



Government of Malawi

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



THE 2014/15 EDUCATION SECTOR PERFORMANCE REPORT

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ACRONYMS

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

MSCE	Malawi School Certificate of Education
MTEF	Medium Term Expenditure Framework
NALP	National Adult Literacy Programme
NCHE	National Council for Higher Education
NCPSMPS	National Community Participation Strategy in the Management of Primary Schools
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NFE	Non-Formal Education
NGO	Non-Governmental Organisations
NLS	National Library Services
ODA	Overseas Development Assistance
ODL	Open and Distance Learning
ORT	Other Recurrent Transactions
OSY	Out of School Youth
PAF	Performance Assessment Framework
PCAR	Primary Curriculum and Assessment Reform
PCR	Primary Classroom Ratio
PEA	Primary Education Advisor
PIF	Policy and Investment Framework
PoW	Programme of Works
PPPs	Public Private Partnerships
PSLCE	Primary School Leaving Certificate of Education
PTA	Parent Teacher Association
PTR	Pupil Teacher Ratio
PQTR	Pupil Qualified Teacher Ratio
R M & E	Research, Monitoring and Evaluation
SADC	Southern African Development Community
SSCAR	Secondary School Curriculum and Assessment Reform
SHN	School Health and Nutrition
SHNHA	School Health and Nutrition and HIV and AIDS
SNE	Special Needs Education
SMC	School Management Committee
SQTR	Student Qualified Teacher Ratio
SWAp	Sector-Wide Approach
SWG	Sector Working Group
TSC	Teaching Service Commission
TTC	Teacher Training College
TEMIS	Teacher Education Management Information System
T'LIPO	Teachers Living Positively (with HIV and AIDS)
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TEVETA	Technical, Entrepreneurial and Vocational Education and Training Authority
TWG	Technical Working Group
UCE	University Certificate of Education
UNIMA	University of Malawi
USAID	United States Agency for International Development

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The Education Sector Performance Report (ESPR) has been produced by an ESPR Core Writing Team comprising of Dr. Ken Ndala, Jean Chiona, Evance Kazembe, Chrissie Kafundu, Dymon Gondwe, William Simwanza, James Changadeya, Yona Phiri, Grace Milner, Mwayi Ng'ombe, Wathando Mughandira, Dalitso Chabwera and Lanken Nkhata.

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EXECUTIVE SUMMARY

The 2014 /15 ESPR is a milestone year for the Ministry of Education, Science and Technology (MoEST), Civil Society and for our Development Partners (DPs). The close of the 2014/15 financial year marks the completion of the **Project to Improve Education Quality in Malawi (PIEQM P114847)** and the initial review of the Education Sector reforms through the Second Education Sector Implementation Plan (ESIP II) which was launched during the 2014 Joint Sector Review (JSR).

The Report details the considerable progress in Malawi towards achievement of ESIP II reforms and the Second Malawi Growth and Development Strategy (MGDS II) targets for education. As the Report states, more children, including those with disabilities, enrol in schools than ever before. Provision of School infrastructure has improved due to major civil works programmes such as the Local Development Fund (LDF) approach. Children are provided with textbooks close to the start of the school year and teachers have been trained in ten thousands. Nevertheless, MoEST recognizes the need to make even greater efforts to improve the education system for our children.

This year, the Ministry together with the DPs are currently preparing to submit a request for a new round of funding from the Global Partnership for Education Grant (GPE-2). Indications suggest GPE 2 can provide up to **US\$ 44.9 million** to support the implementation of our ESIP II and its Action Plan. Furthermore, the suspension of the Sector Budget Support (SBS) by DPs, which led to a search for new approaches or mechanisms of financing education with focus on enhancing DP alignment and harmonization. Currently, MoEST is developing a Common Financing Mechanism (CFM); an interim arrangement involving pooling of resources outside of the Government System, whilst awaiting for restoration of the public financial management systems.

For the Partners providing fiduciary support through direct financing, a Joint Declaration of Intent (JDI) referred to as a Common Fiduciary Oversight Arrangement (CFOA) is being prepared to supports the objectives, principles and understanding agreed in the Memorandum of Understanding (MoU), concerning the Education Sector Wide Approach (ESWAp) in Malawi signed by the Government and collaborating partners in 2010. The JDI will facilitate harmonised ways of working between Government and CFOA DPs to more efficiently and effectively strengthen the Government's education sector fiduciary system.

Through such mechanisms, it is the Ministry's intention that, within the next 5 years there will be more collaboration with civil society, non-government education providers and those providing pre-school education. The Government's goal is to provide a unified and uniform education programme for all.

In ESIP II MoEST will pay particular attention to the improvement of education quality in our schools. The Ministry will also seek to ensure greater efficiencies and value for money from the education system, improve equity and the learning outcomes. If the education budget is to expand as hoped for, there will be a need to link spending more closely to results than ever before.

For this reason the ESPR and those involved in its preparation and with all forms of inspection, management and monitoring in central and field offices will play an increasingly vital role. It is through the gathering and sharing of information that the sector can measure and improve our performance in those areas where need is greatest.

PROGRAMME FOR THE 2014/15 JOINT SECTOR REVIEW

Theme: Towards Inclusive and Equitable Quality Education for Sustainable Development

TIME	ACTIVITY	PRESENTER	FACILITATOR
First Day: 13th October 2015		Master of Ceremony : Mr H. Kaludzu	
08.00 - 08.30	Registration of Participants		Secretariat - Planning
08.00 - 08.35	Opening prayer	Pastor Mcpherson Jere	Chief Director for Basic and Secondary Education
08:35 - 08:50	Welcome Remarks and Objectives of the JSR	Dr. Ken Ndala	
08.50 - 09.00	Remarks by CSEC	Mr. Benedicto Kondowe	
09.00 - 09.10	Remarks by Development Partners	Mr. Kazuhiko Tokuhashi	
09.10 - 09.20	Remarks by Chief Director for Higher Education	Mr. Charles Msosa	

TIME	ACTIVITY	PRESENTER	FACILITATOR
09.20 - 09.35	Official Opening of JSR by Honourable Minister of Education, Science and Technology	Hon. Dr. Emmanuel Fabiano, M.P.	
09.35 - 09.45	Group Photograph & Interviews with Media		Public Relations Officer
09.45 - 10.15	REFRESHMENTS		
10.15 - 10.30	<i>Keynote Adress onTowards Inclusive and Equitable Quality Education for sustainable development</i>	Dr. Elizabeth Kamchedzera	JICA
10:30 - 10:45	TALLULAR display	Mr Gibson Zembeni	
10.45 - 11:00	<i>Progress and follow up of Key Recommendations of 2013/14 JSR</i>	Mrs Jean Chiona	
11.00 - 11.30	<i>Overview of the Performance of the Education Sector: 2014/15</i>	Dr. Ken Ndala	
11:30 - 11:45	<i>Sector Budget Performance</i>	Mr Ken Nsandu	
11.45 - 13.00	Plenary Discussion		
13.00 - 14.00	LUNCH		

TIME	ACTIVITY	PRESENTER	FACILITATOR
14.00 - 14.15	<i>Inclusive education in Malawi</i>	Mr Alick Chavuta	GERMANY
14.15 - 14.30	<i>Accelarating girls ' transition to post primary and secondary education</i>	Mrs Chikondano Mussa	
14.30 - 15.30	Plenary Discussion		
15.30 - 15.45	<i>Education financing gaps, challenges and plans in education</i>	Mr Job Mwamlima	NORWAY
15.45 - 16.00	<i>Student's learning achievements: findings from national and international surveys</i>	Mr Raphael Agabu	
16.00 -16.15	REFRESHMENTS		
16.15 - 17.00	Plenary Discussion		
17:30 - 18.30	Focus Group Discussions by World Bank (NED, CEED, CWED, SEED, SHED &SWED)		
Second Day, 14th October 2015		Master of Ceremony : Mr. Kaludzu	
TIME	ACTIVITY	PRESENTER	FACILITATOR

TIME	ACTIVITY	PRESENTER	FACILITATOR
08.30 - 08.45	<i>Accreditation in higher education: to what extent does it contribute to qualityof higher education</i>	Dr Ignasio Jimu	AfDB
8:45 - 9:00	<i>Role of Continous Assessment the Curriculum Implementation: Its Impact on Teacher and leaner performance</i>	Mr Thauzen Kamangira	
09:00 - 09.15	Plenary Discussion		
09:15 - 10:15	PARALLEL SESSIONS	PRESENTER	FACILITATOR
	Hall 1: Basic Education		UNICEF
	<i>Decentralising education financing to school level: Lessons learnt, challenges and solutions</i>	Dr. Joseph Chimombo	
	Hall 2: Secondary Education		JICA
	<i>Sharing best practice on performance in secondary schools: Recommendations</i>	Sr. Annie Kapenda	
	<i>Mobile Phones and Education in Sub Saharan Arica: From Youth Practice to Public Policy</i>	Dr Alistar Munthali	

TIME	ACTIVITY	PRESENTER	FACILITATOR
	Hall 3: TEVET		Director
	Role of TEVET in sustainable development	Dr. Godfrey Kafere	
	<i>Promotion of technical education in secondary schools: successes and challenges</i>	Mr. Raphael Agabu	
	Hall 4: : Higher Education		WB
	<i>Maintaining high standards in higher education</i>	Dr. Weston Mwase	
	Hall 5: Teacher Education		GERMANY
	<i>Quality Inservice Teacher Training and Continous Professional Development</i>	Mrs Mary Chirwa	
	Hall 6: Cross-Cutting Issues		
	<i>Emergencies in Education: Lesson learnt, challenges and recommendations</i>	Mrs Virginia. Kachigunda	World Vision
10:15 - 10:35	REFRESHMENTS		
10.35 - 12:35	<i>Parallel Sessions Presentations and plenary</i>	Parallel Sessions Chairpersons	CSEC

TIME	ACTIVITY	PRESENTER	FACILITATOR
12:35 - 13:00	Closing Remarks	Chief Director for Higher Education	
13.00 - 14.00	LUNCH AND PARTICIPANTS' DEPARTURE		
15:00 - 16:00	Closed Meeting between MOEST (Senior Management), Ministry of Finance and Development Partners		
END OF 2014/15 JSR			

1. INTRODUCTION

1.1. Background to the Education Sector

It is a well-known fact that rapid development in all sectors of the economy will require a highly skilled and educated workforce in addition to the application of science and technology. It is in this regard that the Malawi Growth and Development Strategy (MGDS II) has outlined strategies aimed at strengthening the education system and promoting science, technology and innovation. These strategies include; construction of additional school infrastructure; training and recruiting of additional teaching staff; improving scientific and technological infrastructure for research.

Education is essential for social-economic development and industrial growth. It is an instrument for empowering the poor, the weak and the voiceless as it provides them with equal opportunity to participate in local and national development. It is through education that group solidarity, national consciousness and tolerance of diversity is enhanced. Thus the sector through the National Education Sector Plan (NESP) 2008-2017 sets out to implement the strategies outlined in the MGDS II by expanding equitable access to education, improving quality and relevance of education and also improving the governance and management of education services and programs. It represents the national blueprint of educational aspirations.

The NESP has been translated into five year Education Sector Implementation Plans (ESIPs). The first ESIP covered the first five years of NESP implementation (2008/09-2013/14). The second Education Sector Implementation Plan 2013/14-2017/18 represents the current implementation framework for the NESP. It sets out strategic priorities by subsectors: Basic Education (Early Childhood Development (ECD), Primary Education, Out-of- school-children as well as Adult Literacy), Secondary Education, Teacher Education, Technical Entrepreneurial and Vocational Education Training (TEVET) as well as Higher Education. It indicates major policy reforms as shown in Table 1-1-1 below, setting clear priorities for each sub-sector and presents more realistic and sustainable budget options. It is also the operational tool for all managers and implementers at every level of the education system.

Table 1.1-1: Priority Policy Reforms and Programs

	ESIP II Policy Reform	Actions/Strategies
Basic Education		
1.	Ensure 50% of children reach Std. 4 literacy/numeracy by 2017.	Basic Skills Test: a national test will be adopted at Std. 4 level that will be taken by all pupils from Std. 4 to 8.
		Increase learning at early standards by lengthening time spent on learning.
		Improve availability of teaching and learning materials
		Improve classroom availability through classroom construction and implementation of double shift
		Ensure inclusion of all learners
2.	Attain a Motivated, High-Performing Teaching Staff	Identify factors which will motivate and support high-performing teachers.
		Teacher Service Commission will offer clear disciplinary measures, especially related to teacher attendance.
		Ensure teachers are deployed where needs are highest
		Make a two-year posting in rural areas a prerequisite for further promotion.
3.	Increase Internal Efficiency of Primary Education	Implement a 2011 circular on reducing repetition rates from 22% to a mandated cap of 10% per class
		Develop a national implementing strategy on the circular
4.	Improved management/resource delivery through higher school- funding and decentralised procurement of teaching and learning materials.	Scale up funding for Primary School Improvement Program (PSIP)
		Train School Management Committees (SMCs) and Parent- Teacher Associations (PTAs) on finance and procurement.
		On a pilot basis, procurement of textbooks will be funded through PSIP bank-accounts.
		If successful, the pilot will be scaled up, making school-based procurement the primary modality for TLM provision.
Secondary Education		
1.	Improving Access to Secondary Schooling	Double Form 1 enrolment during ESIP II, and add an equal number across Form 2-4
		Utilize secondary schools to full capacity
		Expand double shifting to all possible schools
		Adequately compensate teachers for their double workload through a double-shifting allowance.
2	Improving Quality and Equity in Secondary Schooling	Scale up open and distant learning schools
		Establish minimum requirements for CDSSs in terms of enrolment and student-teacher ratio
		Upgrade 120 CDSSs
		Construct 3 additional government day secondary

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

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

1.

1.2. Scope and Objective of the Report

The objective of this report is to provide a summary of progress made in the implementation of the ESIP II policy reforms and programmes between the baseline year of 2011/12 to 2014/15 fiscal year. This analysis aims at enabling stakeholders to make recommendations on corrective measures needed to keep the policy reforms in table 1-1-1 on track.

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

The theme for the 2014/15 JSR is *“Towards Inclusive and Equitable Quality Education for Sustainable Development”*.

1.3. The Joint Sector Review (JSR) Approach

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

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

The approach is important in improving the dialogue among all stakeholders in education and it is essential for aid effectiveness, harmonisation, alignment and management of results as well as mutual accountability as is stipulated in the *Paris Declaration*. Various development partners, civil society organisations and other actors played a crucial role in the education sector in the period under review.

1.4.

IMPLEMENTATION OF THE RECOMMENDATIONS FROM THE 2014 JOINT SECTOR REVIEW

Table 1-2: Analysis of the implementation of the 2013/14 JSR Recommendations

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
ECD	Develop , print and distribute Early Learning Development Standards (ELDS)	ELDS developed, printed, distributed and in use	1	MoGCDSW	Nov 2014 to Nov 2015	Printed 5,000 ECD guide
	Train ECD caregivers, mentors, supervisors and ECD coordinators	Number of caregivers, mentors supervisors and managers trained	45% from 28%	MoGCDSW	Nov 2014 to Nov 2016	Trained 880 caregivers and mentors
	Introduce remuneration package for caregivers, mentors, supervisors and ECD Managers	Number of caregivers mentors, supervisors and ECD Managers, on government payroll	30,000	MoGCDSW	Nov 2014 to Nov 2017	Not yet introduced
	Construct and renovate model ECD centres	Number of model ECD classes constructed and renovated	900	MoGCDSW	Nov 2014 to Nov 2018	28 model ECD centres across the country
	Train parenting facilitators and parents in child care and support practices for early maths and literacy	Number of parenting facilitators and parents trained in child care and support practices for early maths and literacy	5,000	MoGCDSW	Nov 2014 to Nov 2019	60 parenting Education facilitators and home visitors in parenting education and support
	Monitor and supervise regularly ECD centers and parenting education activities using vehicles and motorcycles.	Number of vehicles and motorcycles procured and being used for monitoring and supervising ECD centers and parenting education activities	40	MoGCDSW	Nov 2014 to Nov 2020	11,105 ECD centres supervised across the country.
PRIMARY	Construct additional classrooms	Number of classrooms constructed	1,500 classrooms constructed	DEP	2014-2016 (ESIP II)	360 out of 458 classrooms under construction through LDF
	Conduct CPD on time management	Number of teachers undergone CPD		DIAS	2014-15	

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	Consult on extension of school day	Number of meetings	12 (2 in each division)	DIAS	Dec 2014 to Nov 2015	Consultations are on-going
	Incorporate opportunities for reflection and planning in the Primary School Improvement Program.	Number of school communities trained	5389 school communities	DBE	Jan 2015-Nov 2015	Currently piloting Performance Based Funding (PBF) to reward best-performing schools. Data collectors are also being trained. Piloted districts include Chikwawa, Mangochi, Salima, Nkhatabay and Machinga
	Infuse Child Friendly School principals in the Primary School Improvement Plan	Number of schools trained in child friendly school planning through SIP	5389	DBE	Dec 2014 to Nov 2015	Trainings conducted for mother groups on child-friendly schools
	Invest more financial resources for procurement of textbooks and other teaching and learning resources so that the learners attain the appropriate standards at the right time. Decentralization	Number of public schools received TLM	5389	DPE	Dec 2014 to Nov 2015	All 5389 schools receiving TLMs and more being procured to ensure we achieve a 1:1 ratio.
SECONDARY	Increase transition rate to secondary school by expanding the number and quality of public secondary schools	Transition Rate	35%-38%	DSE	Dec 2014 to Nov 2015	36%
	Devise a an effective and objective way of awarding performers in the system	Number of teachers awarded	112 teachers (3 per district)	HR/ DSE		Not yet started

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	Increase the number of schools implementing double shift system so as to increase access	Percentage of Schools Implementing Double shift	2.8%-3%	DSE	Nov-15	23 schools are currently implementing double shift (2.8%)
	Lobby for more funds from different partners to upgrade CDSS	Number of CDSSs upgraded	30 CDSS	DEP	2014-2018 (ESIP II)	11 CDSSs currently being upgraded through JICA, 20 sites have been identified for upgrading with assistance from EU
	Explore Private Sector Participation in the management of secondary schools	Feasibility Study on Private Sector Participation in Secondary	1 study	DEP	2014-15	Not yet done
	Needs assessment on cost and relevance of technical and vocational education in secondary education	Assessment on Technical Education	1	DEP/ DSE	Nov-15	Not yet done
CROSSCUTTING ISSUES	Collect data for SNE in the EMIS	Revised Questionnaire		DEP/DDSNE	Dec 2014- Nov 2015	Tools have been developed for SNE data collection to be piloted in Salima, Mchinji and Lilongwe. Some EMIS staff has been oriented on relevant data pending revision of the questionnaire.

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	Enhance Monitoring and Evaluation for SNE Programs	Number of M&E visits to SNE institutions	4	DEP	Dec 2014- Nov 2015	140 institutions visited. Needs assessment done in schools. Teaching and learning materials distributed.
	Increase access of children with severe disabilities	Number of severe SEN schools	Baseline to be established	DDSNE	Dec 2014- Nov 2016	Embangweni Sec. for the Deaf established in partnership with Livingstonia synod and Aquaid Dawn Centre, a Special Primary School under a regular school in Lunzu, Blantyre started in partnership with AQUAID.
	Include SNE issues in the teacher training curriculum	SNE issues incorporated into Curriculum with	Curriculum in place	DIAS, DSNE, DTED	Dec-15	Consultancy funded by UNICEF to start from October, 2015 to work on SNE/Inclusive Education and ECD module in regular TTC.
TEVET	A study to establish the requirements in institutions that offer technical subjects was conducted and tech subjects in model schools they have already been revamped	Study report	1	DTVT	Aug-15	Nothing has happened since the last action

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	TEVET curriculum has been reviewed in such a way that it matches needs of industry right now there is Harmonization of trade test, MANEB and TEVETA curricula	Curriculum review		DTVT	Aug-15	Process is still on- going. Two consultants were hired to assess and recommend good practices of establishing a TEVET Assesment and Certification Body which will use the harmonized curricula to asses TEVET students.
HIGHER EDUCATION	Colleges to identify demonstration schools for teacher training	Number of new partnerships between colleges and secondary schools	4 (Chanco, LUANAR, MZUNI, Poly).	DHE	From Dec 2014	Not yet Identified. It is in progress

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	Formulate policy on access for SNE students, so that SNE facilities should be a prerequisite for college accreditation	Policy developed	Needs assessment study	DHE & NCHE	From Dec 2014	Some institutions' SNE facilities were assessed (e.g Chancellor College, Polytechnic, Catholic University and Blantyre International). However, the policy is yet to be developed. It will be developed in 2016 after all institutions have been assessed.
	The Ministry and National Council for Higher Education should initiate Private Sector Participation and be committed to do its part. (Airtel was one possible partner)	Number of MoU established with the private sector	6	DHE & NCHE	Nov-15	Some institutions are in partnership with the industry while others are yet to establish partnerships

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
	Rationalize financing for university education between school fees and student allowances	Reviewed Student Financing Mechanisms	A well defined financing policy	DHE & NCHE	Dec-15	The Loan Board has been established which is being serviced by MUDEP while waiting to recruit Secretariat. Students with low social economic background will be able to access the loans, however, students will not be receiving upkeep allowances. This will start with the first years of 2015
	Accredit all higher education institutions that meet the minimum requirements	Number of accredited institutions	All Higher Education institutions meeting minimum standards should be accredited.	NCHE	On going	6 universities and 2 colleges have been accredited between 2014-2015.
	Intensify utilization of internal sources for financing rather than relying on government only	Percentage of own generated income	60%	DHE	Nov-15	One public university (Mzuzu University) has a Trust Board for resource mobilization

SUB SECTOR	RECOMMENDATION	INDICATOR	TARGET	RESPONSIBLE	TIME FRAME	PROGRESS
FINANCING	Lobby for resources from various stakeholders for development programs and projects	Number of new Development projects	Various development needs met	DEP	Nov-15	12 projects are on-going with one is in preparatory stages
	Request submitted to Secretary to the Treasury for flexibility in payment system to accommodate more payments than current system allows	Percentage of utilization	Increased expenditure on available funds	DOF	Nov-15	Recurrent had 89% utilization while Development was 21%

2. FINANCE

2.1. Introduction

The budget allocation to the education sector consists of allocations to Ministry of Education, Science and Technology (Vote 250), Ministry of Gender, Women and Child Development, Local Councils (Vote 701-754), Local Development Fund (Vote 272), and education Subventions (Vote 275). The budget for Ministry of Education, Science and Technology include allocations of Personal Emoluments (PE) for all primary and secondary school teachers, operational budget or Other Recurrent Transactions(ORT) for Headquarters and its Agencies, all Secondary Schools, the six Education Divisions, Teacher Training Colleges (TTCs) and development projects at all levels of education.

The budget at the local councils mainly consists of ORT as operational allocations for the running and management of all the 5,415 primary schools in the country. In addition to this construction of classrooms for primary schools and girls' hostels for secondary schools is also at district council with Local Development Fund (LDF) as the implementation agency .

Education subventions include the four public universities namely; University of Malawi (UNIMA), Mzuzu University (MZUZU), Lilongwe University of Agriculture and Natural Resources (LUANAR), and the Malawi University of Science and Technology (MUST), Malawi National Examination Board (MANEB), National Library , Malawi Institute of Education (MIE) and National Council for Higher Education (NCHE).

2.2. Budget Allocation to the Sector

The Government of Malawi (GoM), acting through MoEST and Ministry of Finance (MoF), signed a Joint Financing Arrangement (JFA) in January 2010. The JFA was signed by the following partners- the World Bank- International Development Association (IDA), Fast Track Initiative (FTI) now Global Partnership for Education, the Embassy of the Federal Republic of Germany (GDC), the UK Department for International Development (DFID) and United National Children's Fund (UNICEF). These were the initial "**pool partners**". The signatories of the JFA agreed to finance jointly the National Education Sector Plan (NESP). The table below shows the

approved provisions for the education sector from 2011/12 FY to 2014/15 FY for both government and pooled funds.

