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Gender Responsive Budgeting in the Education Sector in Malawi: the case of the 2014-  
2015 Education Sector Budget

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## Acknowledgements

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## Acronyms & Abbreviations

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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
DEO	District Education Office
ECD	Early Childhood Development
EFA-FTI	Education for All Fast Track Initiative
EIMU	Education Infrastructure Management Unit
GRB	Gender Responsive Budget
GRF	General Resource Fund
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
PE	Personal Emoluments
SADC	Southern Africa Development Community
UDHR	Universal Declaration on Human Rights
UN	United Nations

## Executive Summary

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The general purpose of the study was to identify the extent to which the 2014/15 education sector budgets were adequate to meet the demand of sector, and whether the budget designs were gender responsive. At some point in the report a nominal comparison is made between budget allocations for the 2014/15 national budget and other previous years. The review also notes that the education sector's allocation is 17% of the total approved national budget for 2014/15. This is hugely falling below the local target of 19% envisaged for education sector in the MGDS II. In terms of comparison with the government's voted recurrent budget, the sectors allocation is about 27%. This shows that the education sector allocation for the current financial year is above 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 recurrent budget, excluding statutory allocations (FTI, 2004). The review therefore recommends that government need to increase funding investment towards the education sector in order that the gains made so far are maintained. The report also recommends that government needs to come up with innovative ways in which promotion of girls education could be enhanced, sustained and monitored over time. The report further recommends that clear and specific gender related outputs and targets should be put in the coming national budget.

## CHAPTER I: INTRODUCTION

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### 1.1 Background to the Study

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This report presents a gender budget analysis of the education sector for the 2014/15 financial year. 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 impetus is to ensure that government remains resolute on commitments made through the NESP; EFA as well as the MGDSII. 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.

### 1.2 Objectives of the Study

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The general purpose of the study is to identify the extent to which the 2014/15 education budgets were adequate in order to meet the demands of the sector, and whether budget designs were gender responsive or not.

Specifically, the assignment intended to

- To determine adequacy of the 2014/15 education budgets in line with the international and national standards
- To determine the key gender provisions, allocations and outputs in the 2014/15 education budget
- To highlight the gender gaps in these education budgets and make recommendations
- To determine the extent to which the budget design process is gender sensitive and justify the need for gender consideration in the budget design.

### 1.3 Structure of the Report

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The report is organized in five main Chapters. Chapter 1 gives the general introduction. It outlines the background information, the objectives and limitations of the study. The study methodology is provided in Chapter 2. Chapter 3 provides highlights the current policy framework for the education sector. Chapter 4 provides literature review focusing on broader understanding of the gender responsive budget concept, conventions and protocols on gender at national level and sectoral review of the sector from a gender lens. Chapter 5 provides a review of the national budget framework. Chapter 6 consists of the analysis of the 2014/15 national education sector budget. Chapter 7 provides budget analysis of the education sector budget with focus on gender responsiveness. Chapter 6 presents summary, conclusions and recommendations emanating from the study.



## CHAPTER II: STUDY METHODOLOGY

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### 2.1 Study Design and Scope

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The study specifically analyzed the 2014/15 budget allocations for the education sector in Malawi using the gender responsive budget analysis approach. This study focused on two main approaches on gender budget analysis among many other approaches available in literature. The two approaches applied were: a) gender-aware policy appraisal, and; b) gender-disaggregated expenditure and output analysis.

Gender-aware policy appraisal focused on analyzing the extent to which the policy statements for the sector ensure gender equality and equity. This was done with the view that resource allocation is principally a direct outcome of prevailing policy pronouncements. Gender-disaggregated expenditure and output analysis focused on understanding the extent to which expenditure allocations and their corresponding outputs benefited different gender groups.

### 2.2 Document Review, Data Collection and Sources

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The study reviewed a number documents including: Universal Declarations on Human Rights, Convention on the Elimination of all forms of Discrimination against Women (CEDAW), Millennium Development Goals (MDGs), Malawi Growth and Development Strategy (MGDS) II, Southern Africa Development Community (SADC) Gender Protocol, National Gender Policy and Strategy, National Education Sector Plan, Education Sector Implementation Plan, Education For All commitment and report, as well as literature on gender responsive budgeting. The study also reviewed budget analysis and education expenditure tracking reports which CSEC has conducted in the past.

Budget data was sourced mostly from the 2014/15 National Budget Documents including: Budget Statements, Annual Economic Reports, Financial Statements, Detailed Budget Estimates and Output Based Budget (OBB) Estimates. These documents contain official information on public resource allocation and expenditure for all government ministries, departments and local councils in Malawi.

### 2.3 Data Analysis

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

## CHAPTER III: EDUCATION POLICY FRAMEWORK

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### 3.1 International Education Policy Framework

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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. The African Charter also points out that basic education should be free and compulsory. In essence, these two 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. Dakar Framework for Action for Education for All (EFA) also recognises education needs for all children especially the disadvantaged. It calls for expanded and improved childhood care and education especially for all children.

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. This is principal in explaining variations in understanding compulsory basic education is, let alone implemented in various countries.

