall continue to operate on shoe-string budgets, thereby denying citizens access to improved service delivery from such sectors.

The analysis reveals a widespread disparity in allocations between sectors relative to their parent sectors' allocations with other sectors like Agriculture getting as low as 0.73% share of the total Agriculture budget with education getting 6.18% share to district councils which negatively affects the sectors that are under financed.

4.4 Analysis of the Education Sector Budget

The total approved education sector budget for the year 2016/17 is MK 198 billion. This allocation includes resources channelled through MoEST; local councils, the Local Development Fund (LDF) for education activities; as well as subverted organizations. As a breakdown, MoEST has been allocated about MK146 billion; District Education Offices (DEOs) about MK9 billion; subverted organizations within the education sector about MK 40 billion (including development budget for education subventions); and University student loan about MK 3 billion, *table 3*.

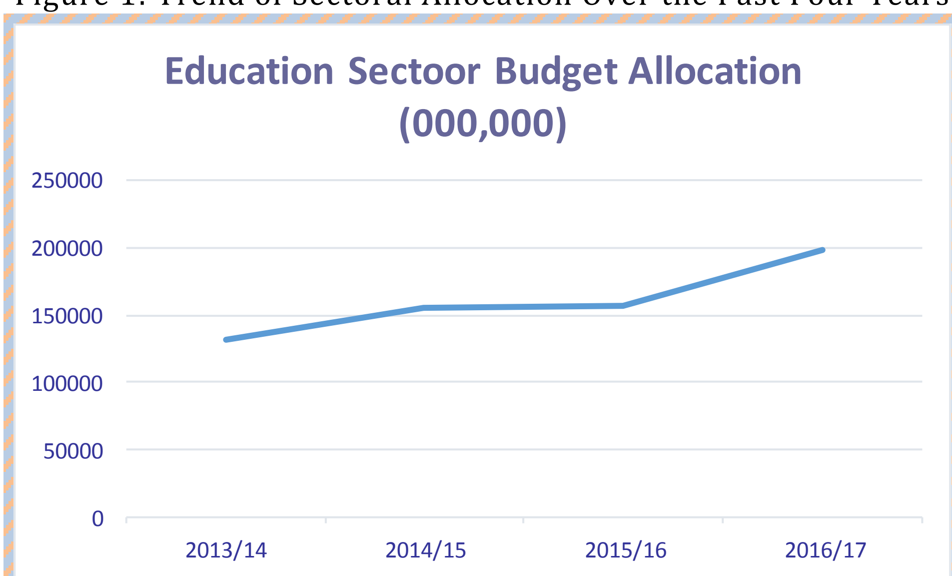
Table 3: Show the sectoral allocation

Funding component	Allocation (MK 000,000)	Percent share
MoEST	146,000.00	73.60
District Education Offices	9,077.10	4.58
Sub-vented Institutions	40,300.00	20.31
University Loan Scheme	3,000.00	1.51
Total	**198,377.10**	**100**

2016/17 Budget Statement/PBB

The review notes that the education sector's allocation is 17.4% of the total approved national budget for 2016/17. This is falling below the local costing target of 19 % envisaged for education sector in the MGDS II for the 2015/16 FY (MGDSII, expiring, this June 2016). This unfortunately shows that the education sector draft allocation for the current financial year is below the Education for All-Fast Tract Initiative (EFA-FTI) recommendation. The EFA-FTI demands that the education sector budget should account for 20% of the total government budget (FTI, 2004).

Figure 1: Trend of Sectoral Allocation Over the Past Four Years



The trend analysis within years of the allocation reveals a continuous nominal increase in resource allocation. However, even though the allocation has been increasing nominally, but the share to the total nation budget has been decreasing over the years. The analysis reveals that the 2013/14 education sector budget had a share of 21% which was above the recommended EFA agreement and it continually declined to 17.46% in 2016/17 estimate. The continuous decline causes a deep worry on the improvement on the education outcomes for the sector.

4.4.1 Budget Type Analysis – Recurrent & Capital Budget

An analysis of the MoEST budget proportions between the three main components of Personal Emoluments (PE); Other Recurrent Transactions (ORT) and the Development budgets shows that 84.79% down from 90.78% in 2015/16 FY (73.94% PE and 10.85% ORT) is recurrent budget and 15.21% up from 9.22% in 2015/16 is development budget (13.46% Part 1 and 1.75%), *Table 4.* The budget type analysis for MoEST shows that the distribution of resources continues to be heavily skewed towards the recurrent budget, with PE getting as much as 87% of the total recurrent resources and ORT getting a meager 13%. This means that the MoEST budget continues to be more of a consumption budget as opposite to investment budget, since the development budget has a meager 15.21% share of the total vote. Unfortunately this year's unbalanced allocation in the budget components mirrors also the 2014/15 approved estimates where the budget was also heavily skewed towards recurrent budget at 88.96% and in particular PE (70.86%), table 4.

Table 4: MoEST Analysis By Budget Type

Budget Type	**2015-16 Approved**	**Share of the total approved**	**2016/17 Estimate**	**Share of the total estimate**	**Change 2016-17**
	MK 000'000	**%**	**MK 000'000**	**%**	**%**
PE	90 180.04	82.17	108 379.30	73.94	20.18
ORT	9 453.00	8.61	15 909.00	10.85	68.30
Recurrent Total	**99 633.04**	**90.78**	**124 288.30**	**84.79**	24.75
Dev Part II	3 600.00	3.28	2 560.00	1.75	-28.89
Dev Part I	6 520.34	5.94	19 735.04	13.46	202.67
Develop Total	**10 120.34**	**9.22**	**22 295.04**	**15.21**	120.30
Total Vote:	**109 753.37**	100.00	**146 583.34**	100.00	33.56

Further, the budget shows that local resource contribution towards the development budget has decreased by 29%, while foreign resource contribution has increased by as much as