Table 2.2-1: education sector budget ('000,000,000)

	2011/12 Approved	2012/13 Approved	2013/14 Approved	2014/15 Approved
Total Education Sector	56.43	76.68	110.30	129.43
Recurrent Education Sector	49.89	65.18	92.91	114.80
<i>Government Funded Recurrent</i>	45.55	56.78	72.16	101.77
<i>DP contribution pooled funds</i>	4.33	8.41	20.75	13.03
Development Education Budget	6.54	11.50	17.39	14.62
Total GoM Budget, Net lending and direct payments	303.72	406.47	638.15	729.68
of which Recurrent(excludes Statutory Expenditures)	194.79	274.54	386.22	406.07
% of all Expenditure (inc net lending and direct payments spent on education)	18.6%	18.9%	17.3%	17.7%
% of government funded Recurrent Expenditure (excluding Statutory expenditures) spent on education	23.9%	21.3%	19.7%	25.9%

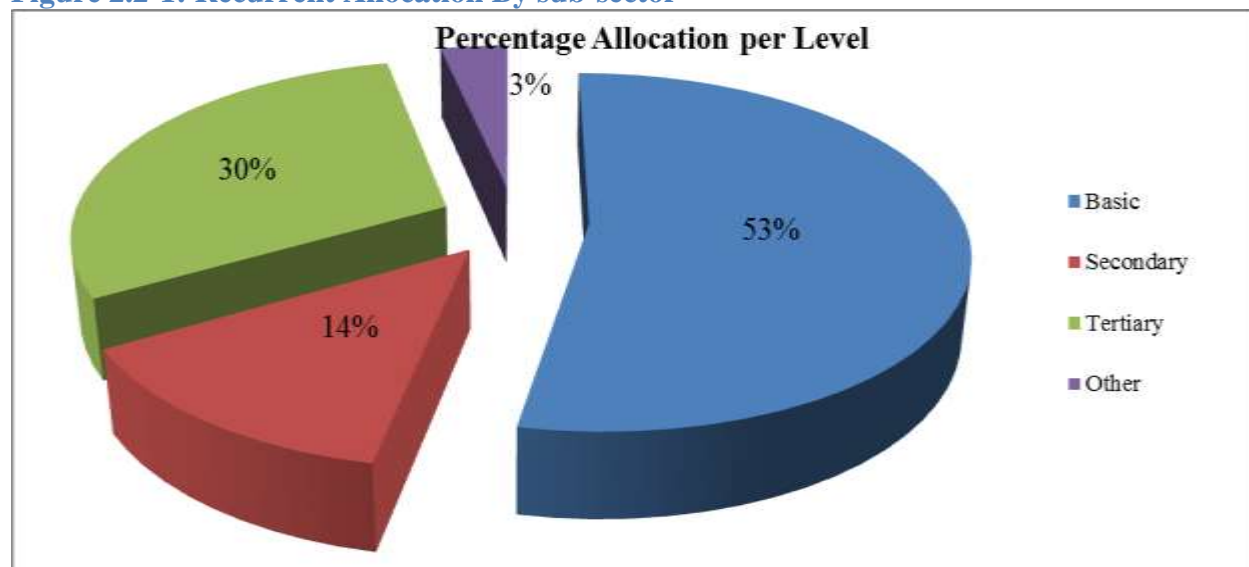
Source: MoEST Budget Statistics, 2015

As indicated in the table above, Government of Malawi has been allocating an average of 18 % of its budget towards the education sector from 2011/12 FY to 2014/15 FY. In particular in 2014/15 FY, out of the total government budget of MK729.68 billion, a total of MK129.43 billion (representing 17.7%) was allocated to the education sector. Furthermore, as the requirement of Education for All (EFA) and the 2010 Joint Financing Agreement (JFA), government is required to allocate a minimum of 20% of its recurrent discretionary budget towards the education sector. Between 2011/12 and 2014/15 FYs, government has been allocating an average of 23% to the education sector in fulfilling the EFA-FTA goal.

In 2014/15 FY, out of the total MK129.43 billion approved budget for the education sector budget, MK106.63 billion representing 82% was financed by GoM while the other 18% (MK22.80 billion-pooled eligible funds plus development part 1) was financed by the development partners. The total approved budget for the Ministry of Education, Science and Technology was MK 81.71 billion; local councils had an approved budget of MK8.23 billion; subvented organization were allocated MK36.6 billion (of which MK2.76 billion was for development) while Local Development Fund (LDF) had an allocation of MK2.85 billion.

The chart below shows the recurrent budget allocation within the subsectors of basic, secondary and tertiary education. “Other” refers to costs related to management and support services.

Figure 2.2-1: Recurrent Allocation By sub-sector¹



Source: MoEST Budget Statistics, 2015

The largest recurrent budget allocation of 53% (MK 61 billion out of the total MK114.8 billion) was for basic education in 2014/15 FY. This allocation has decreased by 5% as compared to the 58% allocation to the basic sub-sector for 2013/14 financial year. This is mainly due to the increase in the recurrent allocation to other sub-sectors mainly education subventions. The total amount for basic education includes among others personal emoluments for all primary school teachers, PSIP grants to all primary schools, procurement of teaching and learning materials at central level and training of IPTE and ODL teachers.

The second largest allocation of 30% (which is an increase as compared to the 24% for 2013/14 FY) is for tertiary education. The increase in education subventions also affected the allocations to other sub-sectors mainly basic education which registered a 5% decrease in the 2014/15 FY. This includes allocations to the four public universities, National Council for Higher Education, Malawi University Development Programme and operational cost at headquarters. These education institutions mainly

¹ Primary TTC allocations are embedded under Basic Education, similarly the same applies for Secondary TTCs

use the allocations for payments of salaries, day to day running of their institutions and provision of monthly living allowances for government sponsored students.

Secondary education subsector had an allocation of 14% in 2014/15 FY which is just a 1% increase from the 2013/14 FY. The allocation is mostly utilized in the following activities; procurement of teaching and learning material, payment for PE for secondary teachers, ORT for all the six education divisions and all secondary schools, bursaries and cash transfers and training of secondary school teachers at Domasi College of Education (DCE) among others.

The largest amount of recurrent budget that is allocated to Ministry of Education, Science and Technology (Vote 250) is mainly for PE for teachers at both primary and secondary schools. For instance in the 2014/15 FY for Vote 250, out of the MK72.6 billion recurrent budget, a total of MK57.88 billion (representing 80%) was allocated towards the payment of salaries for teachers and other non-teaching staff. The other 20% is for ORT which includes purchase of teaching and learning materials for both primary (mainly textbooks) and secondary, and operation allocations for all secondary schools and teacher training colleges.

On the other hand the largest portion of the allocation to the local councils is for the PSIP. These are grants that are disbursed directly to all the primary schools in the country. In 2014/15 FY, PSIP grants comprised 67% (MK5.5 billion out of LA total budget of MK8.2 billion) of education local council budget which is an increase of 17.6% from the 49.4% allocation in 2013/14 FY.

Allocations to education subventions catered for both other recurrent transactions and personal emoluments. However, it was very difficult to isolate the actual allocations which were used either for salaries or other recurrent transactions since Treasury provides a lump-sum amount to these organizations.

The allocations for development projects fluctuated greatly across the years since the allocations depend on the life span of specific projects and ceilings from Treasury. In the 2014/15 financial year, a total of MK14.6 billion representing 11% of the education sector budget was allocated to development projects; of which MK5.64 was for discrete part 1 projects (direct project financing by development partners),

MK6.23 billion was for development part 2 (consists of government plus pooled funds of which MK3.38 billion was allocated under MoEST-EIMU and MK2.85 billion for LDF) and MK2.76 billion was for Subventions (mostly the universities).

Finally on budget allocation within the sector, pooled funds were earmarked within the seven agreed eligible areas namely; (1) construction for primary and secondary education, (2) support to disadvantaged children, (3) provision of teaching and learning materials, (4) training teachers through open and distance learning mode, (5) support teacher management reforms, (7) support school improvement planning and strengthening of planning and budgetary reforms. In the 2014/15 FY the anticipated total pooled funds from development partners was \$18.37 million which was equivalent to MK8.37 billion (at exchange rate of U\$1=MK450).

2.3. Financial Performance for the Year Ending June 2015

This section seeks to analyse 2014/15 FY budget performance by:

- Assessing whether funding levels are in line with the parliamentary approved budget for the education sector budget.
- Reviewing whether the actual sector expenditures were in line with the approved budgets;

2.3.1. Funding and Expenditure Levels in the Sector

The table below shows among others revised and funding figures for both recurrent (PE and ORT) and development budgets as of 30th June 2015 for the education sector.

Table 2.3-1: Summary of Key Indicators for 2014/15 FY

Summary of Key Indicators for 2014/15 FY (in MK '000,000)								
PE	Approved	Revised	Funding	Expenditure	% Budget Funded	% Funding Spent	% Budget Spent	
MoEST:HQ & Depts.	561.1	8,722.4	8,722.4	8,716.7	100%	99.9%	99.9%	
Divs	11,291.1	18,039.4	15,693.7	15,612.8	87%	99.5%	86.5%	
TTCs	625.4	675.6	675.6	672.9	100%	99.6%	99.6%	
DEMs	45,401.7	56,356.5	55,824.6	55,918.0	99%	100.2%	99.2%	
Total PE	57,879.4	83,793.9	80,916.2	80,920.4	96.6%	100.0%	96.6%	
ORT								
MoEST:HQ & Depts.	4,824.1	4,824.1	4,597.6	3,847.8	95.3%	83.7%	79.8%	
Divs	4,376.4	4,376.4	3,205.4	2,995.7	73.2%	93.5%	68.5%	
TTC	5,613.9	5,613.9	5,012.8	4,648.8	89.3%	92.7%	82.8%	
DEMs ORT	8,230.2	10,583.4	9,880.5	6,127.0	93.4%	62.0%	57.9%	
Total ORT MoEST (Vote 250)	14,814.5	14,814.5	12,815.7	11,492.3	86.5%	89.7%	77.6%	
Total ORT (MoEST Vote 250 plus DEMs)	23,044.7	25,397.9	22,696.2	17,619.2	89.4%	77.6%	69.4%	
Total Recurrent for Education	114,800.8	141,068.6	135,489.1	130,416.4	96.0%	96.3%	92.4%	
Subventions Recurrent & Dev	36,259.7	40,573.9	40,505.3	40,505.3	99.8%	100.0%	99.8%	
Dev. Part 2 MoEST	3,375	2,500.0	2,162.3	2,012.5	86.5%	93.1%	80.5%	
Dev. Part 1 MoEST	5,641.2	5,641.2	322.6	258.4	5.7%	80.1%	4.6%	
LDF	2,850.0	2,850.0			0.0%	#DIV/0!	0.0%	
Treasury-funded	123,408.8	155,115.8	146,280.1	141,057.5	94.3%	96.4%	90.9%	
Total	129,050.0	160,757.0	146,602.7	141,315.8	91.2%	96.4%	87.9%	

Source: Budget Statistics 2015.

Expenditure for DEMs ORT only covers for 22 districts; Out of the MK36.3 billion approved allocation to subventions, MK2.283billion was for development projects and MK2 billion for students' loans

Personal Emoluments were revised upwards by MK25.91 billion during the mid-year review. The increase was mainly for the new salary and leave grants increments and also for salary arrears. The total revised PE budget for the education sector stretched to MK83.8 billion of which MK80.9 billion was funded by Treasury by the end of the financial year representing a 96.6% funding to PE within the sector. The entire MK80.9 billion of the funded amount for PE was utilized (representing 100% utilization of funded amounts) for payment of salaries for primary and secondary school teachers and other staff within the sector. A total of 74,814 personnel, out of which 64,966 are primary school teachers, were paid their monthly salaries up to June, 2015. The expenditure on salaries also included payment of rural teacher allowances to 53,241 (representing 71.2% of total personal within the sector) primary and secondary school teachers at the rate of MK10, 000 per month.

The revised ORT budget for MoEST-Vote 250 remained at the approved allocation of MK14.81 billion. By the end of the financial year, Treasury funded the Ministry a

total of a MK12.8 billion representing 86.5% funding of the revised ORT budget to the ministry. Out of the total funded amount, MK11.49 billion representing 89.1% was actually utilised. Major activities which utilised the funds include: payments of allowances (MK2.65 billion) for teacher trainees (IPTE 9 and ODL 4); purchase and distribution of teaching and learning materials (MK1.4 billion) for primary, secondary, and teachers' training colleges; provision of bursaries and cash-transfers (MK495.6 million) and running of 834 public secondary schools nationwide (MK2.09 billion).

On the other hand, out of the MK10.58 billion ORT revised budget for the 34 Education Districts in 2014/15 FY, a total of MK9.88 billion was funded to the councils representing 93.4% ORT funding to district councils. Of the funded amount, MK6.13 billion was the actual expenditure (**available data is only for 22 education districts**). About 52% (MK5.5 billion) of the total allocation was earmarked for school improvement grants (PSIP) which are deposited into school bank accounts. All the 5,415 primary schools with a total enrolment of 4,795,196 receive these grants from their respective district councils. Other major allocations include maintenance of primary schools (MK 231.5 million), payments to teachers on double-shifting allowance (MK 175 million) and inspection and advisory services (MK324 million). In 2014/15FY there was no allocation for teaching and learning materials due to limited resources that were allocated to district councils: however with the increase of PSIP grants from MK4.5 billion, in 2013/14FY to MK5.5 billion in 2014/15 FY, schools were able to procure basic TLMs to supplement the procurement of textbooks at central level. The revised amount of MK2.3 billion at half-year was earmarked for the payment of new revised leave grants rates for all the primary school teachers nationwide.

Education subventions were funded total of MK40.51 billion of the MK40.57 billion revised budget representing a 99.8% funding to education subventions for their recurrent transactions and development budgets. Out of the MK40.51 billion for subvented organizations, a total of MK31.3 billion was allocated to the four public universities, representing 77% of the total allocation. A larger portion of the allocation that went to universities was spent on students' living allowances. Students on government scholarship received MK40, 000 per month for food and accommodation. Furthermore students also accessed loans for payment of their tuition fee.

The overall revised budget for development for the education sector was MK14.6 billion of which development part 1 (discrete donor funded) was MK5.64 billion, development part 2 (government and donor pooled funds) amount to MK3.38 billion, LDF had an approved allocation of MK2.85 billion and subvented organisations had an allocation of 2.76 billion. For development part 2 projects, out of the MK3.38 billion approved budget, only MK2.2 billion representing 86.5% funding which is far much higher than the funding for 2013/14 FY which was only 39.7% by the end of the financial year.

Overall, in 2014/15 FY, Treasury funded 96% of recurrent budget (out of which 92.4% of recurrent budget actually spent) for the education sector except for subventions, which is slightly higher than the 80.3% for the same recurrent budget by the end of 2013/14 FY. In addition to these, treasury funded 99.8% of the revised allocation to subvented organisations. Expenditures for development part 2 were also high i.e. 80.5% while the funding for development part 1 was the lowest for all activities which stood at 4.5% by the end of the financial year.

2.4. Progress and Expenditure of Pooled Funds

The total commitments from the initial five pooled donors during the signing of Joint Financial Agreement (JFA) in 2010 was USD256 million. As of June 2015, the actual disbursements to the education Sector Wide Approach (E-SWAp) were USD 209.78 million representing 81.75% of the initial commitments.

Table 2.4-1: Actual Pooled Partners Disbursement from 2009/10 to 2014/15 FY

Pool Partner	Total Commitments (US\$ million)	Actual Disbursement (US\$ million)					Total Disbursements	Balances
		2010/2011 FY	2011/2012 FY	2012/2013 FY	2013/2014 FY	2014/2015 FY		
IDA (WB)	50	5.09	7.85	8.19	18.30	10.58	50.00	0.00
GPE (FTI)	90	38.48	24.05	19.68	0.00	7.79	90.00	0.00
UK (DfID)	90	11.38	7.19	21.56	0.00	0.00	40.13	49.87
KfW (GDC)	25	7.24	0.00	0.00	0.00	0.00	7.24	17.76

Pool Partner	Total Commitments (US\$ million)	Actual Disbursement (US\$ million)					Total Disbursements	Balances
		2010/2011 FY	2011/2012 FY	2012/2013 FY	2013/2014 FY	2014/2015 FY		
UNICEF	1	0.25	0.25	0.25	0.00	0.00	0.75	0.25
Total	256	62.44	39.34	49.68	18.30	18.37	188.12	67.88

Source: MoEST Budget Statistics, 2015

For 2014/15 FY, the pooled partners that actually disbursed resources into the pool are only the World Bank (IDA) and the Global Partnership for Education. The other partners discontinued disbursement of resources since 2012 due to among other reasons

- i. The qualified financial audit report of 2011; and
- ii. Loss of confidence in general government financial system. A total of US\$67.88 million of pledged resources mainly from DfID and KfW were not disbursed into the pool by the end of the agreed five (5) years.

The pooled resources by DPs financed the education activities through “Sector Budget Support (SBS)”. This support was spent on MoEST’s 7 priority areas which, according to the JFA, were jointly funded by GoM and its DP pool partners. This implied that actual DP pool partner contributions were capped by MoEST’s capacity to spend on these eligible areas.

The table below shows the budget allocations and the actual expenditures to each of the seven priorities according to the pooled funds JFA eligible expenditures from 2010 to 2015.

Table 2.4-2 Budgeted versus Actual Eligible Expenditures on (‘MK million)

Summary of eligibles by component	2010-11		2011-12		2012-13		2013-14		2014-15	
	Revised	Actual	Revised	Actual	Revised	Actual	Revised	Actual	Revised	Actual
1: Construction and upgrading of education facilities	1,279	930	7,807	5,597	7,505	6,921	1,373	785	2,894	1,893
2: Direct support to	268	251	575	575	1,04k1	631	1,385	1,024	1,810	1,589

Summary of eligibles by component	2010-11		2011-12		2012-13		2013-14		2014-15	
	Revised	Actual	Revised	Actual	Revised	Actual	Revised	Actual	Revised	Actual
disadvantaged children										
3: Textbooks and learning materials	3,330	206	3,572	2,490	5,101	4,485	3,471	1,364	2,645	1,383
4: Training of primary school teachers	967	705	2,563	2,041	3,562	3,366	2,970	2,060	2,415	2,071
5: Continuous Professional Development (CPD) for teachers	831	539	943	772	354	227	471	370	583	444
6: Primary School Improvement Programme (PSIP)	614	571	1,380	316	2,293	1,869	4,340	4,126	5,562	4,355
7: Planning and Financial Management at Central and District level	139	87	421	197	310	254	48	25	1,194	929
Total	7,427	4,897	17,261	11,986	20,166	17,753	14,058	9,754	17,102	12,664
<i>Year Over Year Increases</i>			9,834	7,089	2,905	5,767	-6,108	-7,999	3,044	2,910
Budget Utilization	66%		69%		88%		69%		74%	

Source: MoEST Budget Statistics, 2015

The table shows actual expenditures on the eligible areas compared to the budget allocation on the eligible areas. The budget utilization increased from 69% in 2013/14 FY to 74% in 2014/15 FY. In 2014/15, the total amount spent on the eligible areas was MK12.67 billion which exceeds the available pooled funds totalling to MK8.37 billion. This means that:

- a. the remainder of MK4.3 billion which was spent on of eligible areas was solely paid by the government of Malawi
- b. 100 percent of the development partners (DPs) pooled funds' totalling to MK8.37 billion were actually utilized by the education sector which demonstrates the capacity of the sector in utilization of pooled resources.

The budget utilization on the eligible areas was the lowest in 2010/11 FY (only MK4.89 billion was utilized out of the total MK7.43 possible eligible amount

representing 66%). This was mainly attributed to major delays in the procurement process due to low capacity within MoEST to adhere to the then newly introduced World Bank procurement procedures. However in subsequent years the budget utilization rates of pooled resources on eligible areas significantly improved. In particular, in 2012/13 FY, out of the possible total amount of MK20.17 billion eligible expenditures, a total of MK17.75 billion (88%) was the actual amount spent, seconded by the 2014/15 FY which utilised 74% of the possible eligible amount of MK17.1 billion. This was mainly due to increased capacity in procurement processes both at central and district levels.

3. PERFORMANCE REPORT

3.1. Basic Education

3.1.1. Primary Education

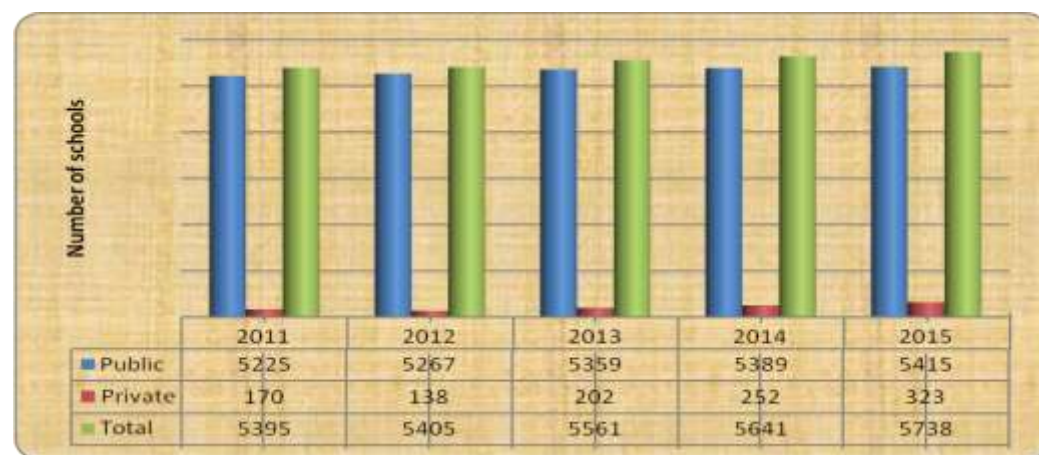
Access and Equity

The Government of Malawi put in place policies to increase access to primary education. These policies include abolition of user fees and uniform which has seen the primary education sub-sector expand significantly, especially in terms of schools and enrolment.

Number of Primary Schools

The number of schools increased from 5,641 in 2014 to 5,738 in 2015 representing a growth of 1.7 percent. Out of the 5,738 primary schools recorded in 2015, 323 were privately owned.

Figure 3.1-1: Trend in the Number of Primary Schools



Source: EMIS 2015

Despite the drastic decline in the number of private primary schools in 2012, the number of private schools almost doubled in the past three years from 170 in 2012 to 323 in 2015. The increase in the number of private primary schools indicate an increase in private sector participation which compliments government's effort in provision of equitable access to education, creation of employment and consequently developing the country.

Primary Enrolment

While the number of primary schools has been increasing every year, the increase has not been able to accommodate the growing enrolments. According to the EMIS, 2015 report, enrolment in primary schools was at 4,795,196. Out of these, 38.9 percent (19.5 percent boys and 19.4 percent girls) were from government schools and 59.4 percent from religious schools with (29.6 percent boys and 29.8 percent girls). Only 1.7 percent (0.8 percent boys and 0.8 percent girls) were enrolled in private schools. Enrolment increased from 4,603,941 in 2014 to 4,795,196 in 2015 representing a growth rate of 2.9 percent. However, the increase is lower compared to 3.8 percent registered between 2013 and 2014. There are large enrolments in religious schools showing how important these bodies are in the provision of primary education in the country.

Primary Net Enrolment Rate (NER)

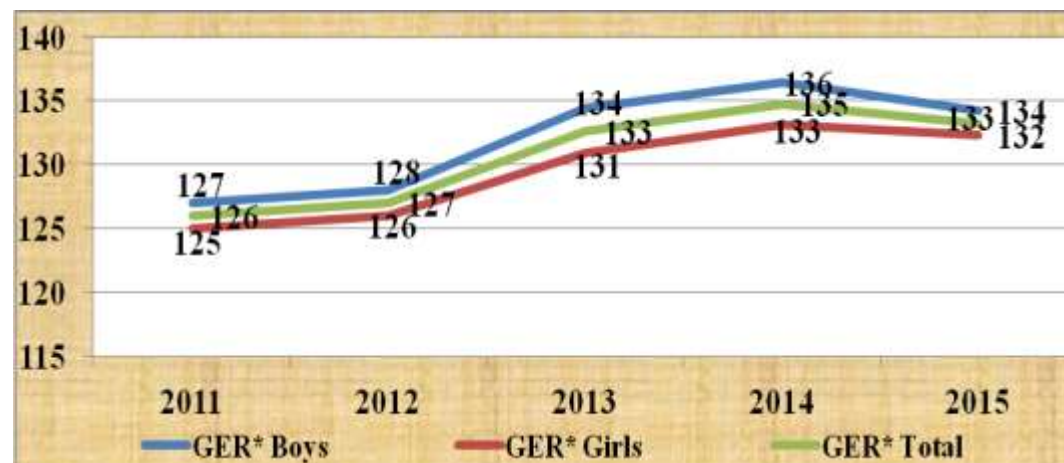
While in theory, NER is supposed to be not more than 100 percent, the EMIS data has been reporting figures above 100 percent. This is mainly a result of age cheating in some schools and presence of cross boarder children that continue to access education in Malawi. The trend, however, has been declining and is currently at 102 percent. Due to this anomaly, the sector has been relying on the Welfare Monitoring Survey (WMS) conducted by the National Statistical Office (NSO). The NER from WMS figures indicates an increase from 83 percent in 2010 to 88 percent in 2014.