### 3.2 NATIONAL EDUCATION POLICY FRAMEWORK

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

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	
<p>The goal is to improve access to quality and relevant education.</p>	<ul style="list-style-type: none"> <li>• Expanded equitable access to education;</li> <li>• Improved quality and relevance of education; and</li> <li>• Improved management and governance of the education system.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerating rehabilitation of existing learning institutions and construction of additional education infrastructure at all levels;</li> <li>• Establishing new universities and colleges;</li> <li>• Training and recruiting additional teaching staff;</li> <li>• Scaling up school meals program;</li> <li>• Introducing standardized testing to measure and monitor quality of learning and teaching;</li> <li>• Reviewing and reforming school and college curricula to address national needs at all levels;</li> <li>• Providing adequate and relevant teaching and learning materials;</li> <li>• Strengthening coordination and provision of ECD and CBE;</li> <li>• Promoting the role of private sector and private financing in education system;</li> <li>• Promoting Public Private Partnerships in the provision of education infrastructure and services;</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening the provision of technical and vocational training;</li> <li>• Providing a conducive environment for girls education including boarding facilities;</li> <li>• Providing a conducive environment for students with special education needs;</li> <li>• Promoting systematic and regular inspection of all learning institutions;</li> <li>• Decentralizing the management and financing of the education system;</li> <li>• Scaling up school health and nutrition, and HIV and AIDS programmes;</li> <li>• Strengthening education management and information systems;</li> <li>• Scaling up child friendly schools programmes; and</li> <li>• Increasing number of girls opting for mathematics and science subjects at all levels.</li> </ul>

## **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 framework that a District Education office is defined. 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 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).

### 4.1 Gender Responsive Budgeting<sup>1</sup>

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The national budget is the most important policy tool available to a government and ultimately reflects its socio-economic priorities. Although figures compiled in the budget documents might seem gender-neutral, empirical findings show that expenditure patterns and the way that government raises revenue have a different impact on women and girls as compared to men and boys, often to the detriment of the former. This is due to the socially determined roles that women and men play in society, the gendered division of labor, different responsibilities and capabilities, and the different constraints that women and men face, which normally leave women in an unequal position in relation to the men in their community, with less economic, social and political power.

The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) underscores this point by noting that gender responsive budgeting entails identifying and reflecting needed interventions to address gender gaps in sector and local government policies, plans and budgets.<sup>2</sup> The UN Women further notes that gender responsive budgeting (GRB) is a tool to analyze gender-differentiated impact of revenue-raising policies and the allocation of domestic resources. GRB is also important for the realization of MDG 3 which focuses on elimination of gender disparities and empowering women through redefining government priorities and ensuring equal distribution of public resources to citizens.

Gender responsive budgeting is an approach designed to mainstream gender dimensions into all stages of the budget cycle. In general, gender responsive budgeting aims at analyzing the different impacts of national and local expenditure as well as revenue policy on women and girls, and on men and boys, respectively. In addition to impact analysis, gender responsive budgeting comprises making proposals to reprioritize expenditures and revenues, taking into account the different needs and priorities of women and men. The gender responsive budgeting process aims at producing gender responsive budgets. These budgets (which are synonymous with gender-sensitive budgets, gender budgets and women's budgets) are not separate ones for women, but rather government budgets that are planned, approved, executed, monitored and audited in a gender-sensitive way.

Gender responsive budgeting differs from other budget initiatives that focus on the distributional impact of budgets, such as pro-poor budget initiatives, in the sense that it does not treat each household as a unit, but instead highlights the fact that access to and control over resources and the bargaining power of household members differ. It also explicitly takes into account unpaid work in the reproductive sector, which is primarily undertaken by women all over the world, yet is not covered by the System of National Accounts, which provides the key statistics for macroeconomic policy decisions.

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<sup>1</sup> This section draws much from Schneider (2006)

<sup>2</sup> <http://www.gender-budgets.org/>

## 4.2 Gender Policy Instruments

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Governments, especially member states of the United Nations such as Malawi, have officially expressed commitment to gender equality goals. This is in recognition of the fact that increased gender equality is important to the achievement of the goals of democracy like social justice, poverty reduction and sustainable development. It also brings with it economic efficiency and justice whilst fulfilling national commitments to international conventions on human rights. There is mounting evidence that gender inequality leads to major losses in economic efficiency and human development, including low productivity rates and the diminished capacity for people to achieve well-being. Therefore increasing access to resources and opportunities for groups that experience inequalities such as girls in education help to fulfill country's legal commitments related to equality and helps promote higher levels of economic development.

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### 4.2.1 National Gender-related instruments

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The Malawi constitution provides basis for formulating gender policy aware policies in the country. The constitution contains phrases such as “All persons”, “Every person” in Section 13 (a), Section 20 (1) (2) provides for gender equality and Section. 24 (1) (2) provides for equality of persons (non-discrimination) and rights of women. Furthermore, following the Beijing Conference in 1995, countries were encouraged to formulate their own Platforms for Action based on the Beijing themes that were critical in their countries. Malawi formulated its own National Platform in 1997 which had 4 themes namely: poverty alleviation and empowerment; the girl child; violence against women; and peace.

Malawi also formulated its first National Gender Policy in 2000 which covered the period 2000-2005. The policy had the following thematic priority areas: education and training, reproductive health, food and nutrition security, natural resources and environmental management, governance and human rights, poverty eradication and economic empowerment. The Gender Policy (2008-2012) was formulated to address the weakness of 2000 National Gender Policy and had the following thematic areas: gender, literacy, education and training; gender and reproductive health; agriculture, food security and nutrition; natural resources and environmental management; governance and human rights; poverty eradication and economic empowerment; gender, HIV and AIDS; and gender based violence.

The National Gender Programme (2004-2009) was designed to operationalize the National Gender Policy and had 8 priority areas: institutional strengthening; education; health; HIV and AIDS; agriculture, food and nutrition security, natural resources and environment; poverty and economic empowerment; governance and human rights.

As recently as 2013, government has put in place a new gender legislation known as the Gender Equality Act. The Act aims at ‘promoting gender equality, equal integration, influence, empowerment, dignity and opportunities for men and women in all functions of society, to prohibit and provide redress for sex discrimination, harmful practices and sexual harassment, to provide for the public awareness on promotion of gender equality,



and to provide for connected matters,' (Gender Equality Act, 2013). At best, the law provides a great opportunity for ensuring that key social service sectoral interventions equally benefits men, women, boys and girls; and that women and girls in particular, are not disadvantaged. While this remains a great milestone in the fight for gender equality, the challenge remains ensuring that the law is widely disseminated and promoted.