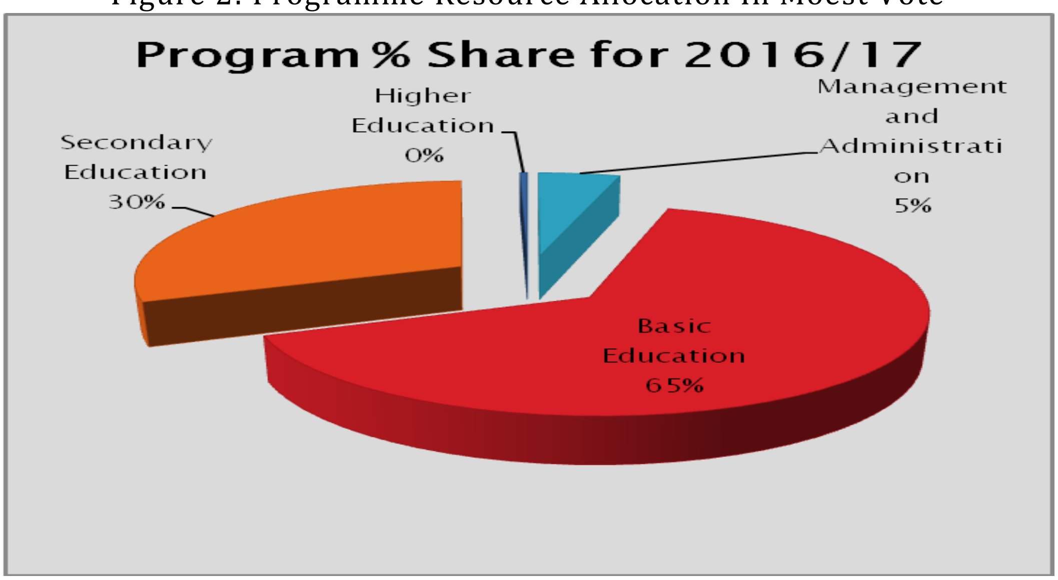
203%. This is not health for sustainability purposes to have our investment in the education sector to heavily rely on donors. This turns the talk of having the national budget funded with local resources as a mere rhetoric. If we are to best shape the direction of education in the country, we need to show this commitment through words and deeds by deliberately increasing our local resource contribution towards investment in the sector unlike the current scenario in the 2016/17 budget.

However, having highlighted the negatives in the 2016/17 budget, it is encouraging to note that in this FY, government made an attempt to reduce the huge resource allocation under the recurrent budget by at least 6% for the development budget. This is commendable as it will go a long way to increase the necessary infrastructure which is urgently required in most rural areas where up to now pupils learn under trees.

4.4.2 Program Level Analysis of the 2016/17 Recurrent Budget

The review looked at the four main programs under MoEST which included management and administration; basic education; secondary education as well as higher education. In assessing improvements, the analysis also examined both the nominal provisions and proportional trends of allocations to the priority areas in relation to the non-priorities.

Figure 2: Programme Resource Allocation In Moest Vote



The analysis of the 2016/17 recurrent budget for MoEST shows that a large proportion of resources are allocated towards basic education Program. The sub program has been allocated MK94 billion or 65% of the total recurrent budget. This has been seconded by secondary education which has been given MK 44 billion or 30 % of the total recurrent budget. The list of the four main programs is the higher education which has been allocated 602 million or 0.4% of the recurrent budget. According to previous studies done by CSEC the pattern has been maintained for up to five years. This suggests the ministry's concentration has been basic education in terms program implementation. The allocation to basic education is above SDG recommendation that the basic education should be allocated at least of 50% of the sector recurrent budget.

Resource allocation within programmes, range from 65% being the most funded programme (Basic) to 0.4% being the least funded (Higher education). This contravenes the PBB guidelines on how to prepare PBB which calls for reasonable allocation of resources across programmes. *The guidelines call for MDAs to try to balance resource allocation within programmes by ensuring that no single program should account for 80% or a minimum of 5 % of the total expenditure.*

4.4.3 Sub-Program Level Analysis of the 2016/17 Recurrent Budget

The review notes that 95% of the recurrent resources within the basic education program are for the primary education sub-program. This is followed by the primary teacher training sub-program which has an allocation of MK3.7 billion or 3.95% of the total estimated basic education budget while ECD and CBE has 0.0.59% and 0.06% respectively as a share of the basic education budget allocation.

Table 5: Sub Programme Resource Allocation

	2016/17 Estimate	Share to Basic Education	Share to education budget
	K' million	%	%
Basic Education			
Early Childhood	555.84	0.59	0.38
Complementary Basic	60	0.06	0.04
Primary Education	579.49	0.62	0.4
Primary Teacher Training	3,717.79	3.95	2.54
Basic Education Without PE	**4,913.13**	**5.22**	**3.35**
PE Basic Education	89,291.98	94.78	60.92
Total Basic Education	**94,205.11**	**100**	**64.27**
Secondary Education	22,744.58		15.52
Higher Education	602.45		0.41
Management &	6,736.15		4.60%
Recurrent	**124,288.30**		**84.79**
Education Total	**146,583.33**		**100**

An intra sub-programme resource allocation comparison shows that primary education has been allocated 99.35% while the two combined has been allocated less than 1% (0.65%).

Further analysis of both ECD and CBE funding in the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW), the review indicates that the sector has allocated 23 million for Adult literacy and 317 million for ECD. Aggregating the resources, it means that ECD (MK 555 million MoEST and MK 317 MoGCDSW) has a total of MK 872 Million a sharp increase as compared to 2015/16 MK 618 million allocation while CBE has a total of MK 83 million (MK 80 million MoEST and 23 million MoGCDSW).

In general, what is coming from the above analysis is that government is not demonstrating any will towards investing in other sub programs apart from primary, secondary and higher education. According to NESP, it states that government should commit at least 3% of its education budget towards ECD; however the actualization has been a challenge over a period of time.

The trend analysis for the past five years reveals that MoEST has been allocating an average 0.2% towards ECDE as a share of the Ministry's budget while at the same period the program has seen a growth 11% point from 987705 in 2012 to 1295386 in 2015 (2015 Education Status report). While the nation is making a good progress in enrolment but the allocation does not tally to the increase. This speaks volume as to why the numerous challenges with the program.

4.4.4: Analysis for Project Allocations – Development Budget

2016/17 total development budget has been estimated at MK 22,295 billion a 107.7% increase from 2015/16 revised allocation of MK 10,732 billion. Out of this amount MK 19,735 billion is expected to be pooled from donors partners under part I of the development budget. Further, analysis of the development budget shows that about MK 8.6 billion has been earmarked for higher education sector support.

The analysis also went further to look at consistency in resource allocation within the years. Most projects under dev. Part II, which is government support have continuously been allocated resources over the years. However, of special interest is the decline in resources allocation (750 million 2015/16 to 300 million 2016/17) towards construction of classroom blocks for primary education. This shows lack of seriousness from government side considering the high pupil class room ration which currently is at 1:126 (2015 EMIS), refer to table 6 below.