Primary Gross Enrolment Rate (GER)

GER crudely measures access to schools. Unlike the NER, the GER could be above 100percent because calculation of this indicator includes both under and over aged learners. The GER grew from 127percent in 2012 to 133percent in 2015. The GER in 2015 was slightly lower than that registered in 2014 at 135percent. Gender disparities continued to be registered under this indicator with boys having a higher GER than girls at 134percent and 132 percent respectively.

Overall, this entails that there are still over aged and under aged learners in the system.

Figure 3.1-2: Trends in GER for Primary Education – Boys and Girls



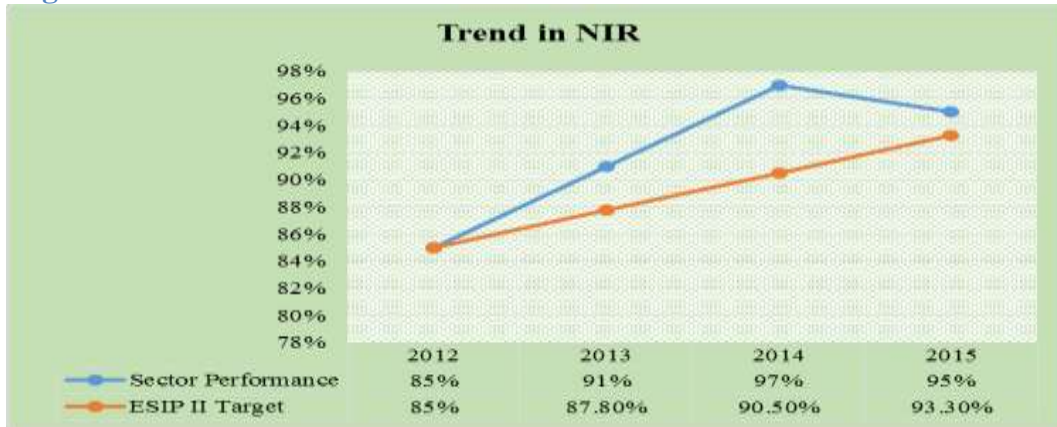
Source: EMIS, 2015

Net Intake Ratio (NIR)²

Results from the School Census showed high degree of access for 6 year olds, with girls having higher rates than boys. In 2015, the national NIR for standard one was reported at 95 percent; with 100 percent for girls and 91 percent for boys, indicating that girls of school going age had higher access than boys.

² Net Intake Rate (NIR) is the percentage of 6 year old children entering the school system at standard 1 in a given year. This indicator measures access to primary education by pupils at this official age.

Figure 3.1-3 Net Intake Ratio

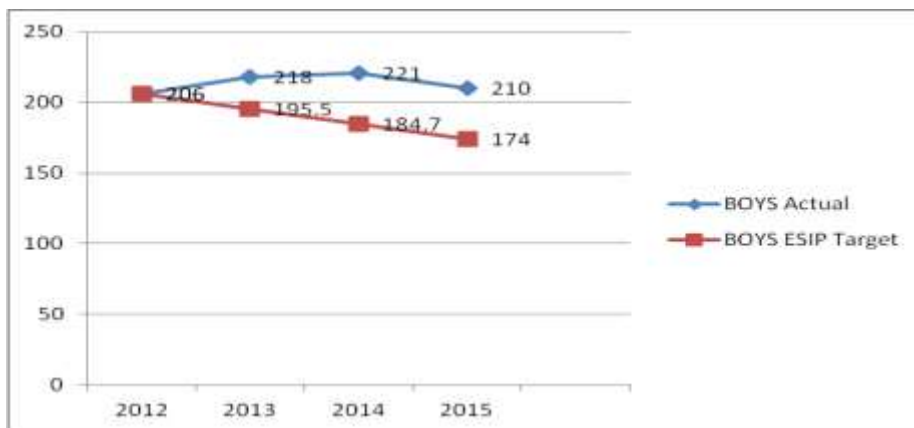


NIR for boys worsened in 2015, registering a 6 percentage point drop from 97 percent in 2014 while that for girls improved by 2 percentage points from 98 percent in 2014 to 100 percent in 2015. Figure 3-1-3 above, however, shows that the sector performed well in standard one admission of children at the official entry age. The ESIP II target for NIR was been met and surpassed throughout the period of ESIP II.

Gross Intake Rate (GIR)³

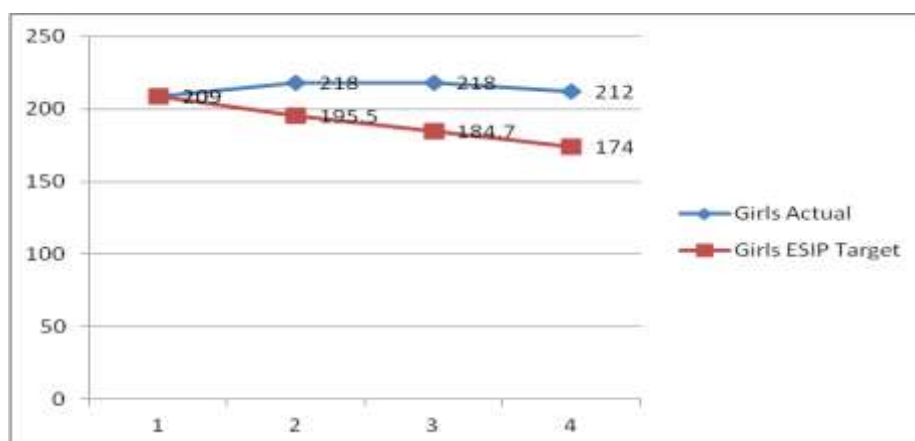
EMIS 2015 report indicates that the GIR for both boys and girls was at 211 percent. This means that most of children did not start school at the right age. They are either under aged or overaged.

Figure 3.1-4: Trend in GIR for Boys



³ Gross Intake Rate (GIR) is the total number of new entrants in standard 1, regardless of age, expressed as a percentage of the population at the official primary school-entrance age

Figure 3.1-5: Trend in GIR for Girls

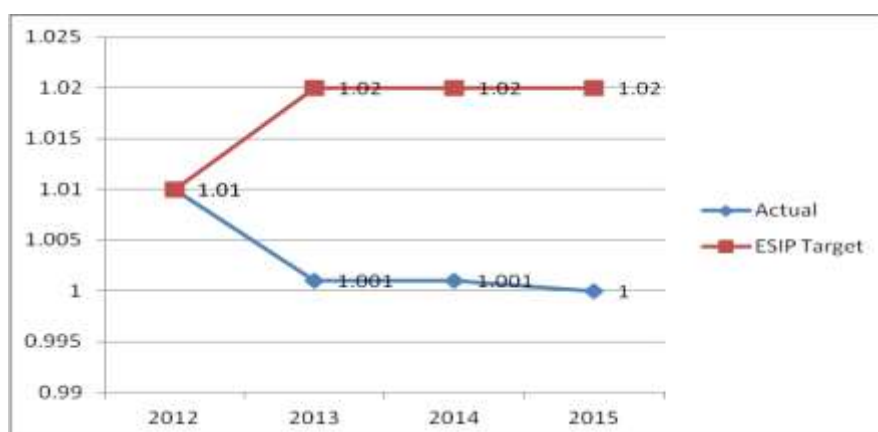


The Figures above show that both the GIR for boys grew from 206 percent in 2012 to a high figure of 222 percent in 2014 before dropping to 210 percent in 2015. The GIR for girls on the other hand moved from 209 percent in 2012 and remained stable at 218 percent in 2013 and 2014 before dropping to 212 percent in 2015. The sector, therefore, did not meet its ESIP II target for the past three years. This could be attributed to external factors such as cultural factors, distance to schools, and absence of house maids which are replaced by girls to take care of infants.

Gender Parity Index (GPI⁴) for Primary Enrolment

The 2015 EMIS report indicated the gender parity was at 1. This meant that equality between boys and girls enrolment had peaked the ideal policy target. Implying that Malawi achieved the EFA goal as far as access to primary education is concerned. Figure 3-1-6 below shows the trend in GPI.

Figure 3.1-6: GPI for Primary School Enrolment



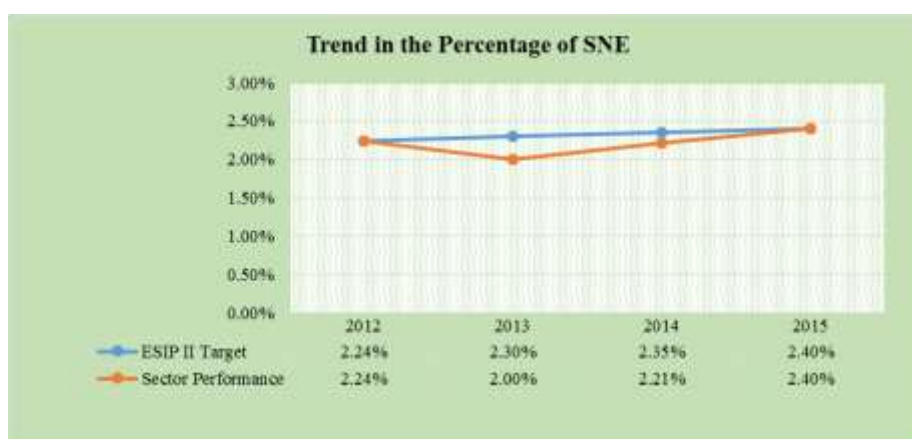
Between 2012 and 2015 GPI retracted to 1 which meant that the sector over-performed.

⁴ The GPI is a ratio of female to male students enrolled in primary education. An ideal situation of equality between boys and girls enrolment i.e. GPI of 1.

Percentage of Special Needs Education (SNE) Learners Enrolled

The ESIP II incorporates issues of inclusive education and one of the key areas of ensuring such is through the provision of adequate learning facilities to all learners including those with special needs. About 2.4 percent (115,284) of the total primary school enrolment in 2015 were students with special needs. Of which 42.6 percent of the students had learning difficulties (22.3 percent boys and 20.3 percent girls) and 22% of the learners had low vision (11.2 percent boys and 10.8 percent girls). Figure 3-5 shows that the percentage of SNE learners has been increasing between 2013 and 2015. The ESIP II target was achieved in 2015, and it is very likely that the 2017 target of 2.5 percent will be achieved.

Figure 3.1-7: Percentage of SNE Learners (Primary)



Source: EMIS Statistics

The enrolment rate of special needs students has been increasing since 2013 from as low as 2 percent in 2013 to 2.4 percent in 2015, implying that the ESIP II target was met. The initiatives being implemented by the sector to ensure inclusion of these students, therefore, are starting to bear fruits.

The distribution of pupils with learning needs varied across divisions. Central Western Division (CWED) has the highest proportion (27.8 percent) of special needs pupils followed by Central East Division (CEED) with 20.4 percent. South Western Division (SWED) reported the lowest enrolment of pupil with special learning needs (9.1 percent). There is need to know the distribution of those with special needs in the division in order ascertain how effective these interventions are.

Figure 3.1-8: Number of Pupils with Learning Needs by Sex and Division

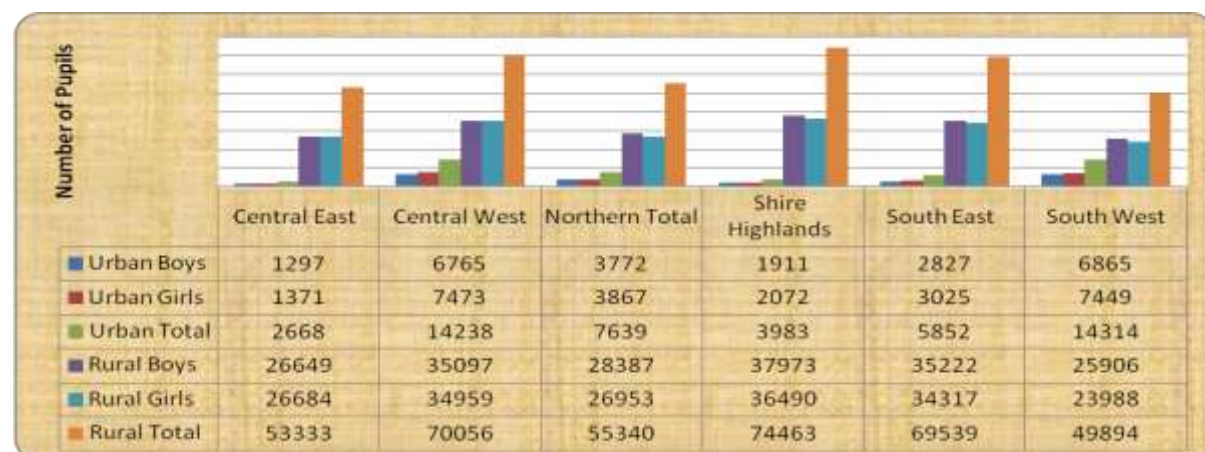
Division	Low Vision		Blind		Hard of Hearing		Deaf		Physical Impairment		Learning Difficulties		Total	Percent
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
Central East	2434	2381	37	46	2474	2559	174	170	1148	877	5773	5473	23546	20.4
Central West	3838	3705	63	70	3656	3853	514	489	1384	1012	7104	6367	32055	27.8
Northern	1949	1805	31	26	2126	2064	360	281	892	680	4001	3587	17802	15.4
Shire Highlands	1237	1288	46	48	1302	1556	343	299	652	524	2840	2640	12775	11.1
South East	2159	2110	23	29	2177	2233	278	239	979	892	3896	3581	18596	16.1
South West	1312	1219	52	36	1249	1154	223	167	647	513	2148	1790	10510	9.1
Grand Total	12929	12508	252	255	12984	13419	1892	1645	5702	4498	25762	23438	115284	100.0

Source: EMIS Statistics

Enrolment of Orphans

In 2015 about 8.8 percent (421,318) of the total enrolment were orphans. This was a 6.2 percentage point increase from the previous year. In 2013/14 academic year, 114,013 primary school children or 2.4 percent of learners enrolled in primary education were orphans who had lost either both or one of their parents. Figure 3.1-9 below shows the distribution of orphans across divisions with respect to location and sex.

Figure 3.1-9: Distribution of Orphans by Location, Division and Sex



The distribution of orphans varied across the six educational divisions and orphan category in 2015 as reported by the EMIS, 2015. Majority of the orphans were reported in the rural areas and most of them fell in the single parent category. In urban area, more orphans were reported in South West division followed by Central West. In the rural, more orphans were reported in Shire Highlands followed by Central West and South East.

Classrooms

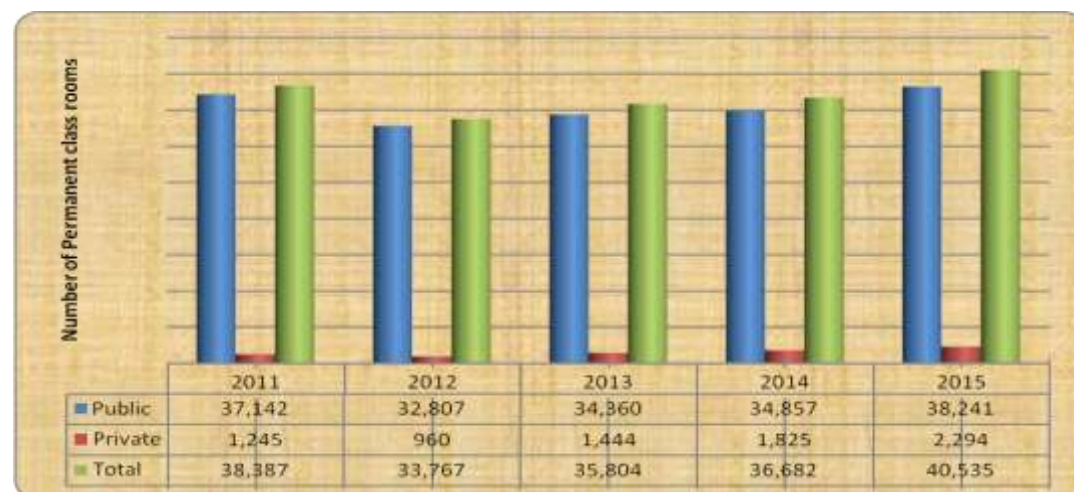
Figure 3.1-10 shows that 5,434 permanent classrooms in public schools have been added to the education system since 2012 representing 16.6% growth. The figure below indicates that the ESIP II target of 1500 classrooms per year was not realized. In the same period, the number of classrooms for the private schools grew by 138% with an addition of 1,334 schools constructed. It should be noted that growth of

classrooms was intensified partly due to the new approach of LDF, which realized exceeding the annual target of 1500. However, as commendable as it is, this could only be an ideal strategy in the short to medium term. The quality and lifespan of infrastructure built using such a mode remains uncertain.

As reported by EMIS, between 2011 and 2012, the number of classrooms declined by 4,335 (-11%) despite construction interventions. Assuming the classrooms collapsed or perished, this could have attributed to the durability of infrastructure, or to lack of maintenance or even because of external factors such as natural disasters. If the sector hadn't experienced this wastage, in 2015, the sector would have had a minimum of 45,000 classrooms, placing the national PCR not greater than 105:1 unlike the current 126:1 ratio. If such was a scenario, the pressure on capital expenditure would have been eased off and as such a share of resources would have been apportioned well to other equally important education programmes e.g. Early Grade Learning.

It is also important to acknowledge the role of the private sector in the provision of education infrastructure, let alone in the last four years, the number of classrooms more than doubled. The Government should strategize in incentivizing, this relatively small yet up-and-coming provider of education infrastructure and other services in the sub sector.

Figure 3.1-10: Trend in the Number of Classrooms: Public and Private Schools



Source: EMIS 2015

The EMIS report indicates, the number of permanent classrooms in 2015 was the highest in CWED followed by the NED and CEED. Although the CWED has the highest number of permanent structures, it also has the highest requirements of all the divisions. On the contrary, SHED, SEED and SWED has a lot of temporary classrooms hence it is important to have targeted interventions in areas with large numbers of temporary school infrastructure.

Primary Pupil: Permanent Classroom Ratio (PCR)

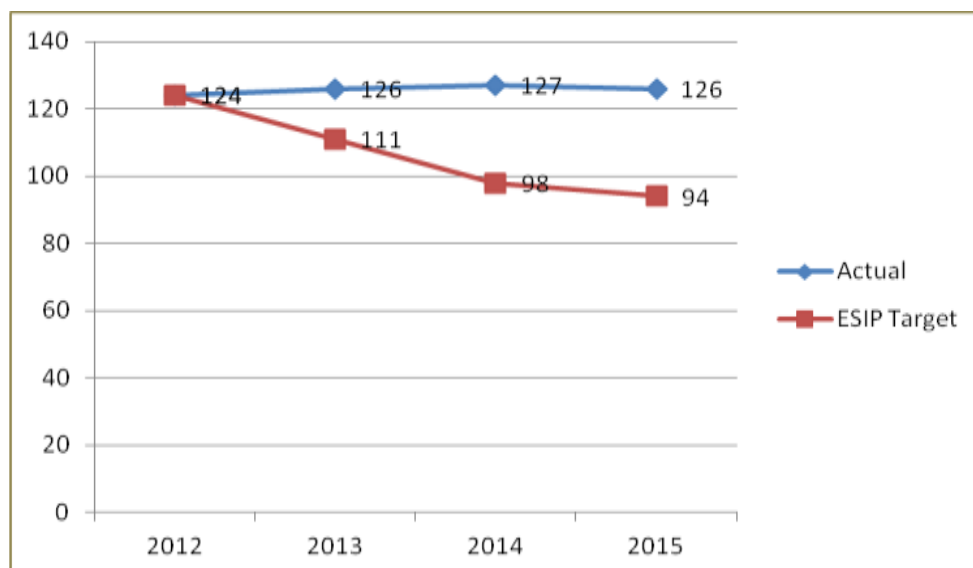
Availability of learning space is one of the major determinants of access to primary education. This is defined by Pupil to Permanent Classroom Ratio (PCR). The sector has set the PCR target of 90:1 by 2017 in ESIP II.

The PCR has been high since the introduction of the free primary education in the country due to the exponential growth of enrolment in 1994-95 which has led to overcrowding in classrooms. Advances in decongesting classroom have been made towards the established ESIP II target by 2017. The Number of permanent classrooms has increased from 36,682 in 2014 to 40,535 in 2015, representing growth of 10.5 percent.

Considering the enormous enrolment rates the schools, the sector needs heavy investment in capital assets and ensures timely funding of both LDF and EIMU projects in order to meet the ESIP II target of constructing 1500 classrooms per year. Alternatively, systematic double-shifting could be employed all the schools with high PCR, and this would be supplemented by deploying more teachers to these over-crowded schools.

In the 2014/2015 fiscal year, the LDF planned to construct 458 classrooms. The flow of funds to the Councils has been as follows: in October 2014, the LDF funded the construction of 222 classrooms and between February and May, 2015, funding for the construction of 236 classrooms was disbursed. Overall, construction of 360 classrooms out of the targeted 458 classrooms that have been funded commenced and the majority of the planned projects were still in their early stages as of May, 2015. The slow pace at the construction of the classrooms relative to the rate of population growth will continue to negatively impact the PCR and subsequently on the quality of education in the country. The statistics reflected above are far below the ESIP II target of 1500 classrooms that should have been constructed every year in order to meet the 90:1 pupil classroom ratio by 2017.

Figure 3.1-11: Trend in Pupil to Permanent Classroom Ratio



Source: EMIS

The trend in PCR does not reflect positive outcomes as it has adamantly endured at above 120 since 2012. The PCR was reported at 124 in 2012 and rose to 127 in 2014 before microscopically lessening to 126 in 2015. In the 2013/14 financial year approximately MK 1.3 billion was spend on construction projects in primary education. Assuming all factors hold, this volume of expenditure could have impacted

the national PCR on average; in a way that only one learner was decongested from each classroom unit.

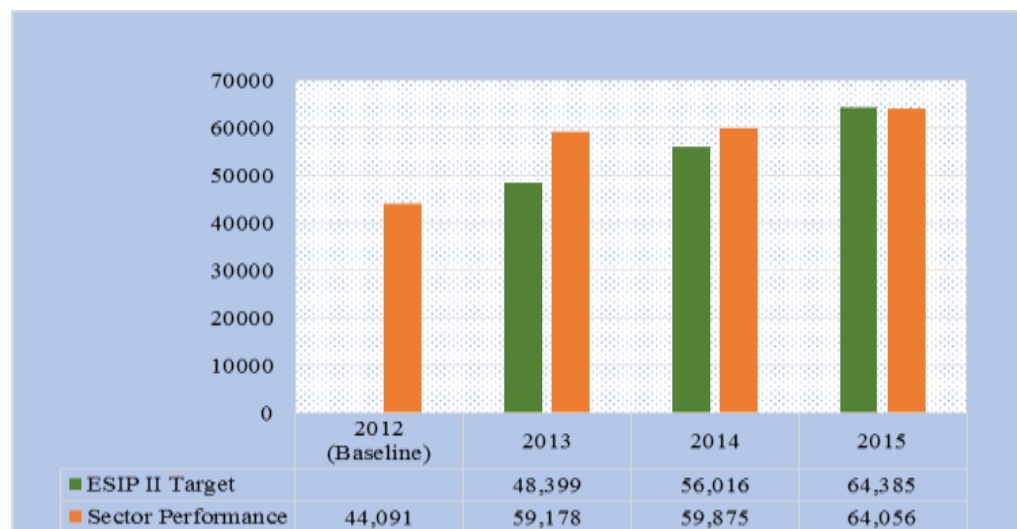
Quality and Relevance of Primary Education

Quality of education can, , be defined as “the level of material inputs allocated per pupil and the level of efficiency with which fixed amounts of material inputs are organized and managed to raise pupil achievement”⁵. Empirical evidence from studies and literature suggests that access to textbooks and writing materials and teacher quality consistently influence student achievement. Efficient and effective use of such resources influence student learning outcomes. The following are some of the indicators that have been used to track both quality and efficiency of primary education in Malawi.

Number of Qualified Teachers

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

Figure 3.1-12: Trend in the Number of Primary School Qualified Teachers



The number of qualified teachers in the system has been increasing since 2012. Between 2013 and 2014, the number surpassed the ESIP II targets (for those two years). Although the number of qualified teachers increased by about 4,000 between 2014 and 2015, the sector still missed the ESIP II target because of the failure to recruit all teachers (more than 10,000) who had just graduated in 2014.