#### 4.4 Gender Issues in the Education Sector

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Malawi has two forms of education: formal and non-formal. Formal education follows 8-4-4 structure: 8 years of primary, 4 years of secondary and normally 4 years of university level education (World Bank, 2010). According to EMIS (2011), there were about 5,395 primary schools (5,225 public and 170 private) in Malawi. Secondary school education is provided either by public secondary schools (Community Day Secondary Schools and Conventional Secondary Schools) or through private or religious institution owned schools (MoEST, 2011).

In 2011, there were about 1,045 secondary schools (847 public and 194 private) in the country (ibid). Tertiary education is provided by a number of education institutions including teacher training colleges, technical and vocational training schools, medical and health colleges and university colleges (GoM, 2008). The non-formal education sector includes: early childhood development, adult literacy and out of school youth literacy. Non-formal education initiatives together with primary and pre-primary education are referred to as basic education (GoM, 2008). They are aimed at equipping people with basic knowledge and skills to allow them to function as competent and productive citizens in a society.

In terms of access to the various levels of education, as reflected through enrolment figures in Malawi, there is high enrolment for primary education and very low enrolment for secondary and tertiary education. In 2014, for instance, there were 4,670,279 pupils (2,334,043 boys and 2,336,236 girls) in primary schools; and 346,604 students (184,817 male and 161,787 female) in secondary education (MoEST, 2014). As of 2011 there was a total of 29,301 students in tertiary education (teacher training colleges, vocational training colleges and universities) (MoEST, 2011). Trends in enrolment figures further show that a considerable number of primary education graduates fail to join secondary education. Likewise, a significant number of those that join secondary school education fail to make it to tertiary education. The enrolment figures shows that the higher the education ladder, the smaller the number of female students (MoEST, 2014).

In terms of gender equality and women empowerment the ratio of literate women to men improved from 0.82 to 0.94 as more women are becoming literate. The ratio of girls to boys in primary school was 1:1; however, with indications of significant numbers of girls dropping out of school in higher primary school classes. Notwithstanding, the ratio of girls to boys in secondary school was 0.78 which suggest that the gender parity in aggregate terms was achieved at primary education level, but not at secondary and tertiary level (GoM, 2011).

Key gender issues in the education sector include:

- Low matriculation rate of female students from primary schools to secondary and further up the ladder;
- Unavailability of girl friendly sanitation facilities in schools;
- Low number of girls hostels;
- Low number of female teachers especially in rural areas that provide mentorship to young girls;
- Low adult literacy rates among women;
- Long distance to schools which expose girls to many forms of abuse and sexual harassment;
- Cultural norms and expectations placed on women and girls which makes it difficult for girls to complete their education. In most cases such norms relate to the expectation that lead to girls dropping out of school and marrying at an early age.

### 5.1 Framework and Design

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The Ministry of Finance, Economic Planning and Development (MoFEPD) is charged with the overall guidance for government budgeting and implementation oversight. The national budget for 2014/15 has been guided by the overarching national development goals set in the MGDS II. Notwithstanding, following the cash-gate scandal discovered during the 2013/14 financial budget in which billions of public resources were plundered and the consequential withdraw of donor budgetary support, the 2014/15 national budget has been formulated from a zero deficit assumption.

It is also note-worthy that from the 2011/12 fiscal year, government reintroduced and begun to implement the Medium Term Expenditure Framework (MTEF) approach to budgeting. The 2011/12 budget therefore included projections for the two subsequent years, namely; 2012/13 and 2013/14. Similarly, the 2014/15 national budget includes projections for the two upcoming fiscal years. According to the MoFEPD this reform has been found necessary as most projects and programs take more than one year to be completed. It was then considered necessary to revitalize the MTEF type of budgeting so that funding projections for the two outer years are also indicated. This reform if well implemented will assist various government departments plan in advance on their programmes and projects.

In as far as mainstreaming gender into the budget design is concerned; government has made some notable strides. These include adopting guidelines on gender budgeting, monitoring and evaluation developed by the Ministry of Gender, Children, Disability and Social Welfare (MGCDSW). The guidelines form part of budget circulars at the beginning of each financial calendar; they emphatically call on ministries to ensure that they present gender policy aware budgets and gender sensitive outputs. Beyond the guidelines, the budget document design itself is gender sensitive; it provides space for ministries to present output based program budgeting and framework for capturing gender sensitive targets.

However, compliance to these guidelines still remains a daunting challenge in most sectoral budget submission as noted in this report. Related to this shortfall, it has been noted that, while national budgets have a provision of the output based budgeting, district budgets do not have the same provision. In fact, district line budgets are not discussed or passed in parliament. This creates a disconnect between national ministry budgets which may be gender sensitive, with the same ministries' district budget which may have no correspondence to specifically identified gender needs.

As further alluded to, the MGDS II was the main blue print for budgeting in the current financial year. The MGDS II has a theme on gender which has strategies to reduce gender inequalities in the country. The strategies include: promoting women entrepreneurship and involvement in cooperatives; promoting equal access to appropriate technologies and micro-finance schemes; advocating for affirmative action to increase representation of women in politics and decision making positions; strengthening gender based violence service delivery systems; strengthening legal and regulatory framework; and mainstreaming gender at all levels. However, the strategy does not recognize that gender inequality is unjust and detrimental to development.

Further, the MGDS II also lacks sex disaggregated data in some of the thematic areas even though the strategy criticizes sectoral policies of lacking the same. In addition, there is also no mention of how gender issues will be coordinated under the theme let alone in the key priority area. Under theme three: social development which covers health, HIV and AIDS, nutrition and education; the education sector has clear targets but most of them are not disaggregated by sex.