Table 6: Earmarked allocation for development projects

Earmarked allocation for development projects			
Allocation (MK' 000,000)			
Project title	Approved 2015/16	Revised 2015/16	Estimate 2016/17

Part I			
Teacher Training Colleges - Rumphi, Mchinji, Chikwawa			750
Rehabilitation of education Facilities – WB	200	650	2,662
Improving Secondary School Education in Malawi			7,738
Support to Higher Education, Science and Technology	4,520	4,817	8,585
Global Partnership for Education	1,800	2,200	
Part II			
Construction of Phalombe Teachers Training College	100	100	150
Construction of Chiradzulu Teachers Training College	100	100	
Construction of Primary Schools	750	460	300
Rehabilitation of Teacher Training Colleges	250	250	60
Construction of Secondary School TTC in Lilongwe	100	50	250
Construction and Expansion of Selected Community Day/ Boarding Secondary Schools (JICA) Phase III	100	100	500
Construction of Girls Hostels	500	500	250
Construction of Machinga and Thumbwe Secondary Schools	650	650	500
Construction of Three Teacher Training Colleges for Primary School Teachers	350	180	
Rehabilitation of Conventional Secondary Schools	350	350	350
Rehabilitation of 4 National Secondary Schools	250	225	200
Support to Higher Education, Science and Technology	100	100	
Total	**10,120**	**10,732**	**22,295**

Source: 2016/17 Draft Program Based Budget

4.4.5: Analysis By Budget Item

Analysis of the recurrent budget of the MoEST on itemized level reveals 84.89% of the recurrent of MK 94 billion will be for salaries. This is mostly due to large work force that the ministry is having. This is seconded by other allowances which has 9.39% (MK 8.9 billion) share of the recurrent budget. Another notable allocation is for education supplies that include purchase of TLM which has been allocated MK 1.7 billion, *table 7*.

A comparison between budget line items allocations, other allowances constitute a huge allocation of the estimated ORT budget for MoEST. The table below shows that MK 8.9 billion has been allocated for other allowances which constitutes among other things MoEST staff leave grants while education supplies that includes purchase of teaching and learning materials has only been allocated MK 1.7 billion. One tends to wonder the logic behind the disparity in allocation between the two. The analysis recommend that the ministry revise the allocation for other allowances down so that the resources could be channelled to other important items that will enhance quality of education such as teaching and learning materials or programs that will enhance an improved numeracy or literacy levels.

Table 7: MOEST allocation by Budget items

	Itemized Basic Education budget (MK'000,000)		
	Item	***2016/2017 Estimates***	***% share***
1	Salaries	80,400.23	84.89
2	Other allowances	8,891.76	9.39
3	Internal travel	567.86	0.60
4	External travel	21.11	0.02
5	Public Utilities	432.32	0.46
6	Office supplies and expenses	740.26	0.78
7	Medical supplies and expense	8.73	0.01
8	Education supplies and services	1,177.60	1.24
9	Training expenses	143.53	0.15
10	Acquisition of technical services	71.3	0.08
11	Insurance expenses	0.64	0.00
12	Food and rations	9.9	0.01
13	Other goods and services	652.28	0.69
14	Motor vehicle running expenses	466.43	0.49
15	Routine Maintenance of Assets	216.83	0.23
16	Grants to International Organisations	13	0.01
17	Grants and Subventions	432.07	0.46
18	Acquisition of Fixed Assets	469.25	0.50
	Total expenditure for the program	**94,715.11**	100.00

Source: 2016/17 Draft Program Based Budget

4.4.6 Local Council education allocation

Education sector has been allocated an estimate of K9.08 billion at the council level. This end represents 19.4% of the total transfers to local councils which stands at K46.9 billion, compared with 18.4% in the FY2015/16 revised budget. This allocation also represents a nominal growth of about 17.9% over the FY2015/16 revised estimate of the education transfers to local councils which was K7.69 billion (approved budget documents 2015/16 FY).

Trying to compare percent increase to inflation rate and the growth in enrolment, it is nothing to be proud of considering the fact that the allocations for the previous fiscal years did not suffice the challenge of inadequate teaching and learning material. In other words, the increment will not improve the availability of teaching and learning materials.

4.5 National Program Performance Vis-À-Vis Gender Implication Overview

4.5.1 Overview of the Programme Based Budget

The analysis of the 2015/16 and 2016/17 Programme Based Budget (PBB) documents for the education sector reveals that the Ministry of Education, Science and Technology Budget has output targets have no matching CORRESPONDING FINANCIAL RESOURCES. In the absence of corresponding financial resources it becomes hard to make financial decision with regards to adequacy and efficiency in resource allocation and utilisation. There is therefore great need for Ministry of Finance to provide corresponding resources used against each reported output indicators in the PBB documents for MPs to base their decisions for resource reallocation for a given number of outputs reported, there is need to attach a level of funding.

4.5.2 Positives On The Quality And Inclusivity Of The Education Budget

As presented in the performance tables under Annex 1, it is encouraging to note that the Ministry of Education in its budget has attempted to set targets for critical education services like:

a) increasing proportion of pre-school children accessing ECD services from 32% in 2014/15 to 41% by end of 2016/17 FY;
b) improving Net Enrolment Ratio from current 86% to 96%;
c) reducing pupil/teacher ratio from 70:1 to 60:1 within a year;
d) increase special needs pupils access to secondary education from 4% to 9%;
e) increasing cash transfer beneficiaries at secondary school level from 2,800 at present to 5,800 in 2016/17; and
f) Schools with sanitation increased from 25% to 50%.

Furthermore, the Ministry of Education in its PBB has also managed to include the following other positives:

a. enhancing efforts of increased access to higher education by increasing the proportion of students enrolled into higher education from 103/100,000 as at 2014/15 to 146/1000 in 2016/17;
b. and improving girls child access to education through girls hostels; and,
c. Improve pupil teacher ration through construction of additional 5 Teacher Training Colleges; and reduced delay in salary processing/payment from 7 to 3 in a month.

4.5.3 Key Gaps in the 2016/17 Education Sector Budget

As presented in the performance tables under Annex 3, it is sad to note that though the Education vote has a number of positives as highlighted earlier on, the vote has not presented information on efforts to ensure equitable access to education for both boys and girls. There is no sex disaggregated data on the key targets like proportions of needy girls versus boys to access students' loans; proportions of girls and boys to enroll into university following the revised access ratio; as well as proportions of male and female teachers to be trained or promoted. It should be understood that failure to ensure sex disaggregated data will perpetuate service delivery gaps in the education sector. Additionally, there is no clear allocation for how the budget is going to carter for learners with special needs.

In addition, the analysis shows that the vote has failed to include affirmative targets at ensuring the increased availability of teachers, especially female ones in rural areas. Another area not being addressed is tangible actions/targets to enhance implementation of the drop out school policy.

Further, the vote has also failed to present serious targets in some strategic areas like: Schools offering meals to increase from 42% to 45% only and yet with looming hunger there is high potential of increased drop out and absenteeism.

The failure to attach targets to most of the critical expenditures is quite problematic. For instance, it's not indicated how many girls hostels will be constructed with provision the of MK 250 million; or which activities will consume the MK7.7 billion allocated for improving secondary schools, and how much will cost to constructing some earmarked three TTCs.

Furthermore, the continued dominance of PE as a component of the recurrent budget presents the gravity of inequitable resource distribution in the sector. For instance, under Basic education, the MK94 billion provision has MK89 billion (or 95%) for salaries and special allowances, leaving too little for other essentials of service delivery.