Pupil Qualified Teacher Ratio (PQTR)

Low pupil-qualified teacher ratio enhances individual student attention by teachers, which contributes to an increase in student achievement. Because it enables better absorption and understanding of the subject, a low pupil teacher ratio is, therefore, essential for long term and broad based academic achievement. Malawi’s PQTR has remained very high for a long period, partly explaining why learning outcomes at

⁵ *Raising School Quality in Developing Countries: What Investments Boost Learning?*, World Bank Discussion Papers.

primary education level have been deteriorating - as indicated by falling pass rates for primary school leaving certificate of education examinations.

Figure 3.1-13: Trend in Pupil Qualified Teacher Ratio

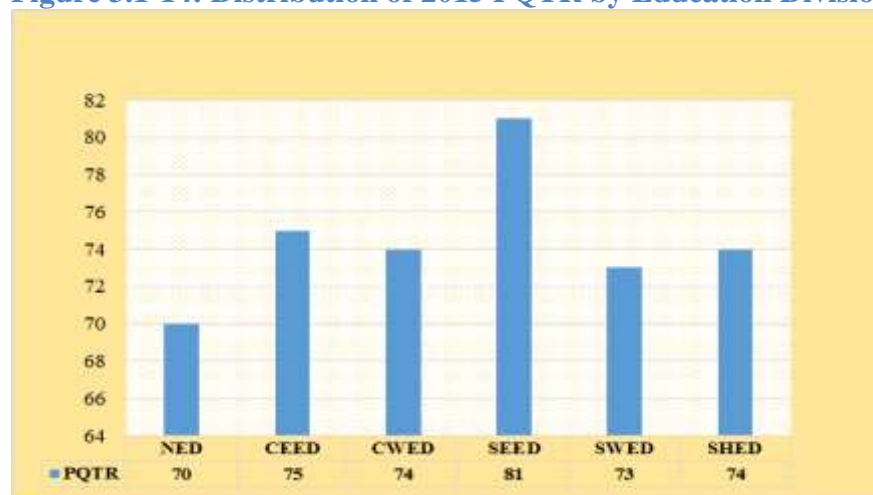


Although there have been a lot of interventions aiming at reducing the PQTR (such as implementation of ODL mode of training, construction of more Teacher Training Colleges), the ratio is still very high at 75:1 in 2015. This is probably because of the increasing enrolment growth rate that is higher than the growth rate of trained teachers. The sector achieved the ESIP II target for PQTR in 2013 and in 2014, probably because of the additional teachers that were recruited in 2012 and in 2013. Although the 75:1 PQTR for 2015 shows an improvement from 78:1 in 2014, the sector has still slightly missed the 2015 ESIP II target of 74:1. However, with the number of IPTE 9 and 10 teachers the government intends to recruit PQTR will reduce to 54.

The trend line shows that in 2016 the PQTR will be around 68:1. However, if the government indeed recruits the 20,000 IPTE teachers this year, as recently announced, the PQTR will be at 60:1 in 2016 if primary school enrolment continues to grow at an average rate of 4.7percent per year.

Regional disparities in PQTR are very rampant with South East Education Division (SEED) being the one with the highest PQTR of 81:1 in 2015. Northern Education Division (NED) has the lowest PQTR of 70:1. For the other education divisions, please see figure 3.1-14 below.

Figure 3.1-14: Distribution of 2015 PQTR by Education Division



Source: EMIS

Although the figure above shows clear regional disparities, there is still need for rational deployment of teachers by ensuring that the desired or targeted PQTR (60:1) is achieved and maintained for each school, rather than just as an average for the nation or education division or district.

PQTR for Urban and Rural Schools in Malawi

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

Figure 3.1-15: Trend in PQTR for Urban and Rural Schools



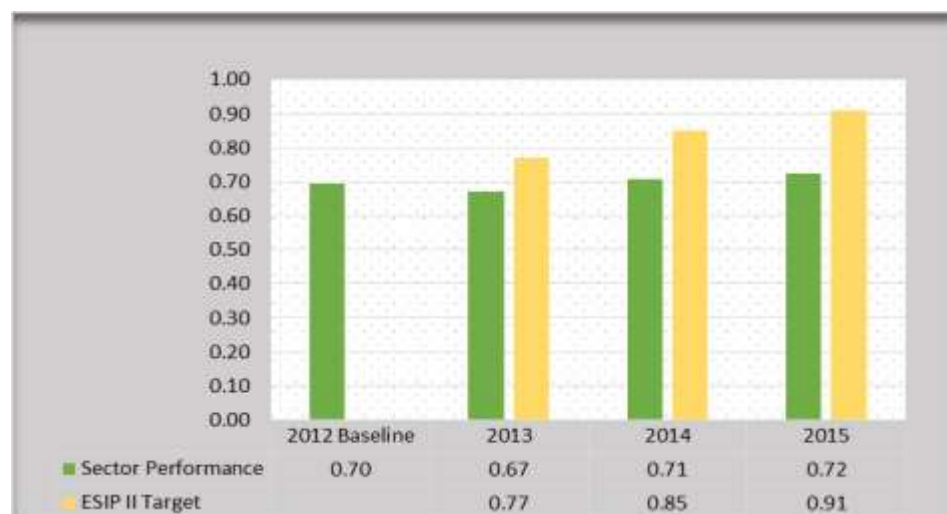
The figure above shows that the gap in PQTR for rural and urban schools has been tremendously reduced from 24 in 2012 (with urban schools having a much lower PQTR than rural schools) to just 2 in 2015. This is a result of government's new policy of deploying all graduating trained teachers to rural schools. Equity in the distribution of qualified teachers in urban and rural schools is almost achieved.

Gender Parity Index (GPI) for Primary School Qualified Teachers

Gender parity index for primary school qualified teachers measures the proportion of female qualified teachers to male qualified teachers for primary schools. The ideal

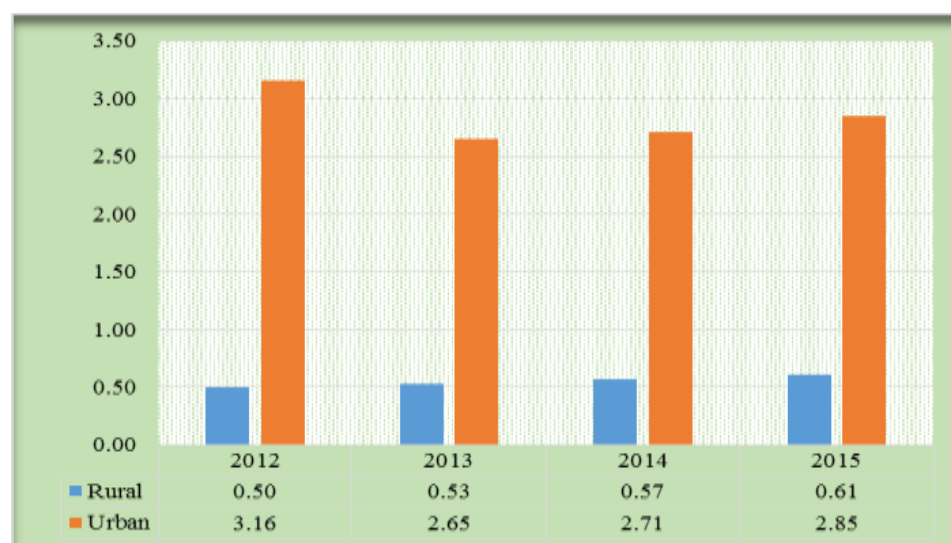
GPI is 1.0 as it shows the desired balance of male and female teachers in the system. At the beginning of ESIP II implementation, the GPI was at 0.70 and as such it was planned that by the end of ESIP II (in 2017), the GPI should be at 1.0. However, the trend has not been as planned, as shown below:

Figure 3.1-16: Gender Parity Index for Primary School Qualified Teachers



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

Figure 3.1-17: GPI for Qualified Teachers in Urban & Rural Schools



The GPI for urban primary schools has remained above 2.5 while that of rural schools has remained very low (the highest being 0.61 in 2015). This is very unacceptable as female teachers act as role models for girls, especially in rural areas where dropout rate for girls is more rampant. It could be a good idea to advertise posts at school level where the vacancies are so people may apply for those vacancies that actually exists.

Efficiency of Primary Education

Repetition Rate for Boys and Girls

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

Figure 3.1-18: Trend in Repetition Rate for Girls

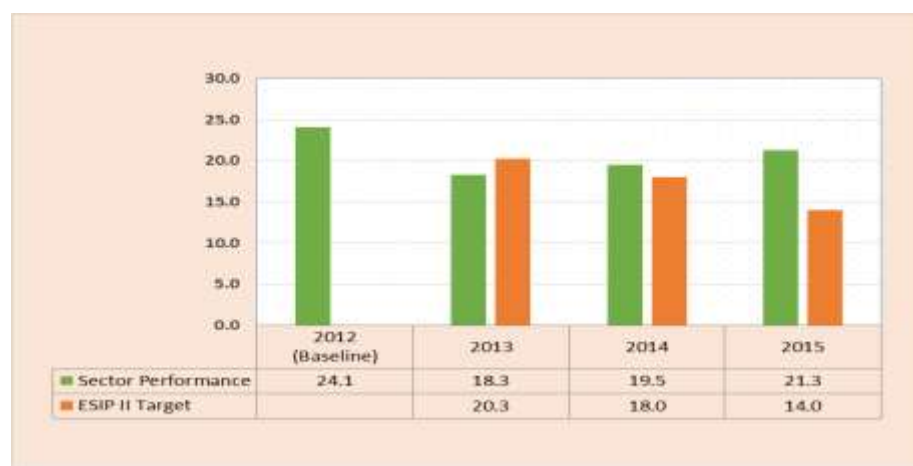


Figure 3.1-19: Trend in Repetition Rate for Boys

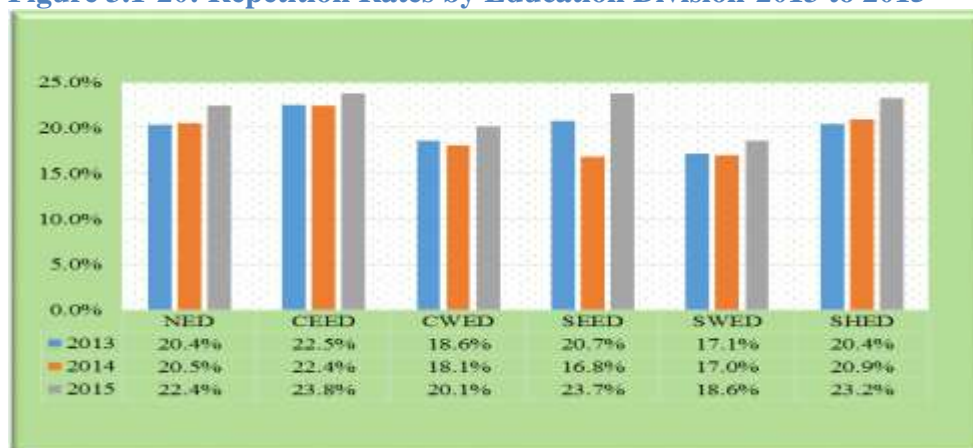


Repetition rates for both boys and girls have been getting worse since the implementation of ESIP II began in 2013. It is only in 2013 that the sector managed to achieve and surpass the ESIP II target. The rate, however, worsened in the subsequent years, with 2015 being the worst at an average of 22.4 percent for boys and 21.3 percent for girls. While significant progress has been made in increasing the primary school enrollment rate as observed above, no attention has been paid to high class repetition rates. The “2011 circular on repetition” which states that repetition

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

There are also regional disparities in the repetition rates for the six education divisions as shown below:

Figure 3.1-20: Repetition Rates by Education Division-2013 to 2015



Repetition rates for all the education divisions were very high although South West Education Division (SWED) had the lowest rate while Central East Education Division (CEED) had the highest repetition rate. In 2015, SEED also had one of the highest average repetition rates of 23.7percent. This is also the division that had the highest PQTR in 2015 (refer to figure 3.1-20 above). Likewise, SWED had one of the lowest PQTR of 73:1 in 2015 (second from NED’s PQTR of 70:1) and had the lowest repetition rate of 18.6percent. In a nutshell this shows some form of a positive relationship between PQTR and repetition rate. A study on repetition and dropout that was commissioned by USAID in 2013 confirms this proposition. The study concluded that the following are the three main factors that contribute to high repetition in Malawi:

- i. School-related factors (such as ineffective teaching, insufficient number of qualified teachers, absence of textbooks and inappropriate learning assessment system);
- ii. Student characteristics (such as poor motivation, learning difficulties, health and nutrition status, and behavioral problems);
- iii. Household-related factors (such as illiteracy or low education levels of parents, household income).

Dropout Rate for Boys and Girls

Dropout rates for primary school boys and girls have remained very high throughout the period under review. Unlike repetition rates, the dropout rates for boys are lower than those of girls. Although girls’ dropout rates are higher than those of boys, dropout rates for boys are much higher than the ESIP II targets for 2013 and 2015, as shown in the figures below:

Figure 3.1-21: Trend in Girls Dropout Rate

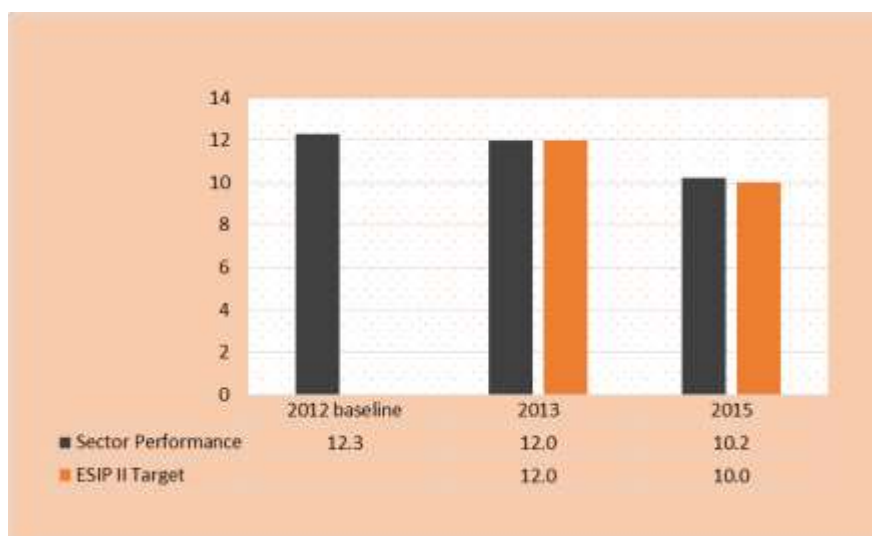


Figure 3.1-22: Trend in Boys' Dropout Rate



Between 2013 and 2015 dropout rates have improved from 9.5percent to 8.8percent for boys and from 12percent to 10.2percent for girls. In 2013, the sector achieved the ESIP II target for girls' dropout rate and narrowly missed the 2015 target. For boys, on the other hand, there was a gap between sector performance and ESIP II target for both years. This is probably a result of interventions that are aimed at retaining students, especially girls, in school. Such interventions include the provision of school meals and improvement in sanitary facilities. High dropout rates are highly linked with repetition. The USAID study that was referred to above has also shown that students who repeat a class more than once during the primary school cycle are likely to drop out of school before completing all the eight years because of frustration.

Survival Rate to Standard 5 for Boys and Girls

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

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

Figure 3.1-23: Girls' Survival Rate to Standard 5

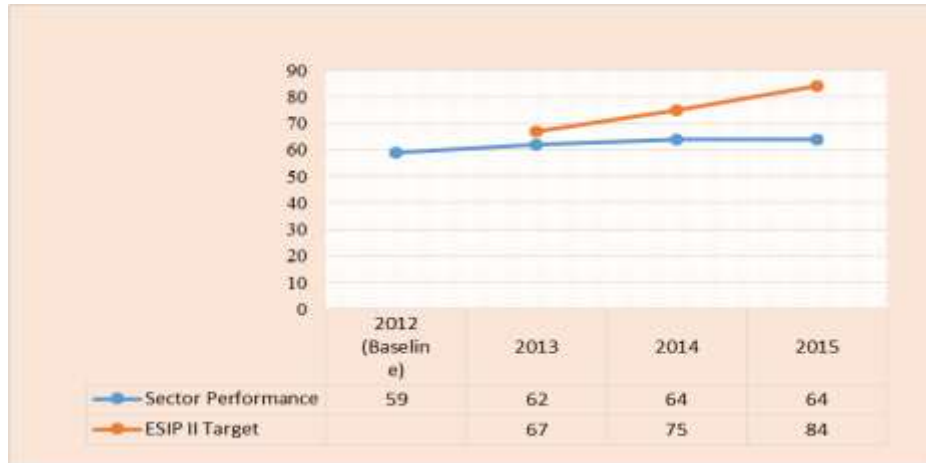
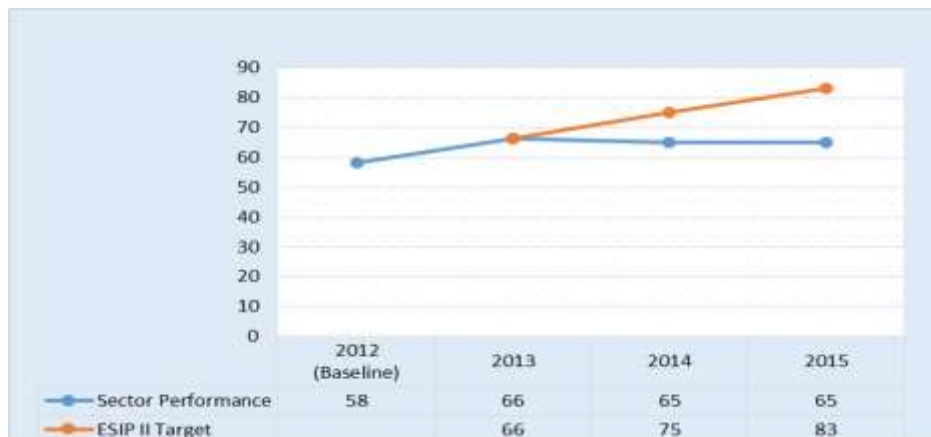


Figure 3.1-24: Boys' Survival Rate to Standard 5



The ESIP II target was only met in 2013 for the boys' survival rate to standard 5. There are no improvements in the survival rates because of the high dropout rates and high repetition rates discussed above.

Survival Rate to Standard 8 for Boys and Girls

Survival rates to standard 8 for both boys and girls worsened between 2012 and 2013 but started to improve in 2013. However, the rates are still very low when compared to the set targets for ESIP II.

Figure 3.1-25: Girls' Survival rate to Standard 8



Figure 3.1-26: Boys' Survival Rate to Standard 8



The rates for girls, however, are improving each year since 2013 while those for boys have remained constant at 35percent. This could be a result of the many interventions that target retention of girls in senior primary school classes. It is high time that such interventions targeted both boys and girls. It is very unlikely that the 2017 ESIP II targets of 40percent and 45percent for girls and boys, respectively, will be achieved.

Primary Completion Rate

Primary completion rate is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, minus the number of repeaters in that grade, divided by the total number of children of official graduation age. This indicator, which monitors education system coverage and student progression, is intended to measure human capital formation and school system quality and efficiency. Primary completion rate

focuses on the share of children who ever complete the cycle; it is not a measure of "on-time" primary completion.

In an ideal situation, primary completion rate should be at 1.0. However, this is not the case with many countries, including Malawi. In Malawi primary completion rate has remained very low over the ESIP II period although the rate slightly improved between 2012 and 2013 from 0.50 to 0.52. It remained constant in the following year (2014) and declined to 0.51 in 2015. The ESIP II target was only met in 2013, but when the rate started to decline in the following two years, the gap between the ESIP II target and actual performance of the indicator is widening up. The trend line in the figure below shows that the gap will be even wider in the next two years. The 2017 ESIP II target of 0.60 will unlikely be achieved.

Figure 3.1-27: Trend in Primary Completion Rate



These low completion rates could be a result of a number of factors, including low quality of education that is provided in schools; discouragement over poor performance (such as forced repetition) and the direct and indirect costs of education. There are also numerous factors related to drop out some of which are external to the school system which affect completion rates. Some of these are more significant than some of the school factors and are poverty related. These factors may cause students to leave school before they reach standard 8. Students' progression to higher levels of primary education may also be limited by the availability of teachers, classrooms and teaching and learning materials.

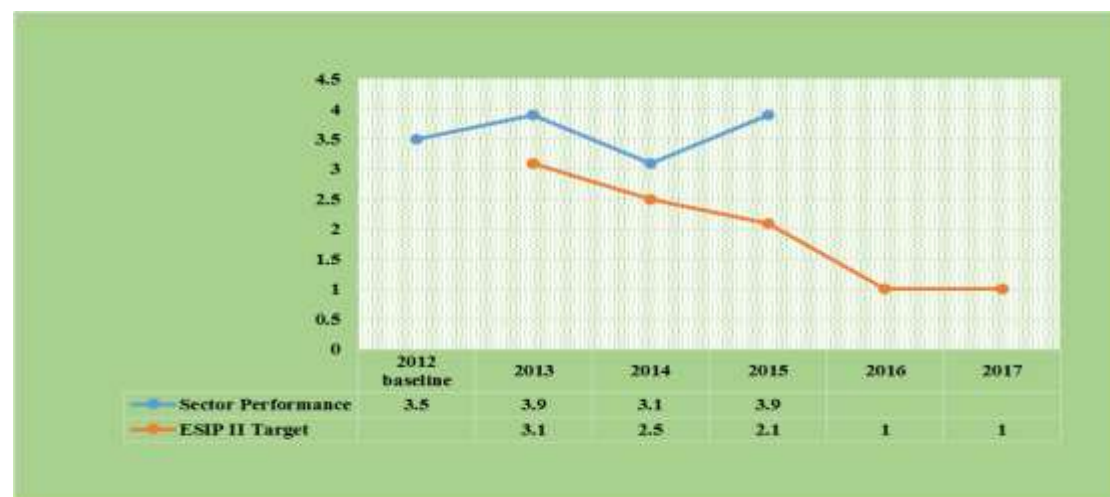
Teaching and Learning Materials

The Primary Education procured and delivered to primary schools throughout the country 6,587,787 textbooks for all titles for Standards 1 and 2 valued at ZAR34,360,157.00. The books were procured and printed in South Africa by **PAARL MEDIA LTD**. In the same period, the Ministry also procured and delivered to primary schools throughout the country 9,700,000 textbooks for standards 3-8 valued at USD3,507,994.75. The textbooks were procured and printed from India by **REPRO INDIA LTD**.

Pupil Textbook Ratio

This is the average number of usable textbooks per pupil in primary education in a given subject in a given school year. The ESIP II M&E matrix, unfortunately has indicators that show the average pupil textbook ratio for all the subjects. This does not give a clear picture of the situation on the ground because some subjects apply only to specific levels of primary education. For example, standard 1 and 2 students do not take *Agriculture* while *Kuyamba Sukulu* is only applicable to standard 1 student. This makes it tricky to calculate the average pupil textbook ratio for all subjects for all classes. Nevertheless, the average pupil textbook ratio, according to EMIS, has worsened in 2015.

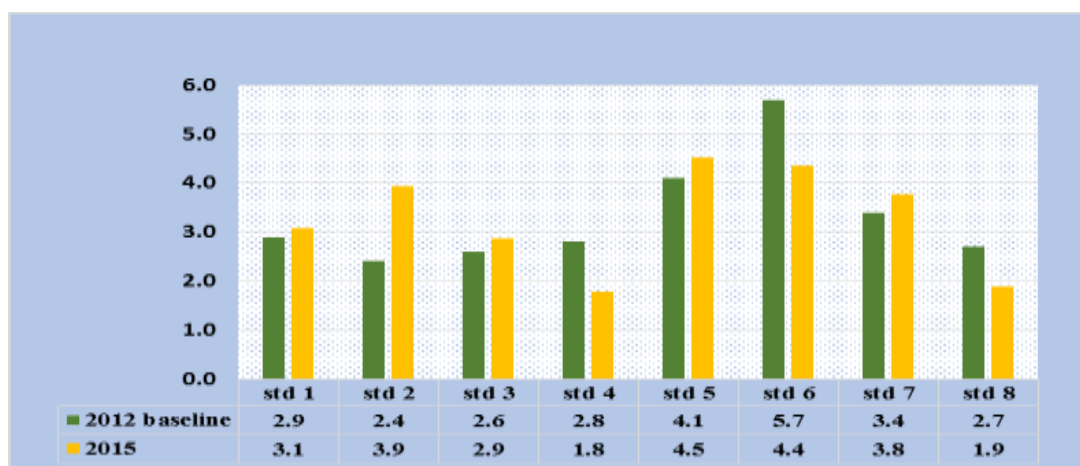
Figure 3.1-28: Trend in Pupil Textbook Ratio



The ESIP II target for 2015 is far from being met, and it is very unlikely that the 1:1 pupil textbook ratio set for 2016 will be met.