### 6.1 Review of the 2014/15 National Budget

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In 2014/15 the total approved government budget was been pegged at MK 737 billion, which is a nominal increase of about 14% from the 2013/14 revised budget estimate of MK648, 283 billion. Of the current budget, about MK541 billion is meant to cater for the recurrent budget which include Personal Emoluments (PE) and Other Recurrent Transactions (ORT). From the approved recurrent budget, PE funds account for about 30% or MK163 billion. Compared to the total approved national budget, PE funds account for about 22%. On the other hand, ORT as a proportion of the recurrent budget accounts for about 70%; whilst as a percent of the total approved national budget, it accounts about 51%.

### 6.2 Review of the 2014/15 Education Sector Budget

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The total approved education sector budget for 2014/15 is MK124 billion. This allocation includes resources channeled through the MoEST; district councils, the Local Development Fund (LDF) for education activities; as well as subvented organizations. As a breakdown, MoEST has been allocated about MK82 billion; District Education Offices (DEOs) about MK8.2 billion; subvented organizations within the education sector about MK32 billion; as well as the LDF which is allocated about MK2.8 billion.

The review also notes that the education sector's allocation is 17% of the total approved national budget for 2014/15. This is hugely falling below the local target of 19% envisaged for education sector in the MGDS II. In terms of comparison with the government's voted recurrent budget, the sectors allocation is about 27%. This shows that the education sector allocation for the current financial year is above 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 recurrent budget, excluding statutory allocations (FTI, 2004).

It is thus commendable that allocation to the sector in the current budget is in line with the EFA-FTI recommendation. On the other hand, government has failed to keep up with the MGDS II recommendation in terms of resources allocated to the education sector. It is therefore recommended that government should continue its efforts in making sure that the sector has enough resources to successfully pursue its goals. Within the MGDS II thinking, this review therefore argues that that at best the minimum set funding limit to the sector has not been met in the current financial year. The review thus further argues that the resources provided for the sector in the current financial year may not be adequate to effectively support education sector goals.

### 6.3 Review of MoEST Allocation

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## a) Budget Type Analysis

The Ministry of Education, Science and Technology (MoEST) was allocated K81.7 billion in the 2014/15 financial year representing 11% increase over the previous year's approved allocation. Out of this allocation 89% (18% ORT and 71% PE) was recurrent budget and 11% was development budget (4% Part II and 7% Part I). Notably, there has been a reduction of about MK5 billion in the 2014/15 development budget from the 2013/14 approved allocation. Similarly, ORT resources have been reduced by about MK1 billion compared to the 2013/14 education budget. (However, compared to the revised estimates for the 2013/14 budget, there is an increase of about MK3 billion). On the other hand, it is only PE resources that have seen an increase, of about MK12 billion, from the 2013/14 education budget. The PE increase is thus the only component that has resulted in the increase that this year's MoEST budget has seen.

**TABLE 2: 2011-14 MOEST Budget**

Budget Type	11/12	12/13	13/14	14/15
	Approved	Approved	Approved	Approved
K'000,000				
PE	25,273.51	32,646.48	44,399.23	57,879.36
ORT	7,978.84	12,537.59	15,969.13	14,784.58
<b>Recurrent Total</b>	<b>33,252.35</b>	<b>45,184.07</b>	<b>60,368.36</b>	<b>72,663.94</b>
Dev Part II	5,890.10	5,126.45	8,102.90	3,375.00
Dev Part I	650.18	4,371.79	4,834.26	5,641.25
<b>Development Total</b>	<b>6,540.28</b>	<b>9,498.25</b>	<b>12,937.16</b>	<b>9,016.25</b>
<b>Total</b>	<b>39,792.62</b>	<b>54,682.32</b>	<b>73,305.47</b>	<b>81,680.19</b>

Data Source: Output Based Budget for 2012/13; 2013/14 and 2014/15

As earlier on pointed out, the budget type analysis for the Ministry suggests that large proportion of resources is allocated under Personal Emoluments (PE). The Ministry allocated about 71% of its resources towards staff salaries. Similarly, in the 2011/12, 2012/13 and 2013/14 financial years the Ministry allocated 64%, 60% and 61% of its resources under PE budget, respectively. The large allocation to PE may be explained by the public service salary revision process which started in 2005; the large work force the Ministry has; the introduction of rural teacher allowance for the teaching staff in the rural areas introduced in 2010; as well as staff promotions.

Nonetheless, the initiatives mentioned earlier are positive developments on part of government towards motivating teachers in the civil service. Besides, the large PE trends

observed are partially due to PE for local councils which have not yet been devolved despite the fact that Government devolved ORT budgets to local councils in 2005/06 financial year. The large proportion of the PE in relation to other budget components implies that MoEST is paying more on teachers and spending less on corresponding essential activities such as procurement of teaching and learning materials as well as infrastructure improvements.

Analysis of the development budget suggests the ministry is anticipating more resources from donor partners i.e. K5.6 billion (or 63%) of its capital resources are going to be sourced from development partners. This is different from the previous year where government initially approved more resources, about MK8 billion, under Part II (where locally financed resources are placed) of the development budget. However, government ended up revising this allocation to MK2.7 billion. Similarly, there was also a notable revision of the allocation under Part I of the development budget in 2013/14 i.e. from the approved MK4.8 billion to MK6.9 billion. What is emerging therefore is that the development budget in the current financial year follows the 2013/14 revised allocation pattern. Most importantly, the review did not manage to get reasons as to why government allocated more resources under Part I than Part II of the capital budget.

## **b) Program Level Analysis of Recurrent Budget**

The program level analysis of the recurrent budget for MoEST shows that a large proportion of resources are allocated towards Pre-primary and Primary Education Sub Program. The sub program has been allocated MK42 billion or 65% of the total recurrent budget. The second sub program which the highest allocation is secondary education, with MK16 billion or 22% of the total recurrent budget. This pattern in allocation to sub programs is also observed in budgets for the past four years (CSEC, 2014). This suggests the ministry's concentration has been pre-primary and primary education in terms program implementation. The findings are positive development because girls' dropout rates are high at primary school.