4.6 Budget Analysis for the District Education Related Institutions

4.6.1 Review of Flow of Funds to Some Sampled Education Cost Centres

3.6.1.1 Quarterly Funding to Ministry of Education, Science and Technology Cost Centres

An analysis of quarterly funding against Cash flows as presented in *Annex table 5* shows that cost centres were funded according to cash flows in the first and second quarters, all at 100%.

However, funding in the third quarter did not follow the cash flow as presented by the cost centres. This was more pronounced under the Department for Teacher Education (54%).

A comparison in terms of funding received against cash flow amongst the six Education Divisions, show that the Northern Division got the most of funding against its cash flow, with the Central Eastern Division receiving the least (70%) of funding against cash flow.

A further comparison against the various cost centres reveal that TTs were the least funded of the cost centres, getting an average of 66% with Domasi receiving the least 61% (*Annex table 5*).

This means in the third quarter government did not show its commitment to improving education standards demonstrated by not funding cost centres according to their quarterly requests.

These inconsistencies in funding cost centres have got to be addressed urgently by government if the Programme Based Budget is to live by its purpose. This is so because if transformation is to take course, business has got to be done different, each player must do its part, that is as implementers are busy on the ground, Government too should show its commitment by providing the needed resources to do the work.

An analysis of flow of funds to some sampled education cost centres such as Teachers Training Colleges, Secondary Schools, and Training institutions show that in general, the flow of funds was much better in the first quarter in which all the planned funds (100%) were disbursed and cost centres like the Teacher Training centres, secondary schools, managed to receive all the planned ceiling provisions (Table 8 and Annex 2). Where the planned was not fully disbursed, cost centres managed to receive arrears in the corresponding months up to the month of October. However, the situation worsened from the second quarter in which fewer amounts were disbursed in November with variances as higher as 35% for Lilongwe TTC to which they were even received mid month.

The funding situation further worsened in the follow up months in particular the month of February in which almost all education cost centres were literally not funded, even the areas were not forthcoming to date. Ironically, the poor flow of funds was at the time when schools were preparing for exams. It would be surprising therefore to observe poor passing rates for as a fertile ground is being set by government by not providing the education institutions with the necessary resources to prepare pupils and students adequately.

Table 8: Flow of Planned Ceiling Provision Vs Disbursed To TTCS

	Lilongwe TTC	**Kasungu TTC**	**Lilongwe TTC**	**Kasungu TTC**	**Lilongwe TTC**	**Kasungu TTC**
Planned Month	**Planned amount (MK)**	**Planned amount (MK)**	**Actual amount received (MK)**	**Actual amount received (MK)**	**Variance**	**Variance**
Jul-15	31 076 872	19 789 799	9 455 139	19 789 788	21 621 733	11
Aug-15	56 400 719	11 762 678	25 236 364	11 762 678	31 164 355	0
Sep-15	48 879 083	56 138 167	80 462 776	56 138 167	-31 583 693	0
Oct-15	58 901 083	92 937 790	78 148 820	92 937 790	-19 247 737	0
Nov-15	49 623 083	43 054	34 105 147	31 606 119	15 517	11 448 484

		603			936	
Dec-15	50 985 083	53 396 717	34 105 147	31 606 119	16 879 936	21 790 598
Jan-16	52 867 328	43 113 128	34 105 147	31 606 119	18 762 181	11 507 009
Feb-16	53 069 661	52 534 051			53 069 661	52 534 051
Mar-16	50 612 994	48 210 603	37 654 941	34 907 147	12 958 053	13 303 456
Apr-16	50 238 367	54 208 242	37 654 941	34 907 147	12 583 426	19 301 095
May-16	47 882 328	40 998 603	-		0	0
Jun-16	45 199 661	37 242 603	-		0	0
Total	**595 736 262**	**553 386 984**	**370 928 422**	**345 261 074**	224 807 840	208 125 910

Source: CSEC Assignment Field Data**, 2016**

4.6.2 Capacity of Education Institutions to Spend

An analysis of resource absorption to some sampled education cost centres such as Teachers Training Colleges, Secondary Schools, and Training institutions reveal a varying absorption rates (table 9, Annex 3) with almost secondary schools and Lilongwe TTC managing to spend all of their monthly funding (100%). The 100% could entail either the institutions have the necessary capacities to utilize funding received or this would imply the funding is not adequate. However, it is surprising that Kasungu had registered poor spending rates with the January spending rate being the worst 11%. This needs to be investigated further so as to establish whether it's a problem of poor reporting or the institution having inadequate capacity to spend.

It is worth noting that cost centres did not over spend, all cost centres spent within their means.

Table 9: Capacity of TTs to Spend Available Resources

	Lilongwe TTC	**Kasungu TTC**	**Lilongwe TTC**	**Kasungu TTC**	**Lilongwe TTC**	**Kasungu TTC**
Planned Month	**Actual amount received (MK)**	**Actual amount received (MK)**	**Actual amount spent (MK)**	**Actual amount spent**	**%age Spent**	**%age Spent**
Jul-15	9 455 139	19 789 788	9 455 139	19 789 788.00	100.00	100.00
Aug-15	25 236 364	11 762 678	25 236 364	11 762	100.00	100.00

				678.00		
Sep-15	80 462 776	56 138 167	80 462 776	40 728 271.41	100.00	72.55
Oct-15	78 148 820	92 937 790	78 148 820	67 908 921.00	100.00	73.07
Nov-15	34 105 147	31 606 119	34 105 147	31 606 119.00	100.00	100.00
Dec-15	34 105 147	31 606 119	34 105 147	31 606 119.00	100.00	100.00
Jan-16	34 105 147	31 606 119	34 105 147	3 780 809.00	100.00	11.96
Feb-16						
Mar-16	37 654 941	34 907 147	37 654 941	21 227 210.75	100.00	60.81
Apr-16	37 654 941	34 907 147	37 654 941		100.00	0.00
May-16	-					
Jun-16	-					
Total	**370 928 422**	**345 261 074**	**370 928 422**	**228 409 916**	100.00	66.16

Source: CSEC Assignment Field Data**, 2016**

4.6.3 Timeliness of Monthly Funding

Notwithstanding the fact that the sampled cost centres have been receiving less than 100 percent of the approved funding, the timeliness of this funding is also problematic. This has been confirmed by the various institutions that were consulted during the field data collection; *see table 10 and Annex 4 below.*

Table 10: Timeliness of Monthly Funding

	Lilongwe TTC	**Kasungu TTC**	**Lilongwe TTC**	**Kasungu TTC**
Planned Month	**Month Received**	**Month Received**	**Funding Time Gap (Time Lag in Month)**	**Funding Time Gap (Time Lag in Month)**
Jul-15	August	July	1	0
Aug-15	September	August	1	0
Sep-15	October	September	1	0
Oct-15	November	November	1	1
Nov-15	December	December	1	1
Dec-15	January	January	1	1
Jan-16	February	February	1	1
Feb-16	-			
Mar-16	April	April	1	1

Apr-16	May	May	1	1
May-16				
Jun-16				
Average Time Lag in Months			1	0.66

Source: CSEC Assignment Field Data**, 2016**

Overall almost all cost centres were uniformly funded outside the expected window. Almost all cost centres had a one month time lag to access funding, this is very worrisome as it means institutions had to live without funding for a month, this is counter-productive, how does the government expect to see schools operate without the means at their disposal. This is creating a platform to further dwindle education standards. In view of these funding time lags, one wonders whether it's possible to achieve Education for All. At stake here is a further widening of the gender divide between boys and girls as girls will stick to where they are in the absence of the enabling resources to deliberate push the girls to match with the pace of the boys.