Analysis of the student textbook ratio by subject (English and Mathematics) shows that there is a significant improvement in the ratio between 2012 and 2015, despite the procurement of and distribution of textbooks that have taken place during this same period. In English, notable improvement took place in standard 4 (from 2.8:1 to 1.8:1) and in standard 8 (from 2.7:1 to 1.9:1). For the other classes, there was either very little improvement or the ratio actually got worse as shown in the graph below

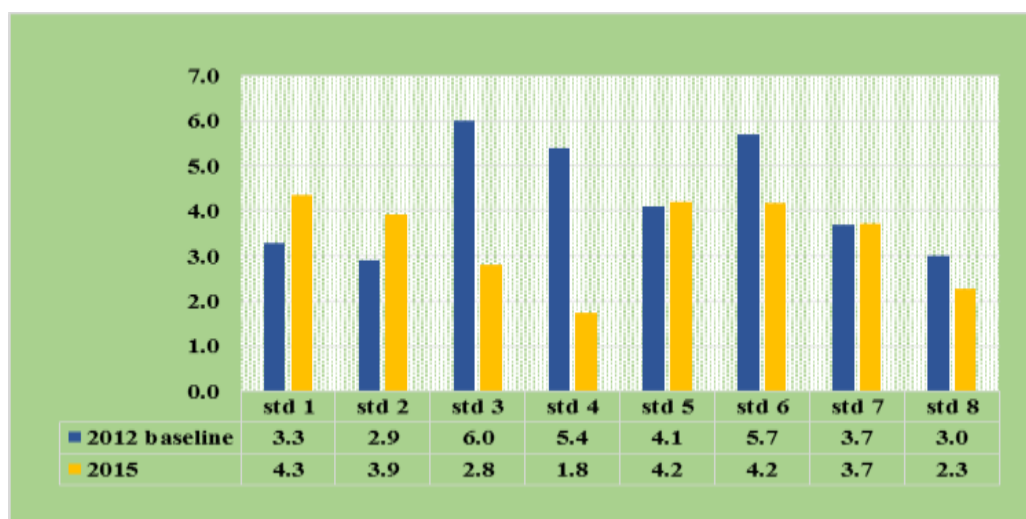
Figure 3.1-29: Pupil Textbook Ratio for English – 2012 & 2015



The pupil textbook ratio for English was highest in standards 5 and 6 in both years, where more than 4 students were sharing one textbook. In most cases students in primary schools are not allowed to take school textbooks home. This means that their access to the textbooks is very limited.

In Mathematics, there was much improvement in the textbook ratio for standard 3 (from 6:1 to 2.8:1) standard 4 (from 5.4:1 to 1.8:1) and standard 6 (from 5.7:1 to 4.2:1) although the ratios are still very high, especially for standard 6, as shown below.

Figure 3.1-30: Pupil Textbook Ratio for Mathematics – 2012 & 2015



In 2015, the pupil textbook ratio for Mathematics was lowest for standard 4 (1.8:1) where on average, less than two students were sharing a textbook.

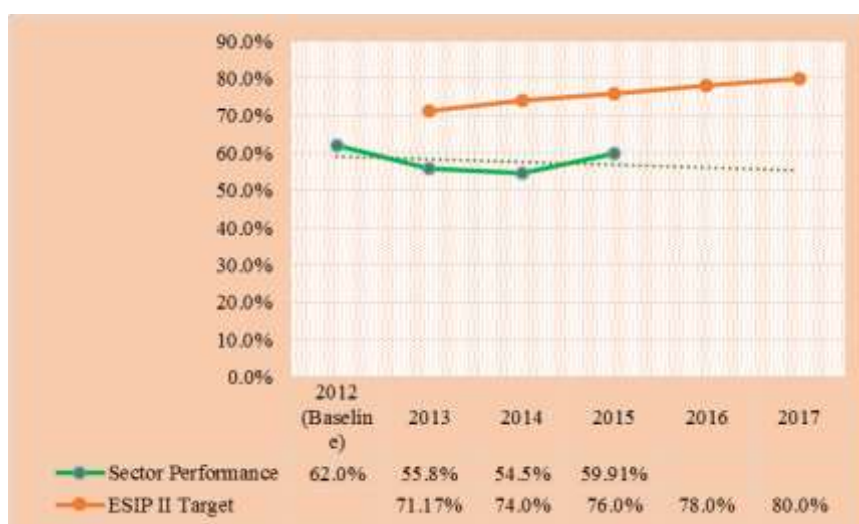
Primary School Leaving Certificate of Education (PSLCE) Pass Rate

PSLCE is used to measure primary education attainment. It is a general consensus that educational attainment of the population is an important component of human capital accumulation and one that is fundamental for economic growth and development.

Figure 3.1-31: Trend in the PSLCE Pass Rate for Boys



Figure 3.1-32: Trend in the PSLCE Pass Rate for Girls



The gap between the sector performance in PSLCE Examinations and the ESIP II targets is wider for girls than for boys. In both cases, however, performance is much lower than the ESIP II targets. The 2017 ESIP II target is unlikely going to be achieved. The poor pass rates could be a result of many factors, including the high PQTR and others discussed above.

Improved Management of Primary Education through Higher School Funding

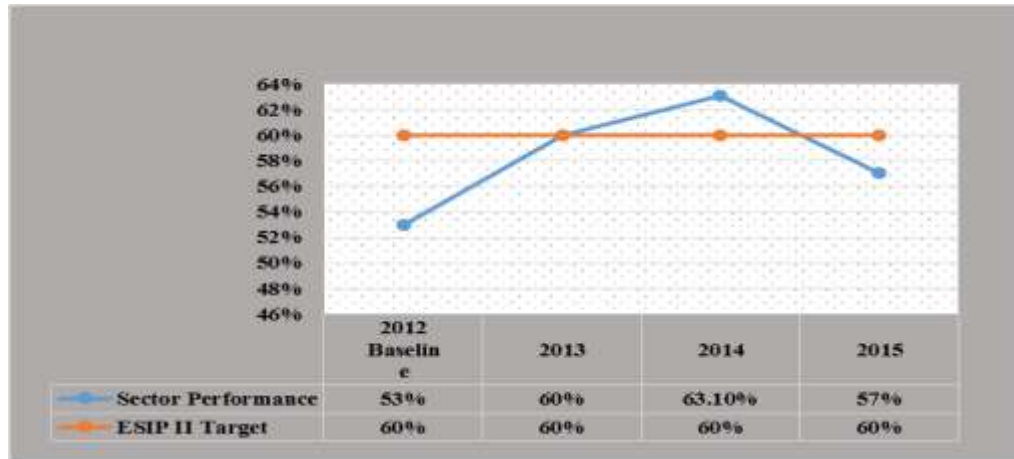
Funding to school refers to the financial disbursements to educational institutions for the purchase of various resources or inputs of the education process such as administrators, teachers, teaching and learning materials, equipment and facilities. The quality of education is influenced by the method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

the quality of education. The following indicators are used in ESIP II to monitor financing of the primary sub-sector.

Percentage of Education Budget Allocated to Primary Sub-Sector

In Malawi, a large percentage of the expenditure on education is spent on primary education, with secondary education and universities accounting for the smaller share.

Figure 3.1-33: Percentage of Education Budget Allocated to Primary

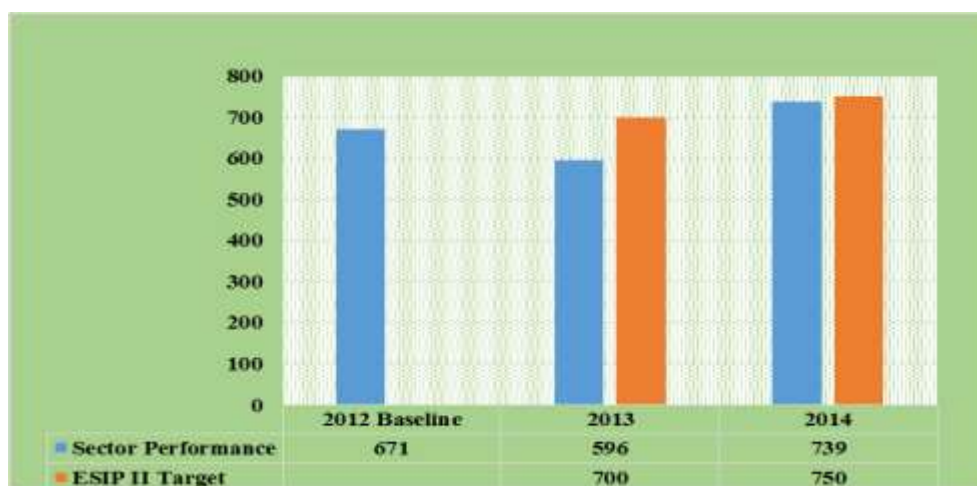


Allocation of education expenditure to the primary subsector increased from 53percent to 63.1percent between 2012 and 2014. The sector achieved the ESIP II targets in 2013 and 2014. The allocation, however, has gone down in 2015 to accommodate the needs of secondary education. The improvement in the allocation of resources to the primary subsector, however, has not translated into improvement in the quality of education. This shows that allocation of more resources to the primary sub-sector is not a sufficient condition for improving the provision primary education but other factors need to be looked into. What is very important is the efficient use of the resources that are allocated, even if they are little.

Recurrent Unit Cost per Public Primary School Learner (MK)

The allocation to primary sub-sector may seem very large but the sector is characterized by very large enrolments while the tertiary sub-sector has low enrolment figures. It is, therefore, more informative to examine per-pupil government expenditure by education level. Expenditures per student are largely related to instructional costs, and include all expenditures that deal with activities that are involved in teaching process, such as salaries, fringe benefits, and instructional supplies.

Figure 3.1-34: Recurrent Unit Cost per Primary School Student



The recurrent unit cost per primary education student went down between 2012 and 2013 but went up again in 2014, almost reaching the ESIP II target.

3.1.2. Early Childhood Development Education

ECD is an important foundation for achieving cognitive skills and brain development in the early years of the learning cycle. Since the launch of the National ECD Implementation plan in 2006, the numbers of ECD centres have been increasing. Goal 3.4.1 in Malawi Growth and Development Strategy (MDGs) ensures that children grow into productive and responsible citizens and one of its medium term expected outcomes was to improve equitable access to quality child development services. One of the suggested ways of achieving the medium term expectation was to construct and rehabilitate early childhood development centres across the country.

Figure 3.1-35: Number of ECD centres



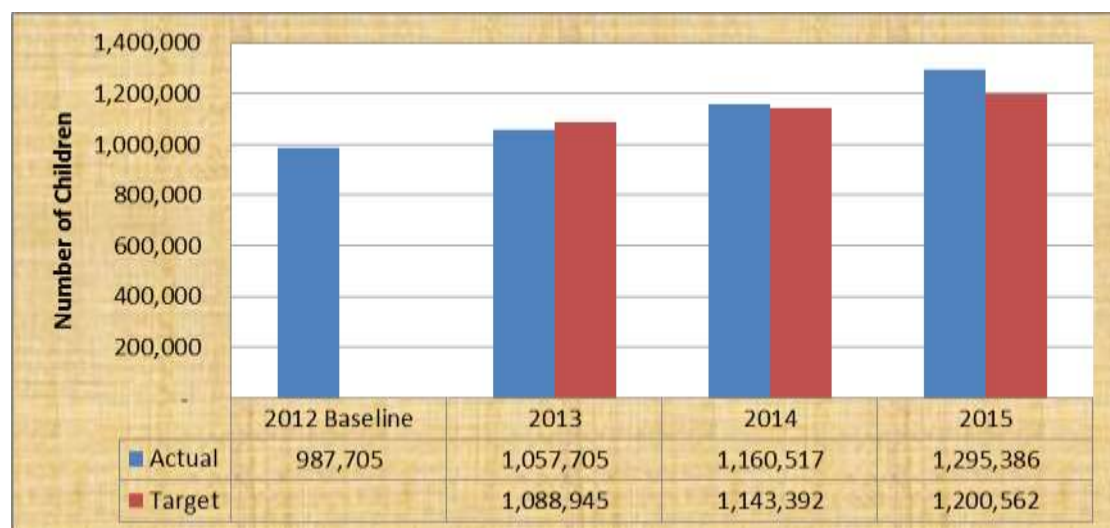
Source: Ministry of Gender, Children and Social Welfare.

Early childhood centres increased from 8,933 in 2012 to 11,114 in 2015 representing a growth of 24.2 percent. The growth of ECD's in this period have an average annual growth rate of 7.6 percent resulting in more ECD centres established than the set targets. This result interprets a successful story on improving access of early childhood development to all children in Malawi as enshrined in the 2009 National ECD Strategic Plan.

Promotion of early childhood development education is a key strategy in ensuring that parents, guardians and the community at-large are aware of the advantages of early childhood development services. Campaigns conducted in the subsequent years have had a positive impact on the enrolment of children to these centres.

The number of children attending ECD has increased from 987,705 in 2012 to 1,295,386 in 2015 representing a growth of 31.2 percent. Enrolment has been growing at annual average growth rate of 9.2 percent. The growth in number of ECD centres has gone hand in hand with the growth in enrolment of children attending early grade learning. This show how accessible and how the ECD sub-sector has grown in-terms of enrolment from 2012 to 2015.

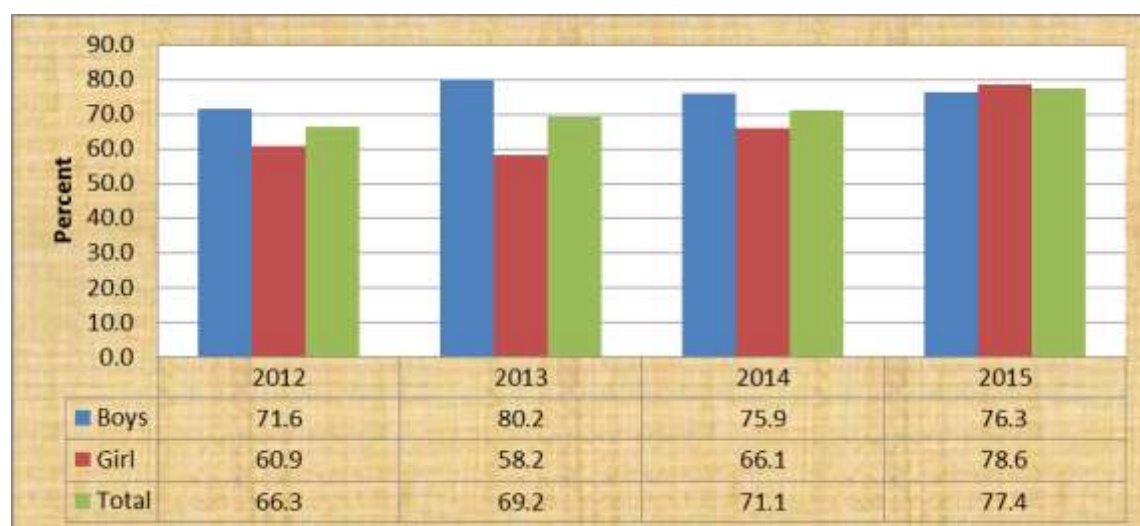
Figure 3.1-36: Enrolment in Early Childhood Development Centres- 2012 to 2015



Source: Ministry of Gender, Children and Social Welfare

Figure 3.1-36 above shows how annual enrolment has been growing above the set targets for each year.

Figure 3.1-37: Gross Enrolment rate for ECD; 2012- 2015

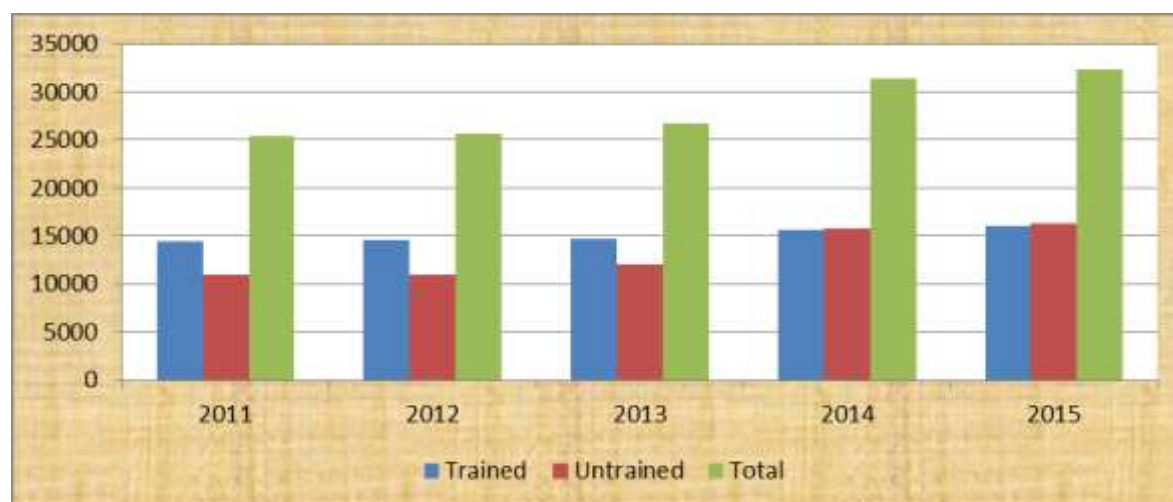


Source: Ministry of Gender, Children and Social Welfare

Gross enrolment rate increased from 66.3 percent in 2012 to 77.4 percent in 2015, meaning that gross enrolment rate moved by 11.1 percentage points in the four year period. The results show improvements in-terms of accessibility of the ECD-age population to ECD centres. With reference to gender, the result shows more accessibility to early childhood development centre for girls than boys in 2015.

However, provision of quality ECD education still remains a critical challenge because the sub-sector has many untrained caregivers who are not remunerated adequately and work on a voluntary basis.

Figure 3.1-38: Number of care givers; 2011- 2015



Source: Ministry of Gender, Children and Social Welfare

The growing number of untrained care givers will cumulatively have effects on the quality of early childhood development and on their cognitive progression as some studies suggest that the most significant mental development in a child occurs between the ages of 0-2. In 2014 and in 2015 the number of untrained care givers was almost the same and this shows that there is no progress with regard to training of the

caregivers and such a scenario in pre-primary education is likely to be one factor contributing towards poor learning outcomes in the Malawian primary school system.

It should be noted that the number of female learners attending ECD has been increasing from 2013 to 2015. The gender parity index for 2013 was 0.7 and 1.0 in 2015. A gender parity of one indicates equality and an index of less than 1 indicate that there are relatively fewer girls enrolled in the system compared to boys.

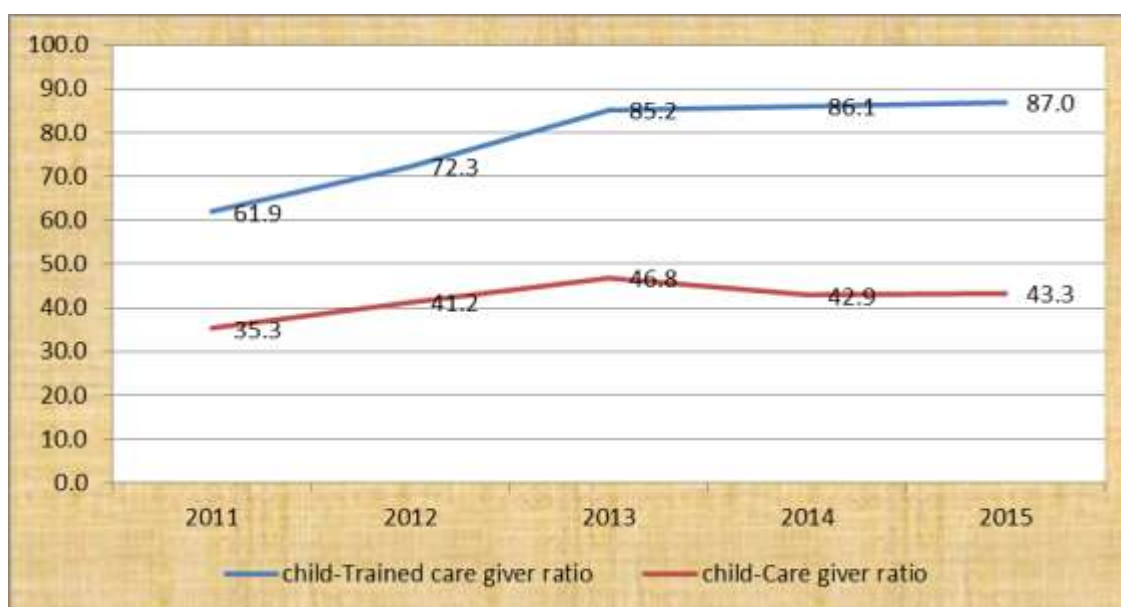
Figure 3.1-39: Gender Parity Index; 2011 - 2015



Source: Ministry of Gender, Children and Social Welfare

The national ECD implementation plan emphasises on improving access and quality of early grade learners in Malawi. Though quality is measured in various dimensions, one of such proxy measures is the child-care giver ratio. The child –trained care giver ratio has been increasing overtime consequentially increasing the number of children per trained care-giver. The child-care giver ratio marginally increased from 35.3 in 2011 to 43.3 in 2015. The results in Figure 3.1-40 show the number of children per trained care giver has been increasing from 2011 to 2015.

Figure 3.1-40: Child care giver ratio 2011- 2015



Source: Ministry of Gender, Children and Social Welfare

3.1.3. Adult Literacy

The adult literacy rate is defined as the proportion of the population aged 15 years old and above who can both read and write and can understand a short simple statement on a day to day basis. According to the Integrated Household Survey (HIS 2010-2013), in Malawi, Literacy rate grew by 6 percent to 71 percent in 2013 from 65 percent in 2010 .The Table below summarizes Literacy levels by sex of household head, place of residence and region.

Table 3.1-1: Literacy rates by sex, place of residence and region (2010-2013)

Background Characteristics	Literacy Rate	
	2010	2013
Malawi	64.5	71.3
<i>Sex of household head</i>		
Male	66.5	73.1
Female	55.7	63.9
<i>Place of Residence</i>		
Urban	89	88.9
Rural	59.6	67.6
<i>Region</i>		
Northern	77.6	79
Central	62.2	71.5
Southern	62.8	69.3

Source: IHS (2010-2013)

There has been a significant increase in literacy rates in male headed households from 66.5 to 73.1 in 2010 and 2013 respectively. Similarly for Female headed household, adult literacy has increased from 55.7 in 2010 to 63.9 in 2013. In terms of area of residence, adult literacy in urban areas decreased slightly to 88.9 in 2013 from 89 in 2010. However, there has been an increase in rural adult literacy rate to 67.6 in 2013 from 59.6 in 2010. This could mean improvement of literacy in the rural areas or it could simply urbanization resulting from migration to the urban areas from the rural.

In terms of regions, the northern region has the highest level of adult literacy registered relative to the other regions. However the Literacy levels have increased in all the regions between 2010 and 2013 with the central region registering the highest percentage increase of 9.3 percentage points and the Northern region with the lowest percentage increase of 1.4 percentage points.

3.1.4. Complementary Basic Education

Between 2014 and 15 according to statistics from CBE, the number of CBE learning centers have more than doubled from 600 to 1140. This indicates the serious commitment of government in getting out –of school-youth back into the system.

Table 3.1-2: Complementary Basic Education Progress

	2014	2015
Learning Centres	600	1140
Funding (MK)	1.3bn	800, 000.00
Enrolment	21,000	40,000

Enrolment has also been seen to grow almost by 90%, with 40,000 learners reported as of 2015. The dropout rate in 2015 was reported above 10%, which implied that approximately more than 450,000 learners dropped out of school, and among others a significant number of them permanently do not return to school. This only indicates how small the scope of CBE is in Malawi.

If CBE was imitated in a simple Demand -Supply model, one would infer that supply of CBE services or facilities is lower than the demand for it on the market. Therefore, there is a huge deficit and in such an occurrence of high demand, there is creation of a parallel market, in the case of Malawi it could be resorting to commercial activities that are viable in the short term. As lucrative as the activities would be, issues of child labour would start to emerge and ultimately in the long-run the literacy levels might remain stagnant.

CBE programmes are vital to Malawi in addressing issues of drop out and consequentially recollecting learners back to primary education. There is need to expand CBE's scope despite that the funding declined from 1.3 billion to 0.8 billion between 2014 and 2015.