The Pre-primary and Primary Education allocation in the 2014/15 financial year represents 58% of the total Ministry's allocation. This is above the EFA-FTI recommendation that requires that the share of primary education in total education expenditure (under budget vote 250) should be at least 50% by 2015 (FTI, 2004). The 2014/15 Pre-primary and Primary Education allocation represents 24% increase in allocation from the previous year's approved allocation and 18% from the revised allocation.

Notwithstanding, further analysis of the pre-primary and primary education sub programs recurrent allocation indicates resources being largely skewed towards salaries. For instance, 95% of the resources under the pre-primary and primary sub program components are meant for salaries in 2014/15 fiscal year. This means the remaining 5% is what is allocated for other recurrent transactions which mainly include resources for goods, services and activities that support teaching and learning. The secondary education sub program has about 68% of its resources meant for salaries whilst 32% as other

recurrent transactions. Thus, while it is commendable that the Ministry meets the EFA-FTI recommendation noted above, there is need for increased prioritization for resources that will be used to support teaching and learning.

**TABLE 3: Program Level Analysis Of MoEST Recurrent Budget**

Sub program	Components (MK millions)			Proportion (%)
	PE	ORT	Total	
Pre-primary & primary education	44,890.80	2,316.20	<b>47,207.00</b>	<b>64.97</b>
Secondary education	10,821.57	5,037.83	<b>15,859.40</b>	<b>21.83</b>
Tertiary education	193.78	335.10	<b>528.88</b>	<b>0.73</b>
Teacher training	347.82	3,936.16	<b>4,283.98</b>	<b>5.90</b>
Complementary basic education	-	716.92	<b>716.92</b>	<b>0.99</b>
Management & support services	1,521.35	1,368.16	<b>2,889.51</b>	<b>3.98</b>
HR Development	78.87	278.14	<b>357.01</b>	<b>0.49</b>
Internal monitoring & evaluation	25.17	104.31	<b>129.48</b>	<b>0.18</b>
Local government services	-	89.48	<b>89.48</b>	<b>0.12</b>
IT Support	-	602.30	<b>602.30</b>	<b>0.83</b>
<b>Total</b>	<b>57,879.36</b>	<b>14,784.60</b>	<b>72,663.96</b>	<b>100.00</b>

Data Source: Approved Estimates of Expenditures on Recurrent and Capital Budget, 2014/15

### c) Program Level Analysis of Development Budget

The analysis further looked at how the development budget has been split across programs. In terms of programs, the development budget consists of the education and vocational training; and public administration component. The resources allocated under the former component will be handled within Education Infrastructure Management Unit (EIMU) as a Cost Centre. The education and vocational training component is allocated MK8.8 billion; while the public administration component has been allocated MK175 million and this falls under the Headquarters Cost Centre.

### d) Recurrent Budget Item Level Analysis



The review further items under each budget type to further appreciate the distribution of resources within MoEST. The item analysis for MoEST recurrent budget revealed that huge resources are allocated towards salaries. As earlier noted, the salaries component has the largest share and accounts for over 70% of the total recurrent budget for the ministry in 2014/15 fiscal year. This is followed by resources meant for staff allowances which constitute about 7% of the total recurrent budget. The allocation under staff allowances constitutes among others resources to provide the ministry's staff with leave grants. What is more interesting is that resources allocated under the staff allowances item have seen a huge jump of 94% from the previous year's allocation.

What is interesting as well is the allocation provided under the education supplies and expenses where funding for teaching and learning materials among others is placed. In the current financial year the item has been provided with MK4.1 billion, an increase of 5% from the 2013/14 approved allocation. The allocation represents about 6% of the total recurrent budget for MoEST.

The results further confirm that there is inequality in resources distribution in the ministry across budget items. The ministry needs to balance the resource allocation between salaries for staff and education supplies, for example, because these two items are closely related and complementary. Teachers cannot provide high quality education without adequate education supplies such as teaching and learning materials and text books.

It is also worth pointing out and commending government on cutting down on expenditure on line items such as external travel. The analysis shows that external travel allocation has reduced by about 24% in the current budget compared to the 2013/14 financial year. External travel was allocated MK133 million in 2013/14 and in 2014/15 the allocation is MK100 million. Another substantial reduction worth pointing out is on the food and rations item which is currently having a budget of MK12 million; a drop of over 90% from the 2013/14 budget. All in all, this indicates government's efforts to reprioritize funding under the different line items to ensure that the most important activities are financed.

**TABLE 4 MOEST Recurrent Budget Line Item Analysis**

Item	2013/14 Approved	2014/15 Estimate	% change	% proportion - 2014/15
	<i>MK' millions</i>			
Salaries	41,753.15	52,738.52	26.31	72.58
Other allowances	2,606.08	5,140.84	94.28	7.07
Internal travel	1,654.93	1,931.50	16.71	2.66
External travel	133.41	100.47	-24.69	0.14
Public Utilities	746.61	919.07	23.1	1.26

Office supplies & expenses	783.57	971.84	24.03	1.34
Medical supplies & expenses	46.63	39.85	-14.54	0.05
Rents	3.78	1.52	-59.95	0.00
Education supplies & services	3,975.95	4,179.29	5.11	5.75
Training expenses	862.24	699.97	-18.82	0.96
Acquisition of technical services	1,535.23	666.20	-56.61	0.92
Insurance expenses	0.50	0.32	-35.21	0.00
Food & rations	142.00	11.99	-91.55	0.02
Other goods and services	3,751.91	2,357.52	-37.16	3.24
Motor vehicle running expenses	471.47	649.47	37.76	0.89
Routine maintenance of assets	523.53	766.45	46.4	1.05
Grants to international organizations	11.27	19.41	72.25	0.03
Grants & subventions	419.69	1,131.34	169.57	1.56
Acquisition of fixed assets	906.42	338.37	-62.67	0.47
<b>Total</b>	<b>60,328.37</b>	<b>72,663.94</b>	<b>20.37</b>	<b>100.00</b>