This poor timing in funding is counter-productive in that it affects timely delivery of goods and services to the needy women teachers, children and persons with disability. Service providers will not procure necessary supplies critical in the delivery of these education goods and services. For, instance, schools will not be able to pay in time for food supplies or catering services for the boarding schools there by denying the needed resources for survival for the supplying women, men and youths. Worse still, boys and girls in reformatory centres may not have adequate meals and necessary learning materials to aid them in the reforming processes.

Furthermore, these inconsistencies in timing for funding and the fluctuating funding levels are affecting planning and implementation of School Improving plans

Treasury should address the inconsistencies in timing for funding and the fluctuating funding levels as they are affecting planning for institutions. Timely funding and adequate disbursement of right amounts of funding is crucial in that implementation of social related services if inclusive growth and development is to be attained.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Key findings & conclusions

- In 2016/17 financial year, total government expenditure is estimated at an approved allocation of MK1,149,335 Trillion up from the draft estimates of MK 1,136,961 Trillion, which is a nominal increase of about 23% from the 2015/16 approved budget of MK930 billion. Of the total expenditure the Recurrent Expenditure is projected at K 827 billion of the approved estimates up from K815 billion in the draft estimate budget and Development Expenditure being pegged at K322 billion approved estimates up from K317 billion draft estimates out of which K280 billion and K38 billion draft estimates will be financed by donor partners and the Malawi Government respectively. The Recurrent Expenditures have revised upwards by 16.8 percent from the 2015-16 approved budget and this increase is on account of wages and Salaries which are expected to increase from K228.7 billion in 2015-16 to K264.5 billion in the 2016-17 Financial Year.
- The total estimated education sector budget for the year 2016/17 is MK 198 billion. This allocation includes resources channeled through MoEST; local councils, the Local Development Fund (LDF) for education activities; subverted organizations; as well as student loans. As a breakdown, MoEST has been allocated about MK146 billion; District Education Offices (DEOs) about MK9 billion; subverted organizations within the education sector about MK 40 billion (including development budget for education subventions); and University student loan about MK 3 billion.
- MoEST allocation in the 2016/17 financial year is MK 146 billion and out of this, about 85% is meant for the recurrent budget whilst 15% is meant for the capital budget. Out of the 85% of recurrent budget MK 108 billion is meant for PE while MK 15.9 meant for Other Recurrent Transactions (ORT).
- The education sector's allocation is 17.45% of the total approved national budget for 2016/17. This is falling below the local costing target of 19% envisaged for education sector in the MGDS II for the 2015/2016. However it is within the SDG recommended allocation which calls upon states to invest at least 4-6% of GDP and 15-20% of their budgets in education.
- Though in monetary terms the 2016/17 budget estimates appear higher the estimates constitute 4.55 percent of Gross Development Product (GDP). This is within the SDG recommendation of within 4-6 percent. However government should ensure that the GDP share should go towards 6%.
- Resource allocation within programmes, range from 65% being the most funded programme (Basic) to 0.4% being the least funded (Higher education). This contravenes the PBB guidelines on how to prepare PBB which calls for reasonable allocation of resources across programmes. *The guidelines call for MDAs to try to balance resource*

allocation within programmes by ensuring that no single program should account for 80% or a minimum of 5 % of the total expenditure.

- The biggest challenge with the PBB presentation for education is the disconnection between outcomes and outputs, with most of the outputs presented as more of outcomes in their own right and beyond control of the institution. In addition, some outcomes do not have indicators, and are linked to outputs that seem grossly inadequate to match the ambitious specified outcomes.
- The PBB has not come out clearly in terms of addressing some pertinent education issues particularly those affecting the most vulnerable like children and the general poor. What are clearly missing are targets that will lead to addressing the following pertinent education issues. There is urgent need to revise the targets and ensure that resources are meaningfully spread across many priorities in the sector.)
- The continued dominance of PE as a component of the recurrent budget presents the gravity of inequitable resource distribution in the sector. For instance, under Basic education, the MK94 billion provision has MK89 billion (or 95%) for salaries and special allowances, leaving too little for other essentials of service delivery.
- The vote has not adequately presented information on efforts to ensure equitable access to education for both boys and girls. There is no sex disaggregated data on the key targets like: *proportions of needy girls versus boys to access student's loans; proportions of girls and boys to enroll into university following the revised access ratio*; *as well as proportions of male and female teachers to be trained or promoted*.
- An analysis of quarterly funding against Cash flows shows that cost centres were funded according to cash-flows in the first and second quarters, all at 100%, this is commendable. However, funding in the third quarter did not follow the cash-flow as presented by the cost centres (average of 72%). This was more pronounced under the Department for Teacher Education (54%). Funding within the six Education Divisions, show that the Northern Division got the most of funding against its cash-flow, with the Central Eastern Division receiving the least (70%) of funding against cash flow. A further comparison against the various cost centres reveal that TTs were the least funded of the cost centres, getting an average of 66% with Domasi receiving the least 61%.

6.2 Key recommendations

6.2.1 Recommendations for MoFEP, Parliament, Government

- While recognising the resource allocation to the sector being within the recommended targets of 15-20% of the national budget, Government need to make an attempt to reach at least 20%. The additional resources should preferably go to districts as they will shoulder the increased burden emanating from the elongated learning knocking off period.

- Government need to fund cost centres consistently and should provide resources in adequate amounts based on cash flow plans
- Government need to speed up the process of developing the successor to MGDSII to provide the necessary programming reference point for the nation and within the education sector. Government need to put up a road map for the development of this critical reference document.
- Government need to seriously consider investing more into the development budget of the sector than relying heavily on development partners.