3.2. Secondary Education

3.2.1. Access and Equity

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

3.2.1.1. Number of Secondary Schools

At national level, there were a total of 1,094 public secondary schools nationwide in 2014/15. Of which were disaggregated as follows:

- 686 Community Day Secondary Schools (CDSS),
- 79 Boarding Secondary Schools,
- 69 Day Secondary schools and
- 260 are Open Schools.

On the other hand, in terms of proprietorship, it was reported that in the financial year there registered 360 private schools. Furthermore, EMIS also reported of 36 boys' secondary schools, 42 girls' schools and 1,376 co-educational schools. Cumulatively, the total number of schools nationwide added up to 1,454.

3.2.1.2. Secondary classrooms: Government Supported Schools Only

The divisions have different number of schools such that it is logical for Northern and Central Western divisions to have more classrooms since they also have more schools as indicated in Figure 3.2-1 below. It is worth noting, however, that there are still temporary structures across all divisions being used as classrooms. The probability of finding open air classrooms in secondary schools is almost zero which means the gap indicated by the “required” bar means that the classrooms are generally overcrowded in most secondary schools as students are squeezed in the available classrooms. The figure below reveals that most classrooms are in need of rehabilitation which requires more than just routine maintenance.

: Figure 3.2-1 Number of Classrooms by Division

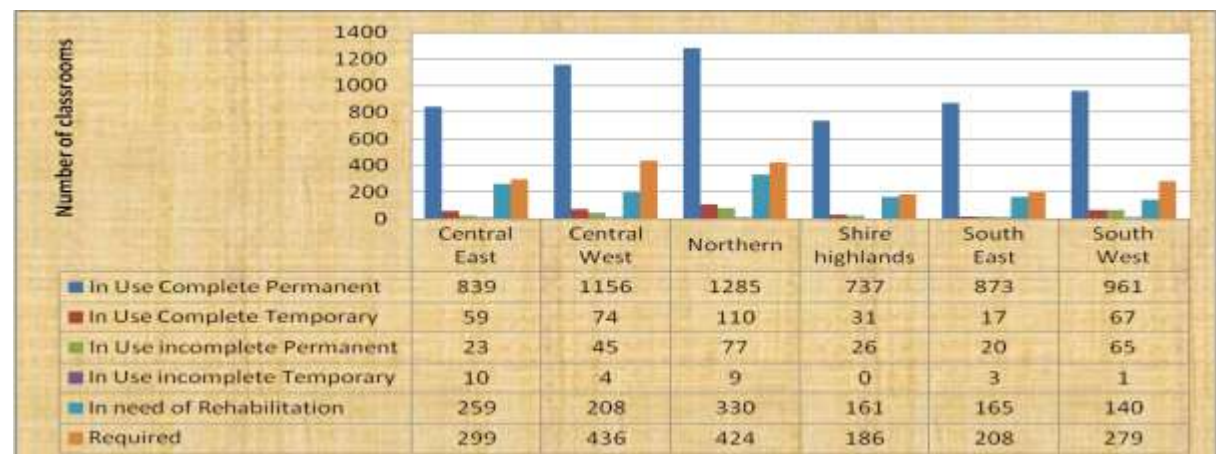


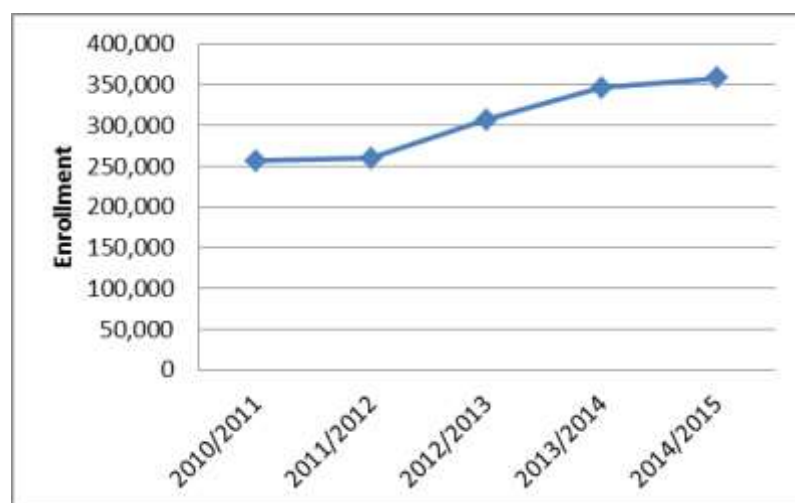
Figure 3.2-1 above shows that Shire highlands, South East and Central East Divisions have less permanent classrooms than the rest of the divisions. On the other hand the Central west and NED has the least enrolment. It is therefore imperative that projects to build classrooms be prioritised to these divisions with high enrolment but less class rooms.

3.2.1.3. Enrolment

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

In terms of absolute figures, there has been a steady rise in enrolment at secondary level. According to 2014/15 EMIS, the total enrolment was reported as 358,033 increasing from 346,604 in the prior year. This represents an increase by 3.3% over last year's total. Figure 3.2-2 below depicts enrolment trend from 2010/2011 to 2014/2015.

Figure 3.2-2: Secondary Enrolment from 2010/2011-2014/2015



Source: EMIS 2015

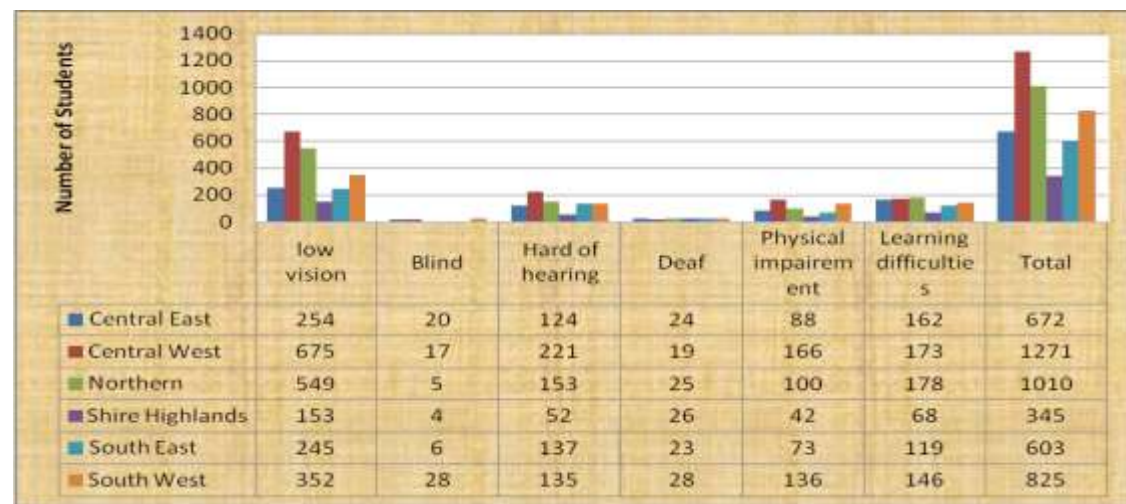
In spite of the increase in enrolment over the years, male participation continues to outstrip that of their female counterparts. During the 2014/15 period, the total number of male learners was 190,623 compared with only 167,410 females.

The number of learners in public secondary schools was 286,154 compared with 71,879 for private schools. During the prior year, the latter's enrolment was 36,057 meaning that there has been an increase of 99%. This does not necessarily mean that there has been an influx of learners into private schools. The reason for this is that the compliance in providing data has improved among the private stakeholders compared to the previous years. However, based on these statistics, it would be possible to translate that there ; relatively there is better private sector participation in delivery of secondary education in comparison with private providers in primary education. As

such, the secondary sub sector has a favourable potential of utilizing private providers in improving access and delivery of secondary education.

As highlighted in ESIP II, the intent of the development agenda is to accommodate all learners regardless of all stereotypical barriers. One of the ESIP II indicators for measuring equity at the secondary education sub sector in Malawi is the percentage of special needs education (SNE) learners that have been enrolled. The ESIP II target for 2014-2015 for the percentage of SNE learners was 1.17%. Available data indicates that a total of 4,726 learners enrolled had special needs representing 1.3% of the total enrolment. Refer to the graph below for details.

Figure 3.2-3: Number of Students with Special Needs



Source: EMIS 2015

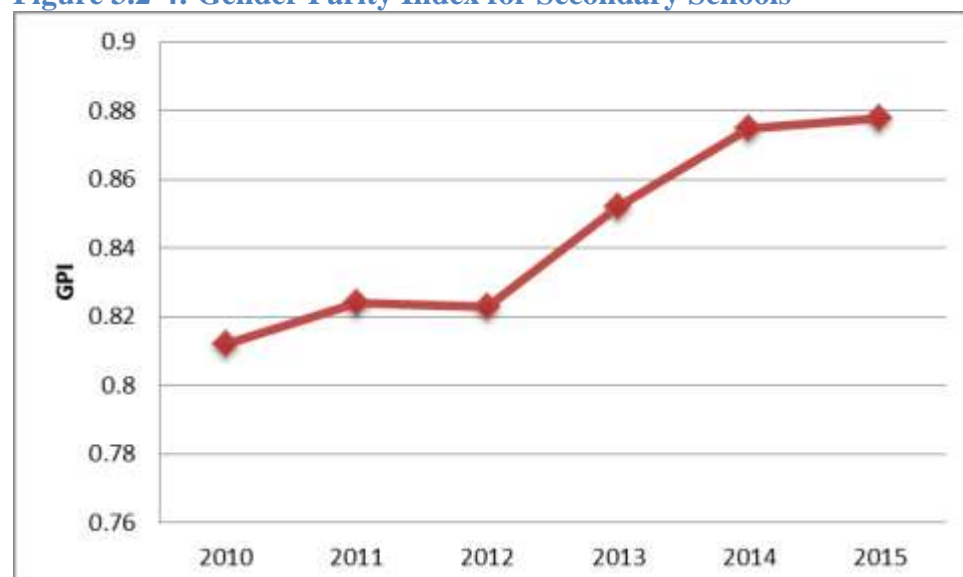
As reflected in figure 3.2-3 above, the majority of learners had varied special education needs, the most common one being low vision. The Central West Education Division (CWED) was reported to have the most SEN learners in absolute terms, a total of 675 learners were affected followed by the Northern Education Division (NED) with 549 learners.

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

3.2.1.4. Gender Parity Index

Goal number five of the Education for All (EFA) stressed the need for equality in access to education for both boys and girls. This is an important indicator in understanding access to secondary education between the genders. An analysis of the 2014/2015 EMIS data indicates the GPI slightly improved to 0.878 from 0.875 in the 2013/2014 school year, however still in favour of males. Refer to figure 3.2-4 below for details.

Figure 3.2-4: Gender Parity Index for Secondary Schools



Source: EMIS 2015

As can be seen from the graph above, there have been more boys than girls in secondary education in Malawi. Nonetheless, the participation of girls in secondary education has been increasing, especially between 2012 and 2014. The introduction of bursaries and the opening of open secondary schools could be credited to have qualified such an improvement. The latter has given a chance to female learners to re-enrol after initially dropping out due to various factors. The 2014/15 figures also indicate that a lot more girls have benefited from bursaries than boys

3.2.1.5. Net Enrolment Rate and Gross Enrolment Rate

The 2013-2014 and 2014-2015 figures indicate that NER⁶ has been the same for all sexes at 16.6%. In absolute terms, the enrolments have increased, but with regards to other variables such as population and population growth, but in real terms, the number of learners aged 14 to 17 years has not changed.

Table 3.2-1: NER and GER

PARAMETER	2013-2014		2014-2015	
	Boys	Girls	Boys	Girls
GER	26.5	22.3	26.3	22.3
NER	16.6	16.6	16.6	16.6

Source: Calculated from EMIS 2014&EMIS 2015

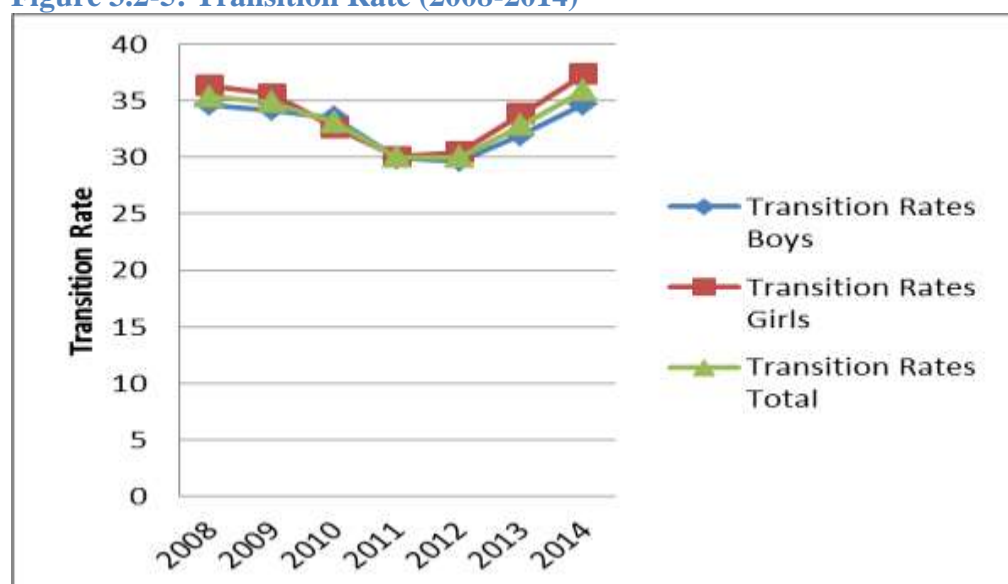
⁶ The secondary school net enrolment rate (NER) is derived by dividing the total number of secondary school learners that are aged 14 years to 17 years by the total population aged between 14 years and 17 years

On the other hand, the gross enrolment rate (GER)⁷ figures have also been the same for girls across the two reporting periods while it has slightly decreased for boys from 26.5 in 2013-2014 to 26.3 in 2014-2015. Similarly, despite the growth in population, the real gross enrolment of girls has not changed, and that for boys has only slightly declined.

3.2.1.6. Transition Rate

An analysis of EMIS data indicates that transition rate from primary school to secondary school has been slightly improving. In 2014 transition rate for both male and female learners was at 36%, increasing from 33% in the prior year. The rate for males was 35% while that for females was 37, increasing from 32% and 34% respectively in the prior year. Refer to the figure below for details.

Figure 3.2-5: Transition Rate (2008-2014)



Source: EMIS 2015

From the figure above, it is evident that the current status slightly resembles the achievement recorded in 2008 where transition rate to secondary school for all learners was 35%. This 1% increase therefore means that overall; there has hardly been any achievement in improving the rate, especially if the lows of 2011 and 2012 are taken into consideration. The table below provides a more detailed picture of the current situation.

⁷ Proportion of total pupils in a particular level of education irrespective of age, to the total population of the corresponding school age.

Table 3.2-2: Primary to Secondary Transition Rates

Primary to Secondary Transition Rates 2009 - 2014									
	Enrolment for STD 8			New entrants in Form 1			Transition Rates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2008	103,744	83,230	186,974	35,888	30,204	66,092	35	36	35
2009	106,214	87,800	194,014	36,307	31,243	67,550	34	36	35
2010	106,972	95,064	202,036	35,803	31,030	66,833	33	33	33
2011	115,673	101,324	216,997	34,599	30,423	65,022	30	30	30
2012	120,860	103,560	224,420	35,794	31,497	67,291	30	30	30
2013	130,260	111,756	242,016	41,611	37,791	79,402	32	34	33
2014	135,189	114,819	250,008	46,879	42,894	89,773	35	37	36

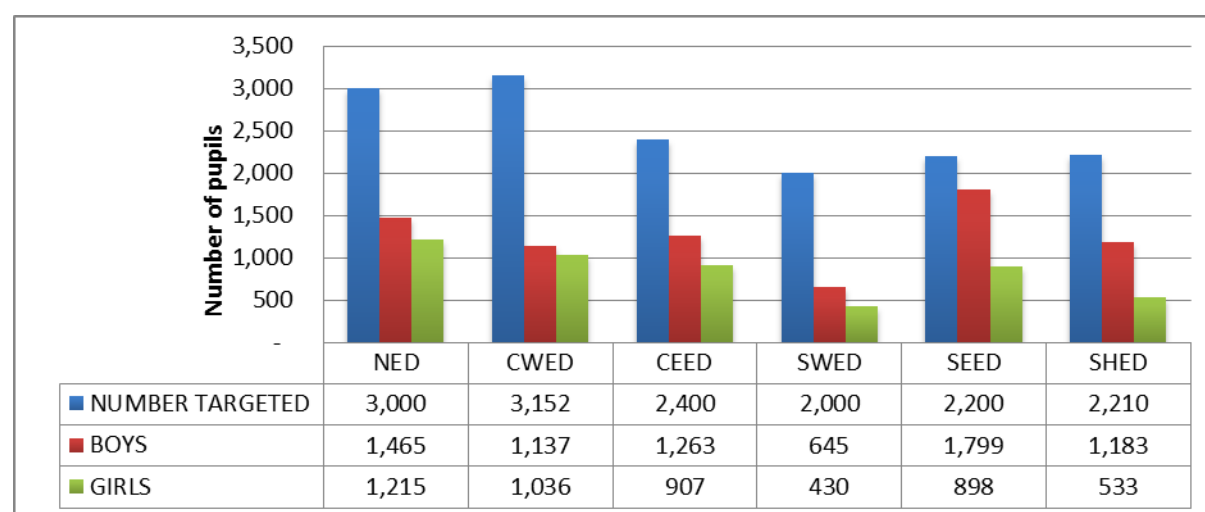
Source: EMIS 2015

It can be seen that there was a sharp increase in Form 1 enrolment in 2013 and 2014. The majority of these can be attributed to an increase in the number of open secondary schools during these years. These secondary schools also accounted for the sharp increase in the number of secondary schools nationwide.

3.2.1.7. Administration of Bursaries and Cash Transfers

Bursaries payments are made directly to schools in support of the disadvantaged students. The figure below depicts bursary status in the 2014/15 academic year.

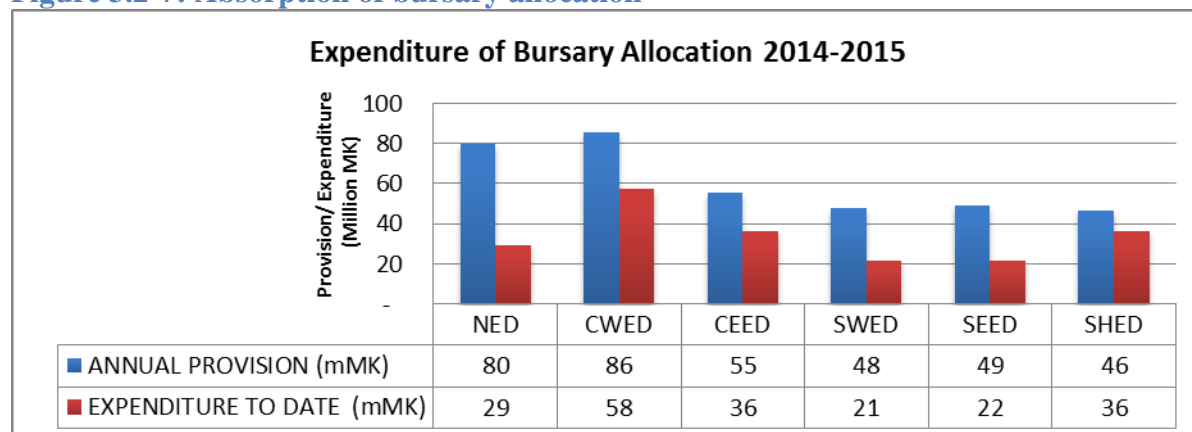
Figure 3.2-6: Bursary Disbursement against targeted number



Source: Directorate of Secondary Education

The total number of pupils targeted for bursaries across the country was 14,962 of which the number of beneficiaries was 12,511 representing 83.6%. With the exception of SEED that exceeded its target, no other division met their target. More data on the number of pupils requiring bursaries would allow for better-informed targets. CWED had the highest number of pupils targeted at 3,152; however, the number of beneficiaries as a percentage of the target was the lowest after SWED. The number of female beneficiaries is lower than that of males in every division.

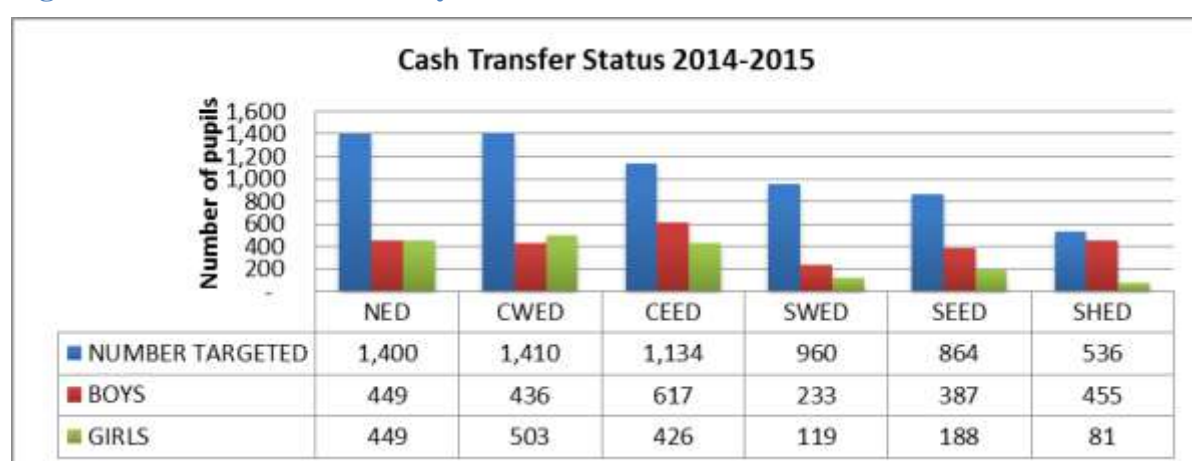
Figure 3.2-7: Absorption of bursary allocation



Source: Secondary Education Directorate

The expenditure of bursary funds did not exceed the provision in any part of the country. The total annual provision for bursaries was approximately 364 million MK, of which only 203 million MK was spent, representing only 55.6% of the total allocation. The expenditure share was in SHED, which spent 78% of the allocation, and the lowest share was in NED, which spent 36.6% of the allocation. In SEED, where the number of beneficiaries exceeded the target by 22.6% or 497 students, the expenditure was still only 44.6% of the annual provision. This data shows that the allocation of funds per student is flawed. More data on the number of students requiring bursaries and the cost per student would allow for more efficient utilization of bursary funds nationally. Additionally, the ministry is aware of disbursement challenges in some divisions, which if overcome, could allow for more beneficiaries. However, given that targets were met or exceeded with a percentage of the allocation, the focal point for improvement lies in better data dissemination regarding per student costs as mentioned above.

Figure 3.2-8: Cash Transfer Payments

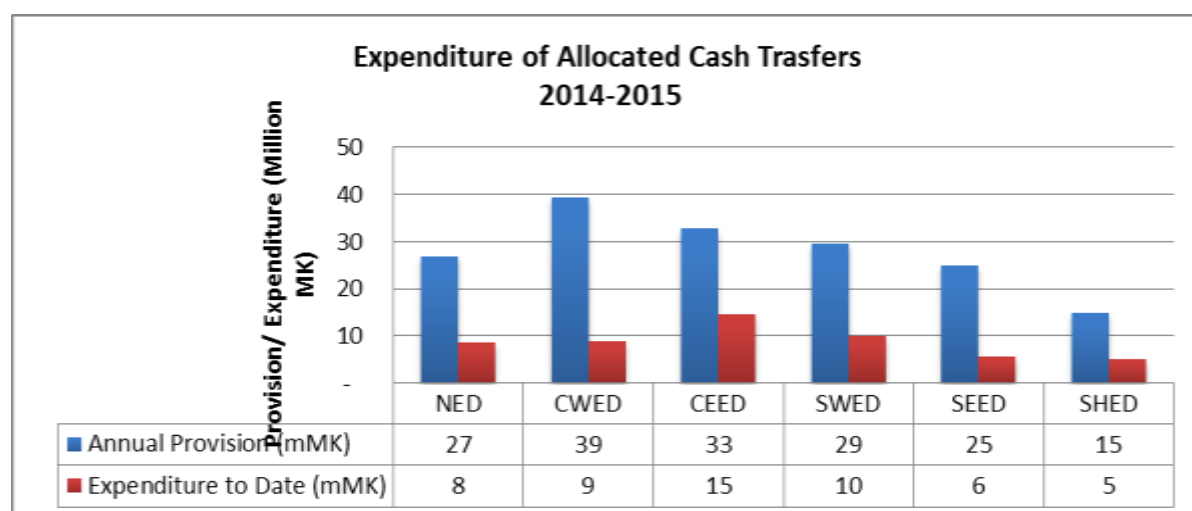


Source: Directorate of Secondary Education

The total number of students targeted in 2014-2015 for the cash transfer program was 6,304, of which the total number of beneficiaries were 4,343, representing 51.9% of the targeted students. SHED was the only division to reach its target of 536 students, and CEED met 92% of its target. SWED only met 36.7% of its target. NED had gender equity in the distribution of cash transfer; in CWED, the number of female

student beneficiaries was higher than that of males; SHED shows the starkest gender disparity in cash transfers.