Computed from Output based Budget 2014/15

### e) Development Budget Item Level Analysis

Line item analysis of the development budget showed that items with large allocation in 2014/15 financial year were: acquisition of fixed assets – which is mostly school infrastructure development – allocated 82%; acquisition of technical services – being allocated 11%; as well as public utilities line item with 2.8% of the total capital budget. On the other hand, the analysis shows a reduction of 100% on the external travel; 99% on education supplies and services; 61% on office supplies and expenses; as well as 100% on

grants and subventions line items. Notably, there is also a reduction of 18% on funds allocated under acquisition of fixed assets compared to the approved allocation in 2013/14 (however, compared to the revised budget, the funds under this item have increased).

**TABLE 5: MOEST Development Budget Line Item Analysis**

<b>Item</b>	<b>2013/14 Approved</b>	<b>2014/15 Estimate</b>	<b>% change</b>	<b>% proportion - 2014/15</b>
	<b>MK' millions</b>			
Internal travel	110.08	150.96	37.1	1.7
External travel	13.6	0	-100.0	0.0
Public utilities	101.94	248.97	144.2	2.8
Office supplies & expenses	167.39	65.49	-60.9	0.7
Education supplies & services	2110.02	5	-99.8	0.1
Training expenses	107.74	25.3	-76.5	0.3
Acquisition of technical services	325.74	995.5	205.6	11.0
Motor vehicle running expenses	84.54	71.66	-15.2	0.8
Routine maintenance of assets	19.34	26.41	36.6	0.3
Grants & subventions	900	0	-100.0	0.0
Acquisition of fixed assets	8996.78	7426.96	-17.5	82.4
<b>Total</b>	<b>12937.17</b>	<b>9016.25</b>	<b>-30.3</b>	<b>100.0</b>

Computed from Output based Budget 2014/15

## 6.4 Review of 2014/15 MoEST budget outputs

MoEST has clearly shown strong intention to ensure that gender related issues affecting the education sector are addressed. This commitment is seen in a number of efforts which the Ministry continues to undertake. The efforts include introduction of policy guidance regarding re-admission of girls who dropped out of school; encouragement of community support towards girls' education through mother groups; improvement of girl-friendly school infrastructure; as well as increasing the training of female teachers. It will thus be encouraging to see if such commitment is adhered to when it comes to financing of activities that specifically address gender related challenges in the country.

### a) Review of 2014/15 MoEST budget objectives & strategies

Notably, the 2014/15 MoEST budget clearly stipulates that it will ensure that gender issues in the education sector are mainstreamed and addressed; and that equitable access to education for every child and youth is widened in the country. In addition, through the current budget, MoEST has committed to ensure that the following objectives and strategies are pursued:

**TABLE 6: Review Of 2014/15 MOEST Budget Objectives & Strategies**

Objective	Strategies	Comments (specific challenges targeted)
To ensure gender issues are mainstreamed in education activities	Build girls hostels	This specifically targets addressing girls' school dropouts especially at secondary school.
	Roll out 'mother groups' in all schools	The strategy targets the building and strengthening of community support structures for girls education; more specifically encouraging girls retention in schools as well as girls readmission policy.
	Increase training, recruitment and retention of female teachers, especially in rural areas	This strategy is important in increasing the availability of role models for girls especially in rural areas. It is hoped that this also supports the retention of girls in schools.
	To develop a comprehensive strategy for improving gender equality in education, which specifically addresses the retention of girls in Standards 6-8, and transition rate of girls into secondary school.	This aims at providing specific direction on addressing girls' dropout in school. The targeted classes are where dropout rates for girls begin to increase substantially.

To widen equitable access to all levels of education for every child and youth in Malawi	Accelerate construction of classrooms, teachers' houses, girls' hostels, and new TTCs	This strategy intends to address the problem of shortage of classrooms, teacher houses as well as girls' hostels.
	Rehabilitate and upgrade infrastructure in older education institutions	The strategy is in line with provision of up to date education facilities that with a view to expand equitable access to education.
	Increase provision of teaching and learning materials	This encourages prioritization of teaching and learning materials for schools especially those in rural areas and are resource-poor
	Encourage growth of ECD and CBE centres	This strategy strives to include investments in ECD and CBE among its key priority areas.

Extract from Output based Budget 2014/15

### b) Review of 2014/15 MoEST Priority Outputs and Measures

Further, in terms of priority output for the 2014/15, the review notes that there is effort to address some of the issues that have been raised above. Some of the key outputs planned for the current financial year relates to construction of girls hostels; teacher deployment; as well as construction of primary school classrooms. Notwithstanding, it could be further noted that amongst the priority outputs planned for 2014/15, none clearly outlines measures the ministry is to put in place to address retention of girls in schools especially from Standards 6-8, and thereafter supporting girls to see that most of them proceed to secondary level education.

Despite being clearly indicated in the objectives and strategies, the priority outputs do not provide specific details on whether or not the 90% of newly graduated teachers targeted to be deployed in rural areas will constitute mostly female teachers. In addition, the issue of strengthening community level structures, such as mother groups, to support girls retention in schools is not included as one of the key priority outputs for 2014/15. The review further notes that the strategy to encourage ECD and CBE has not been provided for as part of the key priority outputs to be implemented in 2014/15; in spite of the fact that government continues to indicate that these focal areas are important in as far as improvement of education standards in the country are concerned. Refer to Table below.