6.2.2 Recommendations for MoEST, Other Ministries and Departments

- MoEST and MoFED to ensure necessary capacity building initiatives put for programme planners and Monitoring and Evaluation officers including in PBB and gender responsive budgeting since it is one of the key aspects of budgeting guidelines.
- MoEST and MoFED needs to review the newly introduced PBB document so that outputs under each program or sub-program have resources specifically for each one of them for easy tracking of progress and accountability.
- MoEST and MoFED to review the budget urgently to accommodate affirmative actions especially on key results that have no corresponding actions and later alone no matching resources.
- MoEST and MoFED to establish accountability / monitoring mechanisms to avoid abuse / diversion of resources. Of essence is the need to strengthen use and adherence to work-plans at district level.
- MoEST need to urgently review intra-programme resource allocation as there is mis-allocation of resources towards budget items which do not directly contribute towards the transformation of the lives of men, women, boys and girls to which the budget is intended for.

6.2.3 Recommendations for Development partners and Civil Society Organisations (CSEC Inclusive)

- Development Partners to support in capacitating the Parliamentary Committee on Education to carry-out regular budget monitoring and tracking for the education budget
- CSEC and other Civil Society Organisations to carry out budget monitoring and tracking to ensure that resources towards the education sector are put to their intended use.
- CSEC and CSO's to sustainably engagement MoEST and MoF respectively during derivation of budget estimates and pre-budget consultation.
- There is a need for continued support from the DP's to government in its priority areas as provided in the NESP II

REFERENCES

Action Aid (2016): Budget Analysis Malawi: An Analysis of the Malawi FY2016/17 Draft Budget Estimates. Lilongwe, Malawi

CSEC (2015): Pre-Budget Analysis in Malawi: An Analysis of the 2015/16 National Education Sector Budget. Lilongwe, Malawi.

CSEC (2015): Inclusivity of The Budget: An Analysis of the 2015/16 ECDE Budget. Lilongwe, Malawi

CSEC (2014): Gender Responsive Budgeting in Malawi: An Analysis of the 2013/14 National Education Sector Budget. Lilongwe, Malawi

Centre for Social Concern (CFSC), (2012): Analysis of District Health Budgets in Malawi: A Case of Nkhotakota and Mangochi Districts. CFSC, Lilongwe, Malawi.

Civil Society Coalition for Quality Basic Education (CSCQBE) (2010): Gender Responsive Budgeting in Malawi: An Analysis of the 2010/11 National Education Sector Budget. Lilongwe, Malawi

CSEC (2011): Status of Early Childhood Development in Malawi: Analysis of Funding Trends, Successes and Challenges. Lilongwe, Malawi

CSEC (2011): Analysis of District Education Budgets in Malawi. Lilongwe, Malawi

Fast Track Initiative (FTI) (2004): Education for All – Fast Track Initiative: Accelerating progress towards quality universal primary education, Framework, EFA-FTI Secretariat, World Bank, Washington DC USA.

Government of Malawi (GoM) (2011): Malawi Growth and Development Strategy (2011-2016. Lilongwe Malawi

Government of Malawi (GoM) (2011): The Millennium Development Goals Annual Country Report, Ministry of Economic Planning and Development, Lilongwe, Malawi.

Government of Malawi (GoM) (2015): Draft 2015/16 Financial Statement, Budget Document No. 3 Ministry of Finance. Lilongwe, Malawi

Government of Malawi (GoM) (2015): Draft Estimates of Expenditure on Recurrent and Capital Budget for 2015/16 Financial Year. Detailed Estimates. Budget Document No. 4. Ministry of Finance. Lilongwe, Malawi

Government of Malawi (GoM) (2015): Draft Estimates of Expenditure on Recurrent and Capital Budget for the 2015/16 Financial Year. Outputs Based. Budget Document No. 5 Ministry of Finance. Lilongwe, Malawi

Government of Malawi (GoM) (2015): Annual Economic Report, Budget Document No. 2, Ministry of Development Planning and Cooperation. Lilongwe, Malawi

Government of Malawi, (2008): National Education Sector Plan (NESP) 2008-2017. Ministry of Education, Science and Technology, Lilongwe, Malawi

Malawi Economic Justice Network (MEJN, 2012-2015): Budget Analysis Reports.

Ministry of Education, Science and Technology (MoEST) (2014): Education Management Information Systems (EMIS) Education Statistics 2011. Lilongwe, Malawi.

Schneider K., (2006): Manual for Training on Gender Responsive Budgeting, GTZ, Eschborn, Germany.

UNICEF (2010): Girls Education Mapping. Lilongwe, Malawi.

World Bank (2010): The Education System in Malawi. Washington DC, United States of America.
World Bank and Government of Malawi (2006): Public Expenditure Review Report, Washington DC, USA and Lilongwe, Malawi.

Annex 1A :Basic Education					
Objective: Ensure all children have access to and complete free and quality education					
Outcome: Improved student performance					
Outcome Indicators	2014/2015	2015/2016		%	2016/2017
	Actual	Target	Prelim	Perfomance against target (2015/16)	Targets
Percentage of St. 4 students at appropriate literacy level, numeracy level	23	27	26	96.3	35
PSLCE (St. 8) Pass rate (%)	69	70	68	97.1	75
Output Indicators					
Sub-Program # 23.01: Early Childhood Development (ECD)					
Output: Increased access to ECD					
Percentage of pre-school age population with access to ECD	32	37	40	108.1	41
Sub-Program # 23.02: Complementary Basic Education (CBE)					
Output: Increased access to CBE					
Percentage of out-of-school youth in CBE	14	16	-	-	18
Sub-Program # 23.03: Primary Education					
Output: Improved access and quality of Primary Education					
GER (Enrol/School-age population) (%)	116	110	103	93.6	102
NER (School-age enrol/school-age population) (%)	86	95	94	98.9	96
Gender Parity Index (girls/boys)	1	1	1	100.0	1
Percentage of school-aged special needs population in primary school	20	24	22	91.7	25
Pupil-Textbook Ratio	03:01	01:01	03:01		03:01
Number primary schools inspected	476	1 000	881	88.1	1,500
Sub-Program # 23.04: Primary Teacher Training					
Output: Improved skills and qualifications of teachers					

Pupil-Qualified Teacher Ratio	70:01:00	60:01:00	78:01:00		60:01:00
Pupil-Specialist Teacher Ratio for special needs students	11:01	10:01	-		09:01
Gender Parity Index (girls/boys)	65:35:00	55:45:00	50:50:00		50:50:00
Percentage of TTC/SNE cohorts with average 70+ score on English, Mathematics & Teaching Practice	10	20	-		25
Percentage of teachers with in-service training	10	30	-		-
Number of primary teachers promoted	16,000	16 000	16 000	100.0	16,000