Figure 3.2-9: Expenditure of Allocated Cash Transfers



Source: Secondary Education Directorate

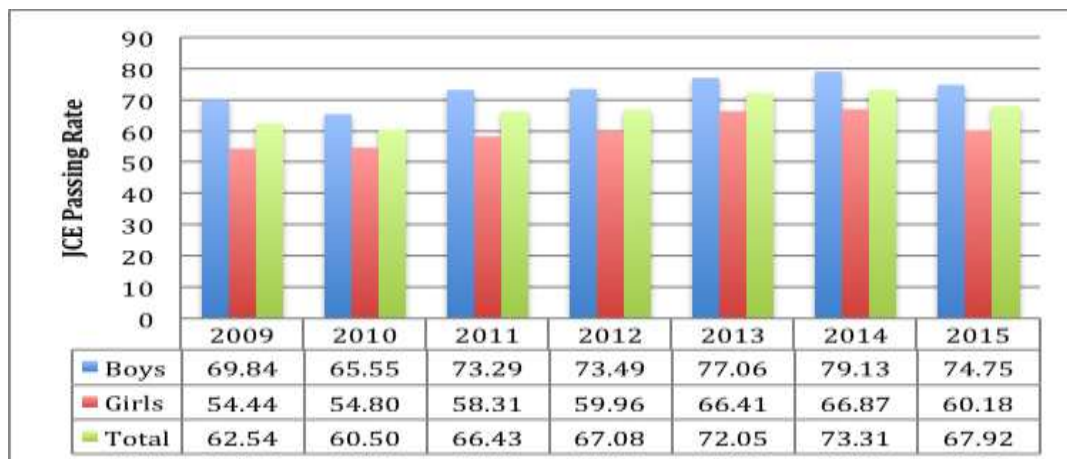
The total annual provision for cash transfers was approximately 169 million MK, of which the amount spent was 52 million MK or 31% of the total allocation. CEED achieved 92% of its targeted students utilizing only 44.5% of its annual provision. SHED, which reached all of its targeted students, did so using only 33.3% of its annual provision. Given the allocation of funds for this program, greater effort should be taken to build capacity to absorb these funds. Disbursement challenges should be addressed which would allow for timely payments to schools. There are also large discrepancies in the numbers targeted and the number of beneficiaries, which must be urgently addressed.

3.2.2. Improving Quality in Secondary Schooling

3.2.2.1. Examination Performance

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

Figure 3.2-10: Passing Rates in JCE examinations by Gender



Source: MANEB 2015

The percentage of students passing the Junior Certificate Examination has increased from 62.54% in 2009 to 67.92% in 2015. The total number of students enrolled for the exam increased from 115,650 to 134,500 during this period, representing an increase of 16.3%. With the exception of 2010, the pass percentage has been steadily increasing for both boys and girls. The pass percentage for boys has increased from 69.84% in 2011 to 79.13% in 2015. Similarly, for girls, the pass percentage has increased from 54.44% in 2011 to 66.87% in 2014. However, the difference between the pass percentage for the girls and boys is large, representing an average gap of approximately 13% each year.

Malawi School Certificate of Education Examinations

The total pass percentage for the Malawi School Certificate Examinations has increased from 38.23% in 2009 to 54.87% in 2014. In 2013, the performance of male students fell from 62.27% in the previous year to 45.47%. Subsequently, 2013 is the only year in which girl students outperformed the boys. Refer to the table below for details.

Figure 3.2-11: Passing Rates in MSCE examinations by Gender



Source: EMIS 2014

For girls, the increase in pass percentage from 2012 to 2013 was 17.2 percentage points. The pass percentage for girls was the lowest in 2009, but has since then increased to 46.94% in 2014

3.2.2.2. Student Teacher Ratio

Figure 3.2-12 below indicates that Student to Science Teacher Ratio increased from 63 in 2012 to 65 in 2015. The planned target in 2015 was 56 hence the sector has underperformed in this regard. This would either reflect the high attrition of science teachers in secondary schools or growth in numbers of science learners or both.

Figure 3.2-12: Student: Science Teacher Ratio



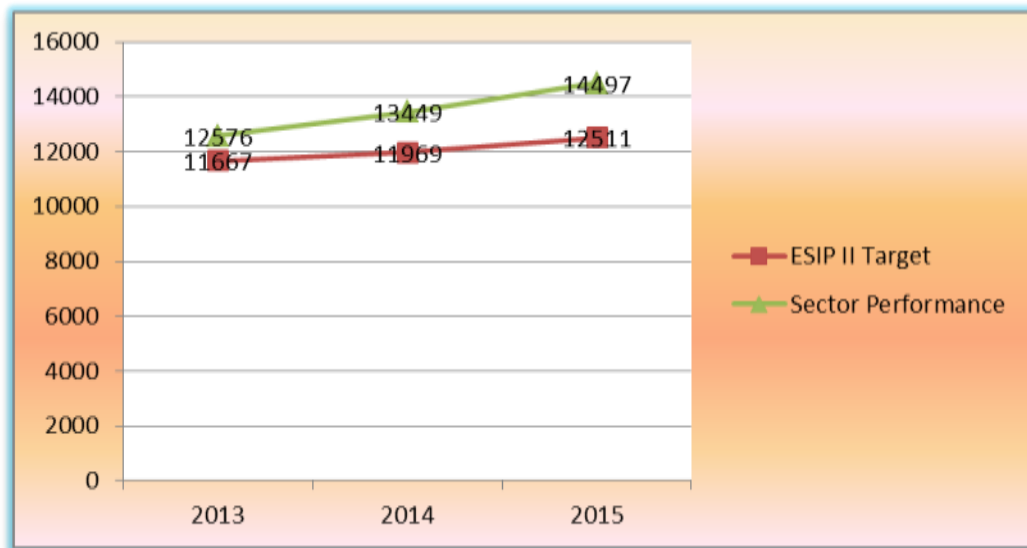
Source: EMIS

Investigations have indicated that a lot of science teachers leave the teaching profession for greener pastures. There is a need to introduce concrete measures to recruit and retain teachers in the system. Figure 3.2-12 indicates high deviation from the ESIP II and ultimately this would affect the quality of graduates absorbed by TEVET or higher learning institutions.

3.2.2.3. Secondary School Teachers by Gender, Division, Qualification and Type of School

According to figure 3.2-13 below, the growth in the number of teachers has increased by 5 percent from 2014 to 2015. Hence the sector performance has superseded the planned number of teachers that the sector planned to have in 2015 according to ESIP II. This reflects intensification of teacher training and the commitment of the Ministry in improving quality of secondary education and eventually improving the learning outcomes.

Figure 3.2-13: Number of Secondary School Teachers (Male and Female)

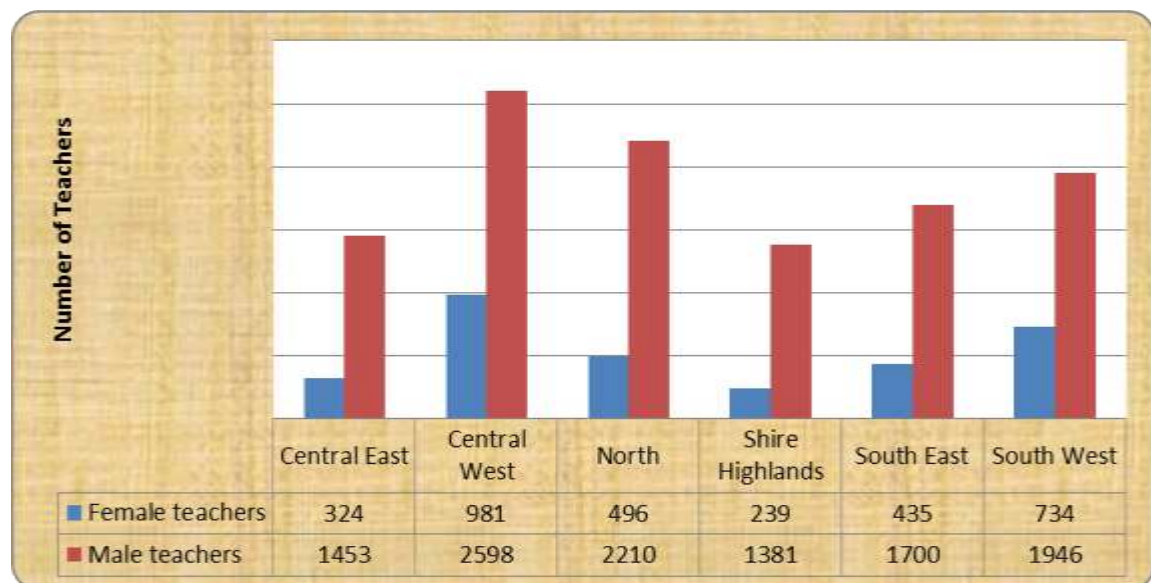


Source: EMIS

This progress is commendable; however, there may be a need for an assessment of subject specific teacher needs in all aspects of learning i.e. mathematics, science, arts and humanities etc. This also should be based on the government priorities in implementing its medium term and long term strategies.

Below is the break down by gender and by division to establish distribution.

Figure 3.2-14: Number of Secondary School Teachers by Sex and Education Division



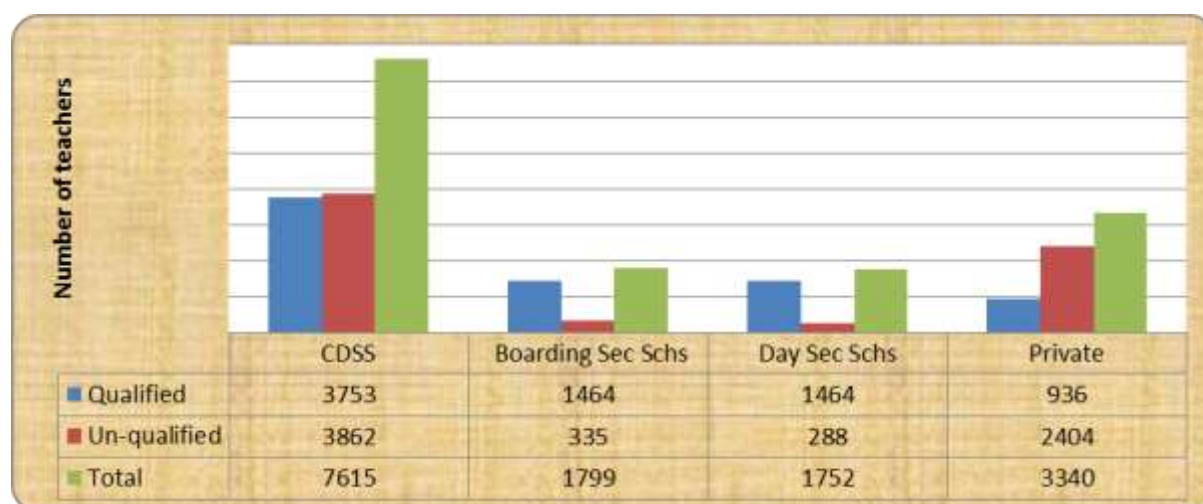
Source: EMIS 2015

Figure 3.2-14 above shows disparities across divisions in terms of male and female teacher's distributions. Some divisions like Shire Highlands and Central East have

very few female teachers giving an assumption of some of the schools have no female teacher. The disparities leave some schools with only male teachers, thereby leaving girls without role models to mentor them. However, CWED has the largest number of female teachers pegged at 981; it would also be relevant for the Ministry to assess female student performance in CWED to establish correlation of female teachers and role modelling of female learners.

A pertinent issue related to quality is the qualifications of the teachers that are in the education system. Figure 3.2-15 below portrays those teachers classified as qualified if they have a University certificate in education, diploma in education or a degree in education. Those teachers classified as un-qualified are the ones having a university degree or diploma of any discipline including those holding an MSCE and a primary teaching certificate. The figure below shows alarming numbers of un-qualified teachers in CDSSs followed by private secondary schools.

Figure 3.2-15: Numbers of Teachers by type of School



From the figures above CDSSs have approximately 49 percent of qualified teachers teaching in CDSSs whilst private schools have only 38 percent of qualified teachers teaching in their schools. CDSSs have a high enrolment of students and this has an impact on the quality of education as well as the Malawi National examinations results. It is important that MoEST has to prioritise upgrading these teachers and training those with general degrees and diplomas in University Certificate of Education. MoEST must also intensify inspection of Private schools to make sure there is adherence to the quality and standards set for them by government. Such mechanism would serve as a platform for providing uniform and unified education for all.

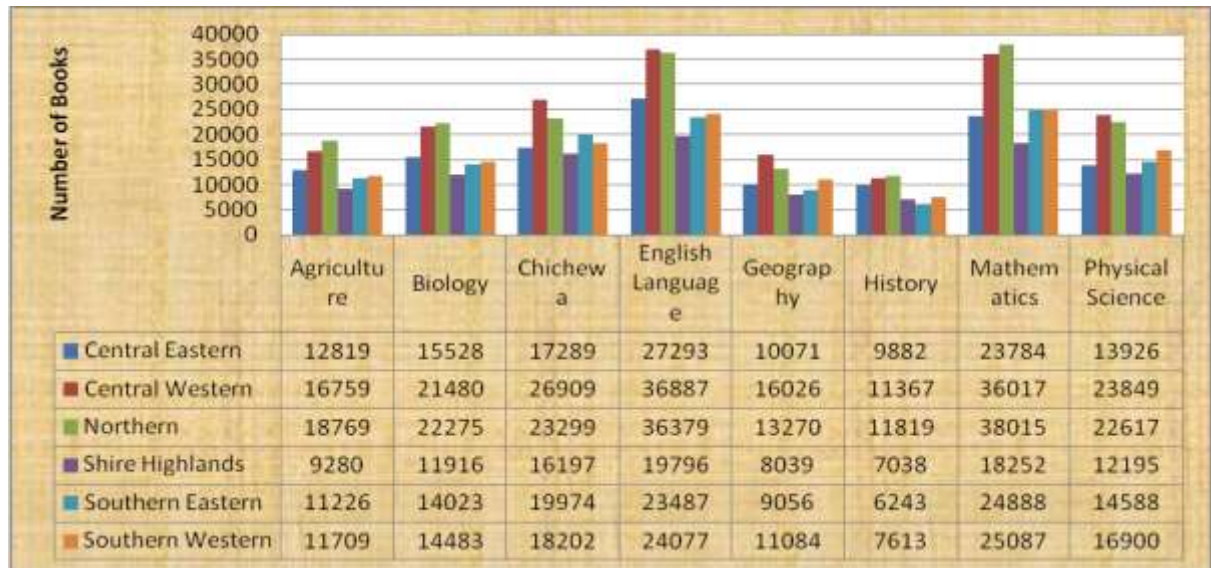
3.2.3. Improving Secondary Management

3.2.3.1. Procurement of Teaching and Learning Materials

The Secondary Education procured and delivered to all secondary schools throughout the country 822,000 textbooks for all titles for forms 1-4 valued at USD7, 856,000. From the quantities, 302,000 textbooks were procured from the 8 local publishers valued at USD1, 882,580, whilst 522,000 textbooks valued at USD5, 973,420.00 were procured and printed in India by Tradewings Worldwide Ltd.

During the period under review, the secondary education commenced procurement of 903,000 secondary school textbooks comprising of current and new curriculum for junior secondary school. Figure 3.2-16 summarises the number of books in good condition.

Figure 3.2-16: Number of Books in Good Condition by Division



Source: EMIS

3.3. Teacher Education

3.3.1. Teacher Education (Primary)

During this period, there were two modes of teacher training, namely: Initial Teacher Training Education (IPTE) and Open Distance Learning (ODL). Enrolment figures for each TTC would provide an overestimation of the teacher supply as some students drop out during the two years, not everyone passes their exams and from all teaching graduates not all end up becoming primary school teachers. However, ESIP II sets out the target of reducing Primary Pupil to Qualified Teacher Ratios from a current rate of 74:1 to 60:1 by 2017.

3.3.1.1. Access and Equity

Construction and rehabilitation of infrastructure for Teacher Training has been ongoing in 2012/2013. Works at Chiradzulu and Phalombe TTC have completed. Phalombe TTC is operational while Chiradzulu was opened in September 2015. In 2012/13 preparatory works for the construction of a Special Needs Education Training College in Lilongwe were initiated.

Enrolment Trend

Total enrolment (IPTE and ODL) for public TTCs has increased from 20,775 to 21,115 as presented in table 3-3-1 below. One of the reasons for this increase could be attributed to the opening of Phalombe TTC in 2014.

Table 3.3-1: Enrolment trend

College	Enrolment			
	2012	2013	2014	2015
Karonga TTC	20,678	2,688	2,630	2,830
Kasungu TTC		3,791	4,130	3,910
Lilongwe TTC College		4,302	4,360	3,855
Blantyre TTC College		4,182	3,920	4,080
St.Joseph TTC College		2,424	2,460	2,600
Machinga TTC College		3,291	3,300	3,280
Phalombe TTC		-	-	150
Montfort College - Special Education	97	257	122	410
Grand Total	20,775	20,935	20,922	21,115

Source: EMIS

ODL was a program that was introduced to cover the shortage gap in the teacher supply. During Open and Distance Learning program, training of the teachers was predominantly through print-based mode sandwiched with face to face sessions

during holidays lasting for two to three weeks. During the period under review, **7,667** male teacher trainees and **5,786** female teacher trainees were enrolled representing 57percent and 43 percent respectively.

Table 3.3-2: ODL Enrolment

College	Enrolment					
	2012		2013		2014	
	ODL 3		ODL 4		ODL 5	
	Male	Female	Male	Female	Male	Female
Karonga TTC	397	391	459	346	153	134
Kasungu TTC	794	382	620	445	164	122
Lilongwe TTC	1219	145	730	124	327	116
St Joseph TTC	0	632	0	686	0	284
Blantyre TTC	576	469	587	419	187	155
Machinga TTC	626	369	621	410	207	157
TOTAL	3,612	2,388	3,017	2,430	1,038	968
GRAND TOTAL	6,000		5,447		2,006	

Source: EMIS

3.3.1.2. Quality and Relevance

From 2012 to 2015, 14,726 teacher trainees have graduated under ODL mode training of which 9,364 were male and 5,362 were female representing 64percent and 36 percent respectively. On average, IPTE has produced about 12,000 during the same period.

Graduates

In the ODL mode of training, the output of teachers trained has grown by 2,196 from 2012 to 2014. And cumulatively, this mode of training has produced 14, 726 teachers for the primary education. Assuming zero attrition and other factors held constant, it could be anticipated that at least 23% of the qualified primary teachers in the 2014/15 fiscal year were ODL.

Table 3.3-3: ODL graduates

	Graduation Figures					
	2012		2013		2014	
	ODL 1		ODL 2		ODL 3	
	Male	Female	Male	Female	Male	Female
Karonga TTC	308	162	443	220	480	359
Kasungu TTC	421	299	690	261	681	338
Lilongwe TTC	699	0	1138	0	1145	156

	Graduation Figures					
	2012		2013		2014	
	ODL 1		ODL 2		ODL 3	
	Male	Female	Male	Female	Male	Female
St Joseph TTCST	0	544	0	592	0	610
Blantyre TTC	463	211	757	235	624	501
Machinga TTC	324	241	582	268	609	365
TOTAL	2,215	1,457	3,610	1,576	3,539	2,329
GRAND TOTAL	3,672		5,186		5,868	

Source: DTED

Since the sector has adopted an approach of results-based financing, the Ministry would consider evaluating the volume of financing in this ODL and the impact on learning outcomes, in order to aid effective designs of teacher training.

3.3.1.3. Governance and Management

Supervision of ODL Primary Teacher-Trainees

The placement of trainee teachers in rural primary schools during the entire on-the-job training in various districts necessitated the need to have them supervised by their college Tutors, Field Supervisors, Primary Education Advisors, Head teachers, DEMs and other relevant stakeholders. A total of 220 motorcycles were procured to assist in mobility of the Field Supervisors from one school to another. The supervisory work of the Field Supervisors was very instrumental as they provided much needed professional advice to the trainees.

In-Service Training

Strengthen Mathematics and Science in Secondary Education (SMASSE) is an in-serving training for Secondary School teachers especially those teaching mathematics and sciences. The program coordinated by DTED and was done in secondary schools clusters. In 2015, 2,720 teachers attended in this training.

About 250 primary teachers and 200 TTC lecturers were oriented in mathematics and HIV related issues. This was done with an aim of improving teaching in primary schools.

Besides 40 secondary school teachers have been trained and have qualified for the University Certificate of Education on a yearly basis to curb the challenge of using unqualified teachers.

3.3.2. Teacher Education (Secondary)

3.3.2.1. Access and Equity

Private Sector involvement in Teacher Education

One of the ways in which NESP promotes increased teacher training is to encourage the creation and operation of private teacher training colleges throughout the country. In 2012-13 GoM contributed towards the running costs of the DAPP teacher training colleges. DAPP also constructed a new TTC with capacity of 64 student teachers in T.A. Kampingosibande in Mzimba District in the 2012/13.

There has been a stagnant enrolment by the private sector in provision of primary teacher training as manifested in the table below.

Table 3.3-4: Private TTC enrolment

Private TTCs	2012			2015		
	M	F	Total	M	F	TOTAL
Amalika	36	102	138	57	93	150
Dowa	102	135	237	73	93	166
Chilangoma	81	144	225	65	100	165
Emmanuel	51	101	152	57	130	187
Maryam Girls'	0	307	307	0	389	389
Total	270	789	1059	252	805	1057

EMIS bulletin

Incentives should be provided for the private provides to spur growth of facilities for providing training to student teachers.

3.4. Tertiary Education

3.4.1. Higher Education

The Government of Malawi, through the Malawi Growth and Development Strategy has redefined key priority areas to address emerging issues including those in Education Science and Technology, which emphasize on “building an educated and highly skilled population and promoting Scientific and Technological Developments and Innovations”. In addition, the Government is also committed to Youth Development and Empowerment: which focuses on the youth (10-29 years), aiming to economically empower them so that they actively participate in the development initiatives.

Malawi has four public universities namely University of Malawi (UNIMA) and its four constituent colleges (The Polytechnic, Chancellor College, College of Medicine and Kamuzu College of Nursing), Lilongwe University of Agriculture and Natural Resources (LUANAR), Mzuzu University (MZUNI) and Malawi University of Science and Technology (MUST), each of which was established by a separate Act of Parliament. In addition, there are 26 private universities/colleges registered/accredited by the National Council for Higher Education (NCHE) and the Credentials and Evaluation Committee (CEC).

Higher Education over the years has been striving despite the absence of support to meet the associated cost requirements, which are more convenient for the small affluent population of Malawi. Enrolment in existing universities is based on classroom space, availability of lecturers and number of designed or accredited programmes. There has been an influx of students demanding for higher education services, which has compelled the Ministry of Education, Science and Technology to develop interventions that would improve effectiveness and efficiency as well as provide higher education in various catchment areas.

The Education Sector Implementation Plan 2 (ESIP II) is a ‘credible’ Implementation Plan which includes policy reforms in higher education, covering both public and private education. The indicators are grouped into the following four functional policy reform areas of ESIP II themes:

- Improving Access to Higher Education
- Adopting a new Higher Education Act
- Improving Financial Resource Mobilization
- Introducing a Comprehensive Management Information System

3.4.1.1. Improving Access to Higher Education

Harmonized Selection

Since 1997, when Malawi had only one University (UNIMA), selection of students into the university had no challenges as the UNIMA Central Office coordinated the selection process with the involvement of deans of faculties. Students applied once and were selected into one of the three programmes of their choices although in some cases students were redirected to programmes they did not apply for; and no student could be selected into more than one programme.