**TABLE 7: Review Of 2014/15 Priority Outputs & Measures**

Output measure	2013-14 planned output	2013-14 achieved outputs (preliminary)	2014-15 planned outputs	comments

To build teachers houses and primary classrooms; and rehabilitate secondary schools, CDSSs, and technical colleges	200 teacher houses and 2075 classrooms to be built	1000 primary classrooms build under LDF and 300 EIMU been constructed	1300 primary classrooms built	There was underperformance on the planned outputs in 2013/14; and therefore MoEST is encouraged to strengthen efforts that the target set in 2014/15 is met.
Reduce the PQTR by deployment of newly graduated teachers to rural primary schools	90% of newly graduated teachers are deployed to rural areas. EMIS data shows a reduction in the rural PQTR	90% of newly graduated teachers deployed to the rural areas	90% of newly graduated teachers are deployed to rural areas. EMIS data shows a reduction in PQTR	The output target set is fully met and MoEST is commended on the same. However, the data provided would have been more meaningful if it were sex disaggregated, in line with the key strategies of the ministry.
Ministry capacity is buildt to enable more inspections of institutions and respond to inspection reports	At least 25% of all institutions are inspected. 70% of vacant inspectorate posts are filled. MoEST is using reponse mechanism for inspection findings	At least 25% of all institutions inspected	At least 25% of all institutions are inspected. 80% of vacant inspectorate posts are filled. MoEST is using reponse mechanism for inspection findings.	The output target is fully met. This is commendable on the part of the ministry.
Female hostels are build and other policies in place that increase female enrollment and reduce dropout. Gender parity achieved in enrollment of females at all levels of education	20 girls hostels have been built. The GPI enrolment for all levels of education should move in the direction of 1.0	3 girls hostels completed and 5 hostels still under construction (completion rate above 85%)	10 girls' hostels have been built. The GPI enrolment for all levels of education should move in the direction of 1.0	There is a huge underachievement on this output target. This is a matter of great concern considering how vital this output is in support girls retention in secondary schools.

Extract from Output based Budget 2014/15

### c) Review of 2014/15 other MoEST recurrent budget outputs

The review further analysed the outputs planned under the recurrent budget for 2014/15 in comparison with the main objectives and strategies the Ministry has put up to achieve. The idea behind was to review whether or not the outputs the ministry has put forward to achieve directly corresponds with the objectives and strategies set. The review notes that generally the planned outputs have not been put to directly correspond to the main strategies set forth in the 2014/15 MoEST budget. Rather, the outputs have been put in line with the main sub-programs in the recurrent budget and projects in the capital budget. The review therefore recommends that the ministry should find ways in which planning of outputs is directly in line with the priority objectives and strategies that are set in the same budget document.

Further, the review looked at whether or not the output targets under the recurrent budget sub programs were gender responsive. The report notes that most of the key output targets do not contain gender disaggregated data. The output targets that do not have gender disaggregated data mainly relates to student enrollment at both primary and secondary school levels as well as teacher training programmes. The ministry indicated the number of students to be enrolled in primary, secondary, technical colleges and teacher training institutions without disaggregating the information by sex.

There is need therefore for the education sector to improve on presentation of information in the budget by providing sex disaggregated data in the subsequent budgets. The provision of sex disaggregated data will help to understand whether the resources allocated will help to improve the situation of the girl child in the education sector. Additionally, it will also help in reporting, monitoring and evaluation of achievements made by the sector in terms of attaining gender responsive budgets for the sector.

These results underscore similar findings in studies undertaken by CSEC in previous years (See for example CSEC, 2014). There seems to be little improvement in budget presentation despite solid recommendations made in these reports. Refer to table below.

**TABLE 8: Review Of Other 2014/15 MoEST Recurrent Outputs**

Sub program	2014/15 Planned outputs	2014/15 allocation (MK' millions)	Comments
Pre-primary & primary	4,188,677 pupils enrolled in primary schools	50,671.75	Output targets set are not sex disaggregated
	Procure and distribute 9 million primary textbooks		
	315,537 pupils' desks national wide		
	Supporting up to 56,534 primary school teachers		Output targets set are not sex disaggregated
Secondary education	260,064 students enrolled in secondary school	12,734.69	Output targets set are not sex

			disaggregated
	Supply 579,500 textbooks		
	60,000 students desks and chairs		
	Supporting up to 11,701 secondary school teachers		Output targets set are not sex disaggregated
Higher education	Supporting 653 residential and 400 ODL students at Domasi College of Education	620.08	Output targets set are not sex disaggregated
	Monitored 3 universities (UNIMA, MZUNI & LUANAR)		
Teacher training	8378 conventional (IPTE 7+8) primary student teachers	4,288.82	Output targets set are not sex disaggregated
	11,587 ODL (ODL II+III) primary student teachers enrolled		Output targets set are not sex disaggregated
Complementary Basic Education	Support 1800 CBE centres in 21 educational districts	470.1	

Extract from Output based Budget 2014/15

#### d) Review of 2014/15 other MoEST capital budget outputs

In terms of capital budget outputs, the most outputs relate to infrastructure improvement and development as is expected. Nonetheless, the review notes that presentation of some outputs is not specific. For instance, outputs under the rehabilitation of secondary schools project has not clearly specified which secondary schools are to be rehabilitated in the current financial year. This is unlike the output under the rehabilitation of 4 secondary schools project where it has clearly been stated that the secondary schools to be rehabilitated include Lilongwe Girls; Mzuzu Government; Blantyre Girls as well as Dedza Secondary Schools. The other example is on the construction of girls hostels project where there is no clear indication in the budget document on the specific girls' hostels to be constructed. The review therefore calls for the need on the part of the planning authorities within the Ministry to be specific and consistent in the presentation of information. This is important as it will enable the ministry itself as well as other stakeholders to appraise progress made in the various projects being carried out. Refer to table below.