Annex 1B :Secondary Education					
Objective: To provide students with the knowledge, skills, and adaptability to enable them to earn a living, contribute to national development and survive in an employment constrained environment.					
Outcome: Improved student performance					
Outcome Indicators	2014/2015	2015/2016		% Perfomance	2016/2017
	Actual	Target	Prelim	against target (2015/16)	Targets
JCE pass rate (%)	72	75	67	89.3	-
MSCE pass rate (%)	55	58	55	94.8	60
Output Indicators					
Sub-Program # 24.01: Secondary Education					
Output: Improved access and quality of secondary education					
Transition Rate (Form 1 / Std. 8) (%)	33	50	36	72.0	64
Gender Parity Index (girls/boys)	0.81	0.83	0.88	106.0	0.9
Number of bursary beneficiaries	14,387	15 000	14 449	96.3	16,000
Number of cash transfer beneficiaries	2,500	2 800	5 861	209.3	5,861
Percentage of school-aged special needs population in secondary school	4	6	6	100.0	9
Pupil-Textbook Ratio	03:01	02:01	03:01		02:01
Percentage of schools with Open School centre	12	16	69	431.3	70
Number of secondary schools inspected	186	300	288	96.0	400
Sub-Program # 24.02: Secondary Teacher Training					
Output: Improved skills and qualifications of teachers					
Pupil-Qualified Teacher Ratio	60:01:00	50:01:00	47:01:00		50:01:00
Pupil-Specialist Teacher Ratio for special needs students	60:01:00	50:01:00	50:01:00		50:01:00
Gender Parity Index (girls/boys)	0.3	0.4	0.9	225.0	0.9
Percentage of student teachers with distinction score in TP	80	85	-		90
Percentage of student teachers passing with	50	65	-		67

credit or distinction`					
Number of secondary school teachers promoted	-	1000	999	99.9	1,500

Annex 1C :Higher Education					
Objective: Improve equitable access to quality education in universities and higher education institutions					
Outcome: Increased student enrolment					
Outcome Indicator	2014/2015	2015/2016		% Performance against target (2015/16)	2016/2017
	Actual	Target	Prelim		Targets
Students enrolled per 100,000	103	126	103	81.7	146
Output Indicators					
Output: Improved access to higher education					
Absorption rate (students as % of pupils passing MSCE)	3.18	3.6	3.20%	0.9	4.02
Gender parity index (GPI)	0.42	0.42	0.44	104.8	0.46
Number of people with disability enrolled	31	37	40	108.1	44
Output: Improved academic staff skills					
Percentage of academic staff with PhD	23	29	24	82.8	32
Student to staff ratio	01:17	01:17	-		01:16
Self-generated funds as % of total funding into the public HE)	15	22	-		25

Annex 1D :Management and Administration Services					
Objective: To enhance and strengthen services through the provision of policy guidance and administrative support					
Outcome: Improved organizational, management and administrative services					
Outcome Indicator	Targets (Per Financial Year)				
	2014/2015	2015/2016		% Perfomance against target (2015/16)	2016/2017
	Actual	Target	Prelim		Target

Percentage of performance contract targets met	-	-	-		-
Output Indicators					
Subprogram # 20.07: Administration, Planning and M&E					
Output: Enhanced management of organizational performance					
Number of EMIS publications produced	3	4	4	100.0	4
Number of programs/ projects monitored	4	8	1	12.5	10
Quarterly performance contract progress reports submitted within 30 days after each quarter	-	4	4	100.0	4
Percentage of funding allocated to budgeted activities	-	-	60		100
Quarterly M&E reports produced	-	4	4	100.0	4
Subprogram # 20.08: Financial Management and Audit Services					
Output: Strengthened financial processes in accordance with policies and regulatory requirements					
Average number of weeks of delay in payments issued	3	2	3	150.0	1
Average number of days to respond to audit query	60	21	30	142.9	14
Number of internal audit reports issued	-	30	-		35
Average months of delay in procurement and supply of TLMs	3	2	0	0.0	1
Percentage of invoices honoured as per the service charter	-	100	60	60.0	100
Monthly financial reports submitted on time	-	12	9	75.0	12
Monthly commitment returns submitted by the 14th of the following month	-	12	-		12
Subprogram # 20.09: Human Resource Management					
Output: Enhanced provision of services for the management of human resources					
Number of salary processing locations/centres decentralised to divisions/districts	4/0	6/0	6/0		12
Average number of days of delay in payment of salaries	21	7	7	100.0	3
Percentage of personnel records up to-date	-	-	80		85
Percentage of staff trained on job-related skills	-	-	100		100

Subprogram # 20.10: Information and Communication Technology					
Output: Improved access to information and communication technology services					
Percentage of ICT infrastructure safeguarded against security risk	-	-	-		-
Percentage of ICT service requests resolved	-	-	-		-
Subprogram # 20.04: Cross-Cutting Education Issues					
Percentage of schools with sanitation facilities	-	25	33	132.0	50
Percentage of schools offering daily school meal to learners	-	40	42	105.0	45
Percentage of schools with teachers trained in HIV/sexual education	-	25	-		40
Percentage of education institutions sensitized in gender	-	25	-		40
Percentage of students studying science and technology in secondary schools	30	32	-		34
Number of research grants offered	0	15	-		20

Annex 2: Resource Disbursements (planned vs Actual Received)

	Chipasula Sec	Chayamba Sec	Mzimba Sec	Chipasula	Chayamba	Mzimba Sec	Chipasula	Chayamba	Mzimba Sec
Planned Month	**Planned amount (MK)**	**Planned amount (MK)**	**Planned amount (MK)**	**Actual amount received (MK)**	**Actual amount received (MK)**	**Actual amount received (MK)**	**Variance**	**Variance**	**Variance**
Jul-15	3 426 000	1 804 417	1 817 667	3 426 000	1 804 417	1 917 667	0	0	-100 000
Aug-15	2 711 667	1 803 500	2 486 369	2 711 667	1 803 500	2 526 367	0	0	-39 998
Sep-15	3 319 667	2 065 167	1 502 667	1 659 834	2 065 167	1 362 667	1 659 834	0	140 000
Oct-15	2 563 333	3 072 035	2 166 367	2 563 333	3 072 035	3 449 657	0	0	-1 283 290
Nov-15	1 071 000	1 866 917	2 842 667	1 071 000	1 809 917	2 802 667	0	57 000	40 000

Dec-15	1 177 333	1 811 000	1 012 667	1 177 333	1 811 000	1 012 667	0	0	0
Jan-16	2 413 333	2 316 917	2 216 367	2 413 333	2 316 917	2 216 367	0	0	0
Feb-16	907 667	1 631 000	1 192 667	0	0	0	907 667	1 631 000	1 192 667
Mar-16	906 667	1 816 833	2 340 867	906 667	1 816 833	2 340 867	0	0	0
Apr-16	2 633 333	1 890 333	1 238 167	2 633 333	1 890 333	1 238 167	0	0	0
May-16	355 000	1 995 167	1 440 867	-			0	0	0
Jun-16	515 000	1 338 500	1 742 663	-			0	0	0
Total	**22 000 000**	**23 411 786**	22 000 002	**18 562 500**	**18 390 119**	**18 867 093**	3 437 501	5 021 667	3 132 909