**TABLE 9: Review Of Other 2014/15 MoEST Capital Outputs**

Project	2014/15 planned output targets	Allocation (MK' millions)	Comments



ADF V constructuon of CDSS	Construction of secondary schools at 100% completion	0	There are no funds allocated for this output. It is not clear whether this project was already completed or not and thus would have not been indicated under 2014/15
Completion of Malawi Institute of Education hostels	50% completion of construction of hostel	0	There are no funds allocated for this output.
Construction and expansion of CDSSs & Boarding secondary schools	50% completion of Rumphi, Chikwawa, Thumbwe & Machinga secondary schools	350	The output target is aomehow specific
Construction of 3 Teacher training colleges for primary school teachers	Construction of Rumphi, Chikwawa and Mchinji up to 50% completion		The output target is somehow specific
Construction of Chiradzulu teacher training college	Progress of construction work planned at 100%	724.5	The output target is somehow specific
Construction of Chiradzulu teacher training college	Structures roofed and with plaster and floors completed (50%)	724.5	The output target is somehow specific. However, is is not clear whether the funds allocated are the same as in the above seemingly similar project/output target.
Construction of girls hostels	Construction of 10 new girls hostels	350	The output target is not specific.
Construction of Phalombe teacher training college	Complete construction of Phalombe TTC. Furniture the entire TTC.	250	The output target is somehow specific
Construction of secondary TTC in Lilongwe	Constructin works at 80% completion	150	The output target is somehow specific
Improvement of EMIS	Improve EMIS database	175	The output target is not specific.
Maintenance and construction of college infrastructure at college of medicine/KCN	80% construction progress at the sites	500	The output target is somehow specific
Rehabilitation of 4 secondary schools	Completion of rehabilitation of Blantyre and Lilongwe Girls; Mzuzu Government & Dedza Secondary Schools		It is high time project was concluded.
Rehabilitation of secondary schools	Rehabilitation work at 100%	350	The output target is not specific.

Support to Higher Education, Science & Technology	Rehabilitation of ICT facilities in higher education institutions	5,066.75	The output target is not specific. The funding indicated appears unnecessarily substantial.
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Extract from Output based Budget 2014/15

### **a) 2014/15 Budget Design and Framework**

- i. The analysis found out that the national budgets for the years under review was mainly formulated based on the MGDS II; as well as education sector policies and strategies. The review notes MGDS II has a specific theme on gender which has strategies aimed at reducing gender inequalities in the country. However, the strategy in general does not recognize gender as a cross-cutting issue and does not recognize that gender inequality is unjust and detrimental to development. A case in point is that there are limited gender targets for reporting in the monitoring and evaluation framework of MGDS II thematic areas. Notwithstanding, there is still room to improve the MGDS II by including sex disaggregated data in relevant indicators. Such inclusion will ensure that women's rights to equal and independent wealth creation and poverty reduction are well known and measured at country level.
- ii. The analysis has also noted that the overall budget framework and planning process for government provide opportunities for improved gender responsive budgeting. Firstly, at the level of planning and budgeting the responsible ministry provides guidance through budget circulars in which gender responsive budgeting is clearly encouraged. In addition to these efforts, the MGCSW has developed and rolled out gender responsive budgeting guidelines in the recent past for both national and district level budget planning staff. Further, use of the Output based budget framework provides room for line ministries to be gender responsive.

Most importantly, for meaningful progress to be made, there is need for lobbying for strict adherence to the guidelines in budgetary submissions from sectors; coupled by continuous sensitization of the same within each financial year. As earlier on noted, the output based budget approach currently under use provides a great opportunity for gender responsive budgeting if adhered to. Notwithstanding, the current output based framework misses out on providing gender disaggregated information for the PE components of the budget i.e. it does not provide for how many staff levels are either male or female in government as was the case previously. This present challenges in monitoring progress in women employment in the public sector.

### **b) Adequacy of the 2014/15 Education Sector Budget**

- i. The total approved education sector budget for 2014/15 is MK124 billion. This allocation includes resources channeled through the MoEST; district councils, LDF as well as subvented organizations. The review also notes that the education sector's allocation is 17% of the total approved national budget for 2014/15. This is hugely falling below the local target of 19% envisaged for education sector in the MGDS II.

In terms of comparison with the government's voted recurrent budget, the sectors allocation is about 27%. This shows that the education sector allocation for the current financial year is above 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 recurrent budget, excluding statutory allocations (FTI, 2004).

It is therefore recommended that allocation to the sector should be made in line with local funding benchmarks that government has committed itself to in the MGDS II. This seems to imply that at best the minimum set funding limit to the sector has not been met in the current financial year. The review thus further argues that the resources provided for the sector in the current financial year may not be adequate to effectively support education sector goals.

### **c) Gender responsiveness of the 2014/15 Education Sector budget**

- i. The review notes that the 2014/15 education sector budget was gender policy aware. The review notes that the current policy framework in education has ensured that gender issues are mainstreamed at all levels. For example, one of the 2014/15 MoEST budget objectives is to 'ensure gender issues are mainstreamed in education activities'. This objective is supported by the number of strategies which include: building girls hostels, rolling out 'Mother Groups' in all schools, increasing training, recruitment and retention of female teachers especially in rural areas, and development of a comprehensive strategy for improving gender equality in education, which specifically addresses the retention of girls in Standard 6-8 and the transition rate of girls into secondary school.

**Despite the above positive development, the outputs and measures indicated by the ministry were not gender specific and the outputs provided alone do not provide adequate measures to achieve gender equality in the education sector in Malawi.**

The planned outputs also lacked sex disaggregated data in the output targets that directly contribute to gender parity and equitable access to education. **There is a need therefore for the education sector to improve on presentation of information in the budget by providing sex disaggregated data in the subsequent budgets. The provision of sex disaggregated data will help to understand whether the resources allocated will help to improve the situation of the girl child in the education sector.** Additionally, it will help in reporting, monitoring and evaluation of achievements made by the sector in terms of attaining gender responsive budgets for the sector.

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