Annex 3: Resource Absorption (Actual Received vs Actual Spent)

	Chipasula	Chayamba	Mzimba Sec	Chipasula	Chayamba	Mzimba Sec	Chipasula	Chayamba	Mzimba Sec
Planned Month	**Actual amount received (MK)**	**Actual amount received (MK)**	**Actual amount received (MK)**	**Actual amount spent (MK)**	**Actual amount spent**	**Actual amount spent (MK)**	**%age Spent**	**%age Spent**	**%age Spent**
Jul-15	3 426 000	1 804 417	1 917 667	2 985 590.69	1 804 417	1 917 667	87.15	100.00	100.00
Aug-15	2 711 667	1 803 500	2 526 367	2 485 870.85	1 803 500	2 526 367	91.67	100.00	100.00
Sep-15	1 659 833.50	2 065 167	1 362 667	1 659 043.65	2 072 035	1 362 667	99.95	100.33	100.00
Oct-15	2 563 333	3 072 035	3 449 657	2 562 280.12	3 072 035	3 449 657	99.96	100.00	100.00
Nov-15	1 071 000	1 809 917	2 802 667	947 562	1 809 917	2 802 667	88.47	100.00	100.00
Dec-15	1 177 333	1 811 000	1 012 667	1 141 246	1 811 000	1 012 667	96.93	100.00	100.00
Jan-16	2 413 333	2 316 917	2 216 367	2 312 333	2 316 917	2 216 367	95.81	100.00	100.00
Feb-16	-	0	0			0			
Mar-16	906 667	1 816 833	2 340 867	805 666	1 816 833	2 340 867	88.86	100.00	100.00
Apr-16	2 633 333	1 890 333	1 238 167		1 890 333	1 238 167	0.00	100.00	100.00
May-16	-								
Jun-16	-								
Total	**18 562 500**	**18 390 119**	**18 867 093**	**14 899 592**	**18 396 987**	**18 867 093**	80.27	100.04	100.00

Annex 4: Timeliness of Monthly Funding

	Chipasula	Chayamba	Mzimba Sec	Chipasula	Chayamba	Mzimba Sec

Planned Month	Month Received	Month Received	Month Received	Funding Time Gap (Time Lag in Month)	Funding Time Gap (Time Lag in Month)	Funding Time Gap (Time Lag in Month)
Jul-15	July	July	August	0	0	1
Aug-15	August	August	September	0	0	1
Sep-15	October	September	October	1	0	1
Oct-15	November	November	November	1	1	1
Nov-15	December	December	December	1	1	1
Dec-15	January	January	January	1	1	1
Jan-16	February	February	February	1	1	1
Feb-16	-					
Mar-16	April	April	April	1	1	1
Apr-16	May	May	May	1	1	1
May-16						
Jun-16						
Average Time Lag				1	1	1

Annex 5: Quarterly Funding to Ministry of Education, Science and Technology Cost Centres									
MINISTRY/DEPARTMENT	**Cashflow Q1**	**Funding Q1**	**As % of Cashflow**	**Cashflow Q2**	**Actual Q2**	**As % of Cashflow**	**Cashflow Q3**	**Actual Q3**	As % of Cashflow
Education Hqrs	1 621 523 312	1 621 523 312	100	797 462 237	797 462 237	100	888 298 301	676 986 212	76
MCDE	44 204 770	44 204 770	100	42 234 858	42 234 858	100	55 117 951	40 881 178	74
Teaching Service Commission	25 697 116	25 697 116	100	10 469 890	10 469 890	100	35 890 920	35 890 920	100
Education Infrastructure Management Unit (EIMU)	3 204 646	3 204 646	100	2 202 951	2 202 951	100	2 358 933	1 614 443	68
Supplies Unit -ORT	2 697 926	2 697 926	100	2 303 639	2 303 639	100	2 956 374	2 011 786	68
Department of Science & Technology	18 456 647	18 456 647	100	2 187 093	2 187 093	100	10 709 570	7 693 474	72
Department for Teacher Education	224 127 626	224 127 626	100	273 757 689	273 757 689	100	106 433 866	57 984 408	54
Karonga TTC	91 058 849	91 058 849	100	113 972 540	113 972 540	100	91 125 081	59 796 035	66
Kasungu TTC	87 690 675	87 690 675	100	156 150 028	156 150 028	100	101 420 413	66 513 266	66
Lilongwe TTC	115 154 279	115 154 279	100	146 359 113	146 359 113	100	109 415 028	71 760 087	66
Blantyre TTC	99 094 942	99 094 942	100	127 626 036	127 626 036	100	94 809 707	62 180 870	66
Domasi College of Education	134 440 661	134 440 661	100	98 239 735	98 239 735	100	135 964 562	83 025 229	61
Montfort College - Special Education (South)	34 677 066	34 677 066	100	38 486 258	38 486 258	100	34 548 176	23 032 117	67

Liwonde Teacher Training College (Zomba)	**59 001 018**	**59 001 018**	**100**	**126 357 460**	126 357 460	**100**	**94 814 215**	62 285 745	**66**
Chiradzulu TTC	**29 499 695**	**29 499 695**	**100**	**69 360 785**	69 360 785	**100**	**38 714 774**	25 375 581	**66**
Phalombe TTC	**56 145 425**	**56 145 425**	**100**	**39 980 234**	39 980 234	**100**	**42 581 323**	27 940 968	**66**
Northern Division	**103 477 559**	**103 477 559**	**100**	**112 105 079**	**112 105 079**	**100**	**112 069 672**	**109 182 073**	**97**
Central Western Division	**136 348 804**	**136 348 804**	**100**	**64 110 299**	**64 110 299**	**100**	**79 319 129**	**69 782 985**	**88**
Central Eastern Division	**94 338 582**	**94 338 582**	**100**	**92 978 272**	**92 978 272**	**100**	**49 478 487**	**34 738 147**	**70**
South Western Division	**106 146 851**	**106 146 851**	**100**	**54 305 894**	**54 305 894**	**100**	**75 960 523**	**61 230 145**	**81**
South Eastern Division	**101 187 889**	**101 187 889**	**100**	**44 626 403**	**44 626 403**	**100**	**58 373 202**	**43 232 239**	**74**
Shire Highlands	**87 780 832**	**87 780 832**	**100**	**59 552 090**	**59 552 090**	**100**	**63 922 017**	**49 438 522**	**77**
Sub total	**3 810 389 915**	**3 810 389 915**	**100**	**3 063 968 978**	**3 063 968 978**	**100**	**2 822 867 469**	**2 024 120 14**	**72**