The establishment of MZUNI in 1997; LUANAR in 2010 and MUST in 2013, led to serious challenges in the selection process. The result was that some students were selected into more than one University. Since the academic calendars were not synchronized, some students under government scholarship could start a programme in one university, and then a few months later leave for another university. This resulted in wastage of resources as well as limiting offers to other well deserving candidates.

Some students were also admitted into programmes not of their choice if they have indicated willingness to be re-directed in the event that their choice programmes were full but they (students) were still better candidates. This, however, provided a basis for complaints when they found a programme difficult or not of preference.

These challenges led to reformation of the selection process and in the event, the NCHE Act was enacted in 2011 to address a number of issues in Higher Education including harmonization of selection of students to all public universities in Malawi. It was envisaged that the harmonization process would help address the following:

- I. Fragmentation and multiple selection into public universities
- II. Promote resource sharing and avoid wastage of space

- III. Save costs on the admission fees for candidates and adverts for the Universities
- IV. Promote the development of a common selection policy
- V. A move towards harmonized academic calendar for public universities

Selection Data and Analysis

In 2014/15 academic year, a total of 100 programmes from the four public universities were advertised, attracting a total of **18, 069** applicants of whom **17,346** met the minimum requirements for selection. Selection was done using the equitable access policy of selection. Under this policy, the top ten candidates from each district are offered places first and the rest are selected based on both merit and the size of the population of their district of origin. A total of **3684** were selected into the four public universities, representing an admission rate of **21.7%** of the qualified. These were distributed as follows:

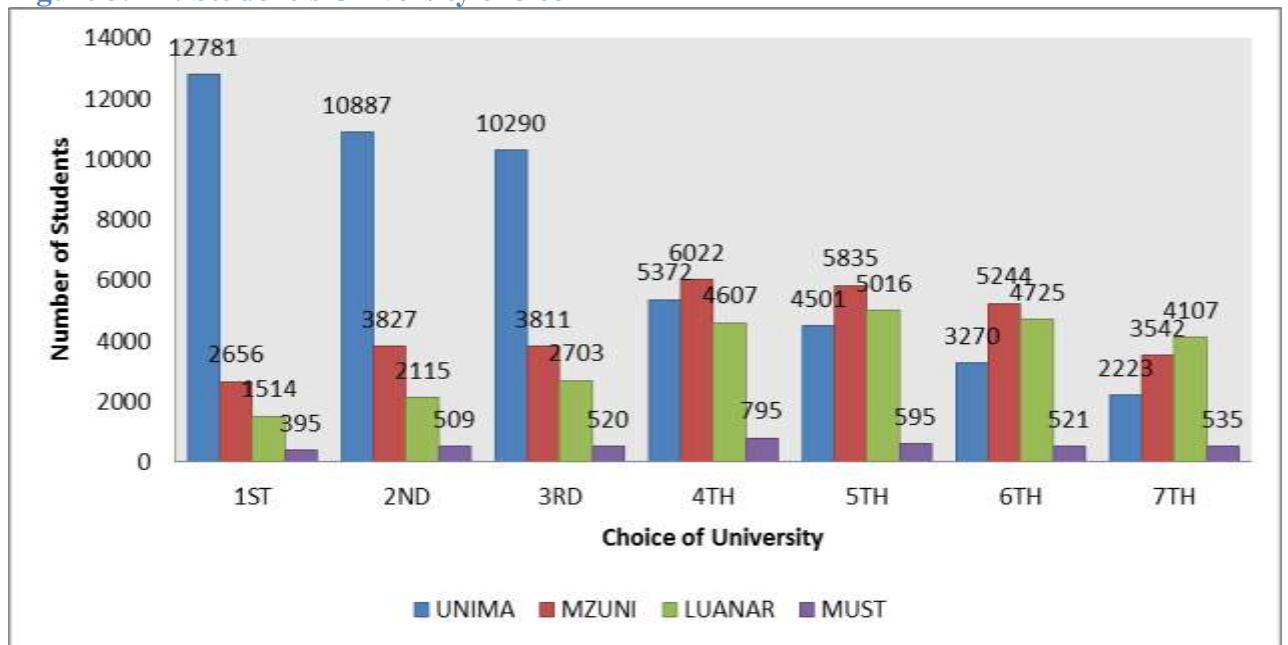
- a. Lilongwe University of Agriculture and Natural Resources – 896
- b. Malawi University of Science and Technology – 302
- c. Mzuzu University – 572
- d. University of Malawi – 1914.

It is worth noting that Malawi being an agro-based economy around 24% of the new entrants was for LUANAR. In addition, selected candidates by district and gender were based on the population ratios, with the highest number of selected candidates being from Lilongwe (402) and Likoma registering the lowest (39). Ten international students were also admitted only to the University of Malawi.

Despite the cut off points extending to 31 points, it was revealed that 646 students with aggregate points ranging from 6 to 15 were not selected due to various reasons. It should be noted that cut off points especially for University of Malawi and Lilongwe University of Agriculture and Natural Resources are higher because of the staff benefit policy which allows for the admission of staff dependants provided their aggregate points do not exceed 36 points and are meeting programme requirements they applied for.

Figure 3.4-1 below present the analysis of the choices candidates made per University. Out of the 17,346 eligible applicants, most of the candidates (12,781) indicated University of Malawi as their first Choice, followed by Mzuzu University (2,656), Lilongwe University of Agriculture and Natural Resources (1,514) and Malawi University of Science and Technology (395). The total reflects size of the University as well as number of programmes offered by the Universities. A good example is MUST which is relatively new offering only 5 programmes and had 395 mentions as first choice.

Figure 3.4-1: Student's University choice



Source: National Council for Higher Education

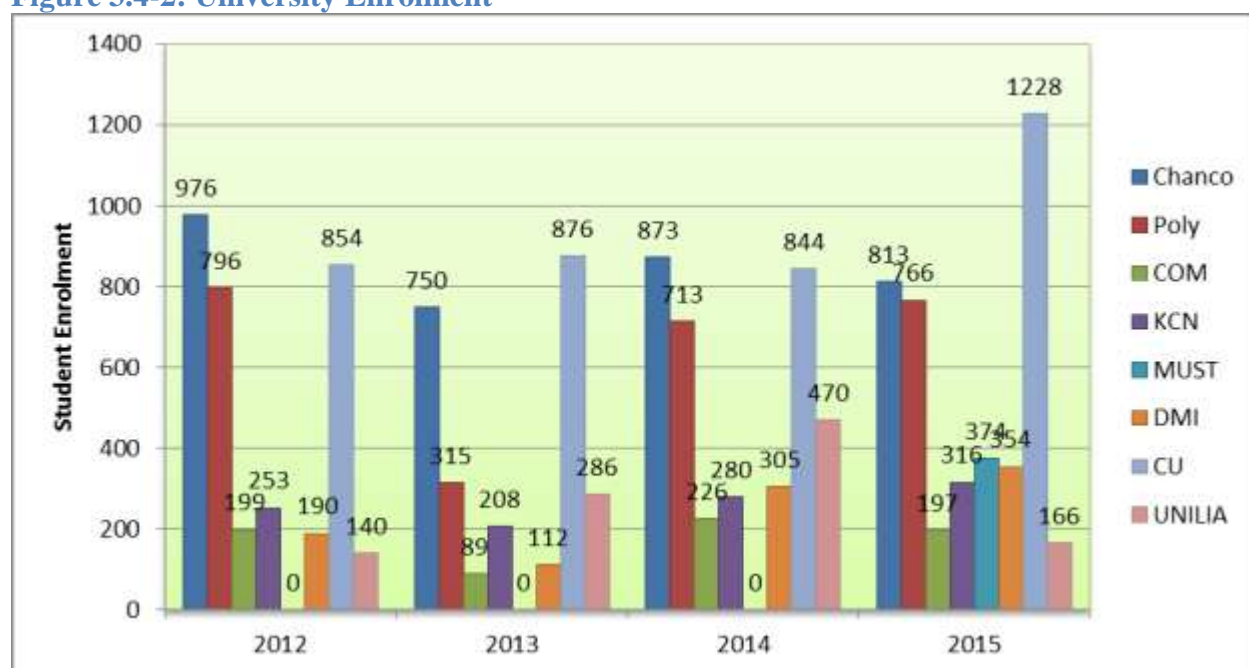
University Enrolment

Analysis of enrolment trends in the sub-sector has been constrained by lack of data for the subsector for both public and private institutions as such evaluations against the baseline set up in ESIP II may not be feasible for this report. However, for the data available, it should be noted that enrolment in Public Universities has been declining since the initiation of the ESIP II.

Figure 3.4-2 provides universities' enrolments between 2012 and 2015. During this period, enrolment at Chancellor College, the Malawi Polytechnic and College of Medicine (COM) declined by 17%, 4% and 1%, respectively. On the other hand, DMI's enrolment between 2012 and 2015 increased by 86%, tailed by Catholic

University (CU) at 44% and University of Livingstonia (UNILIA) at 19%. In absolute terms however, Catholic University had the highest enrolment of 1228 students in 2015 preceded by Chancellor College at 813 and the Malawi Polytechnic at 766. In the recent academic year, UNILIA had the least enrolment of 166 students, but worth noting is that at a certain point in 2014, the same institution was able to absorb 470 students. At the moment there were no explanations of what could have caused this sharp decline between 2014 and 2015.

Figure 3.4-2: University Enrolment



Source: Universities and Colleges

NB: It is important to note that Catholic University had the highest enrolment of 1228 in 2015 as a stand-alone university with no constituent colleges otherwise, University of Malawi had the highest enrolment of 2012.

Despite that data is not available for the other Universities / Colleges, there is need to monitor trends in enrolment and determine why enrolment is declining as opposed to the current policy reforms that are advocating for increasing enrolment in higher education.

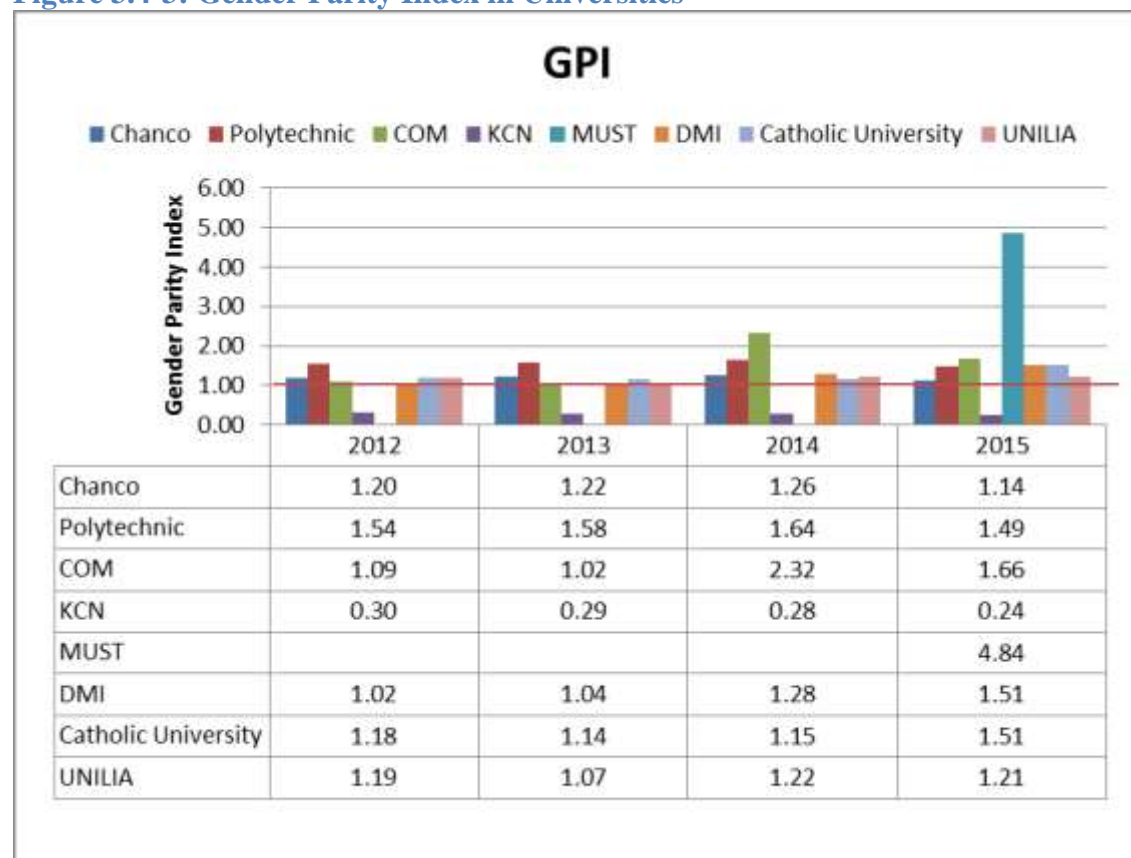
Gender Parity Index

Higher education persists to be a male dominated sub-sector overall, both in terms of student enrolment and staff composition, however, there are special cases where some of the selected few higher education programmes are dominated by females due to

either the nature of the programme or because of the gender roles assigned by the society.

At the beginning of ESIP II in 2012, it is shown that Polytechnic had a higher GPI of 1.54 favoring males to females. On the other extreme, Kamuzu College of Nursing had a GPI of 0.30, meaning that only 30% student nurses in 2012 were male. Some of these explanations could be attributed to the nature of programmes offered by the institution, for example, engineering, Nursing, IT etc. or because of the gender competitiveness of the programmes or may be because of the entry requirements. Given the ideal GPI of 1, only COM came close with an excess of 0.02 points in 2013, however, the index worsened off for COM in 2014 to 2.32, meaning that for every female student, there were 2 male students (See figure 3.4-3 below).

Figure 3.4-3: Gender Parity Index in Universities



On the extreme, Malawi University of Science and Technology (MUST) which was opened in 2014 promote Science and Technology in Malawi had its GPI favoring males the most, and was reported at 4.84. This implies that for every one female at MUST there are almost five males.

It is very crucial for the Ministry of Education to revisit its strategies on promoting girls education in Higher Education. An improved GPI in the sub-sector will eventually empower women in the economy and impact their competitiveness on the labor market.

Loan Schemes

In the absence of the Higher Education Students Loans and Grants Board (HESLGB), the Directorate of Higher Education dispensed loans to students from low- social economic background that applied and had valid reasons to access the loans. By the end of the financial year, higher education executed the following under Loan Schemes:

Table 3.4-1: Loan disbursement according to college/university

Serial No.	Institution	Tuition	Stationery	Total	First Payment	Second Payment	Total paid	Balance
1.	Chancellor College	149,380,000	44,040,000	193,420,000	75,000,000.	50,00,000	125,000,000	68,420,000
2.	College of Medicine	34,705,000	15,540,000	50,245,000	27,540,000	22,705,000	50,000,000	
3.	LUANAR	80,005,000	27,630,000	107,635,000	52,630,000	30,000,000	82,630,000	25,005,000
4.	Malawi Polytechnic	59,015,000	32,190,000	91,205,000	91,205,000		91,205,000	
5.	Mzuzu University	85,915,000	21,300,000	107,215,000		66,000,000	66,000,000	41,215,000
6.	Kamuzu College of Nursing	54,010,000	11,100,000	65,110,000		40,000,000	40,000,000	25,110,000
7.	Malawi University Science& T	34,320,000	2,640,000	36,960,000		36,960,000	36,960,000	0.00
8.	Total	497,350,000	154,440,000	651,790,000	246,375,000	246,375,000	245,665,000	159,750,000
OUTSTANDING PAID SO FAR								
9.	College of Medicine						36,065,000.00	
	GRAND TOTAL-MONEY SPENT THIS YEAR						528,105,000.00	

Note:

The loan disbursement to some extent was slow due to the flow of funding. The total sum of 159,750,000.00 was expected to be paid to institutions by the end of 2014/15 financial. However, the Directorate received appeals of more than 500 students who were needy but not on government scholarships. HESLGB to some extent shall address this as it shall cater for students across the board whether from public or private institutions.

3.4.1.2. Improving Financial Resource Mobilization**Total Resource Envelope**

The resource envelop, of the institution is mostly determined by its ability to mobilize resource, type of proprietor, enrolment and the unit costs of the programmes. In academic year of 2012 in absolute terms, COM was financed with the highest finances worth 6.6. Billion Kwacha and was preceded by polytechnic with 3.2 billion Kwacha. In 2013, COM managed to mobilize 9.3 billion worth of resources and was followed by Chancellor College with 4.6 billion. However, in 2014 Chancellor College had the highest resource package of 6.4 billion and that of COM dropped to 5.6 billion. In the 2015 academic year, Poly had the largest amount of 7.1 billion; however, Chancellor College drastically dropped to 1.6 billion, which could be attributed to lack of school fees.

Table 3.4-2: Financing of Universities

Public Universities / Colleges	2012	2013	2014	2015
<i>Chancellor College</i>	2,891,567,000.00	4,625,461,000.00	6,480,982,000.00	1,646,024,340.00
<i>Polytechnic</i>	3,262,891,000.00	3,791,763,000.00	5,647,084,479.00	7,122,831,930.00
<i>College of Medicine</i>	6,649,382,000.00	9,318,079,000.00	5,122,428,069.00	6,104,192,581.00
<i>Kamuzu College of Nursing</i>	2,247,025,000.00	2,503,066,000.00	2,727,110,764.00	3,969,631,747.00
<i>DMI</i>	91,842,493.00	145,669,410.00	263,156,114.00	422,474,040.00

The proportions of the shares of the revenue further elaborate why there are some trivial changes in the resource package for some of the institutions.

Expenditure per Student

Assuming all factors hold, the table below summarizes the expenditure per student⁸ in the individual institution based on the respective enrolments and budgets (inclusive of tuition and self-generated revenue).

Table 3.4-3: Expenditure per Student

Expenditure / Student	2012	2013	2014	2015
<i>Chanco</i>	2,962,671	6,167,281	7,423,805	2,024,630
<i>Poly</i>	4,099,109	12,037,343	7,920,175	9,298,736
<i>COM</i>	33,413,980	104,697,517	22,665,611	30,985,749
<i>KCN</i>	8,881,522	12,033,971	9,739,681	12,562,126
<i>DMI</i>	483,382	1,300,620	862,807	1,193,429

Source: universities

Throughout the implementation of ESIP II, COM has the highest expenditure on a student, ranging from 33 million to 30 million in 2015. In 2013, the expenditure exceedingly peaked to 104 million, which could be attributed to the broadening of self-generated revenue. In almost all but one year, where Poly's expenditure per student was 12 million, KCN has the second highest expenditure per student which ranges between 8.8 million in 2012 and 12 million in 2015. DMI had the least expenditure per student throughout the implementation of ESIP II. However, it should be reported that between 2012 and 2015, the expenditure per student almost tripled in absolute terms.

Share of Revenue

In the higher education sub-sector one of the priority policy issues in ESIP II is to improve financial management with one of the desired policy focusing diversifying resource mobilization. For many years, Universities and Colleges have relied on subvention funding, which has been erratic and untimely. This has led to compromise

⁸ Institution's expenditure divided by the total enrolment

in the quality of higher education and left most of public universities burdened with debt from various service providers.

To make the public institutions more autonomous, ESIP II advocates for increasing the share of self-generated revenue. Table 3-4-4 indicates that for most of the institutions, share of subvented funding continues to grow at the expense of tuition and self-generated revenue. DMI is fully financed by tuition fees and reported no other source of revenue. Between 2012 and 2014, Chanco had the least share of self-generated revenue, which hovered between 7% and 6%, however, the share of self-generated funds increased to 27% in 2015, but this was at the expense of no tuition fees in that academic year. At the beginning of ESIP II, COM had the largest share of self-generated 76% with only 17% of subvention, however, in 2015, the share of self-generated revenue drastically dropped to 24%. Following the similar trend was KCN which reported to have a share of self-generated revenue of 59%, but by 2015, the share of also declined to only 19%.

Table 3.4-4: Share of Revenue

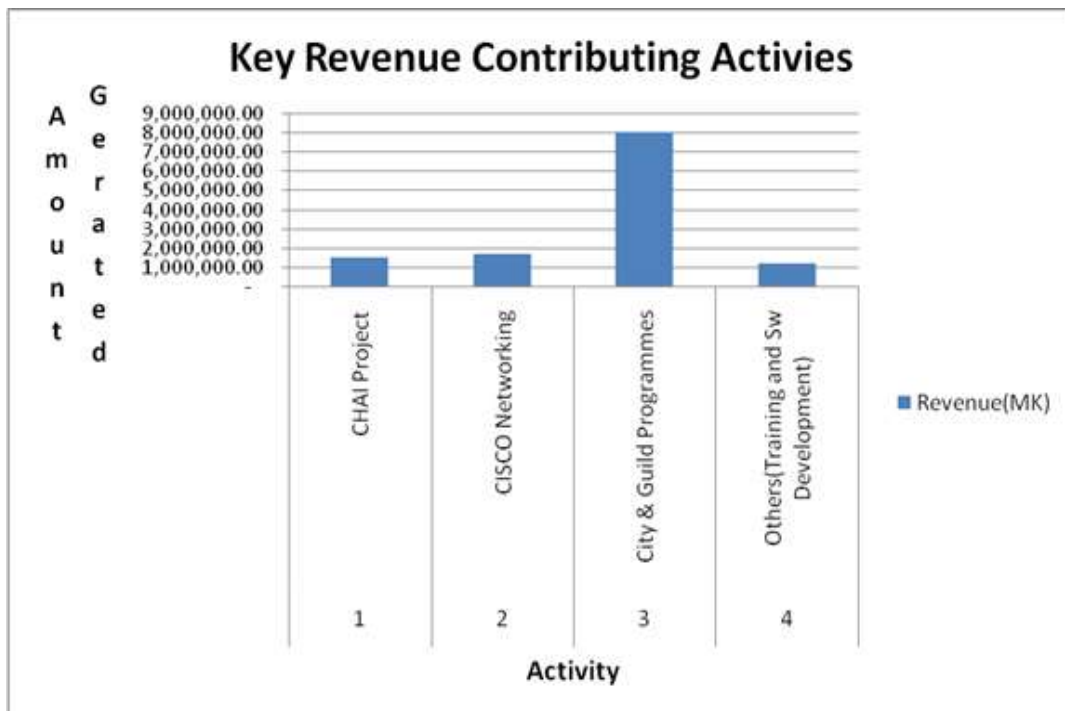
Revenue	2012			2013			2014			2015		
	generated funds	Tuition Fees	Subvention Expenditure	generated funds	Tuition Fees	Subvention Expenditure	generated funds	Tuition Fees	Subvention Expenditure	generated funds	Tuition Fees	Subvention Expenditure
<i>Chanco</i>	7%	14%	79%	6%	15%	79%	6%	12%	81%	27%	0%	73%
<i>Poly</i>	16%	14%	70%	14%	15%	71%	27%	4%	69%	24%	4%	72%
<i>COM</i>	76%	7%	17%	76%	6%	18%	44%	7%	49%	24%	16%	59%
<i>KCN</i>	59%	5%	37%	47%	7%	47%	28%	10%	63%	19%	10%	71%
<i>DMI</i>	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%

Source: Respective Institutions

Note: For UNIMA, self-generated funds include Projects and Research Funds and these form the biggest share. And UNIMA 2014 and 2015 figures are from Revised Budgets, these are not yet audited

An example of the resource mobilization practices that is taking place at the Malawi Polytechnic is where staff is engaged in writing research grant proposals in response to various calls. The Department of Environmental Health won a research grant worth US\$171,000 for the Analyses of Prevention Policies for Non-Communicable Diseases in Africa (ANNPA). Furthermore, the faculty also started to develop a mayonnaise product for a business venture.

Figure 3.4-4: Resource mobilization chart for CIT department at the Malawi Polytechnic



Source: Polytechnic

Another form of resource mobilization at LUANAR involves several projects which contribute a certain percentage of the monies realized to the University. The projects are mostly in the form of research, consultancy and outreach in which there is integration agriculture, climate change, natural resources, environmental management and related issues.

The Ministry of Education needs to revise the strategies under this reform theme as there is divergence from improving resource mobilization and more dependency subvention funding from Government, this defeats the whole purpose of financial autonomy. Also worth noting, is that in all the years and in all the public universities

the share of tuition is less than 20%. This also queries to what extent is the proportion of cost sharing in administering higher education.

3.4.1.3. Introducing a Comprehensive Management Information System for Higher Education

The National Council for Higher Education (NCHE) engaged a Consultant to Analyze and Design a modular web-based Higher Education Management Information System (HEMIS) which will be instituted at national level as an effective tool to support planning, monitoring and evaluation of the performance of the sector. The Consultant embarked on the assignment soon after signing of contract and has completed the assignment as per contract agreement. The HEMIS has been designed to interconnect with various Higher Learning Institution Education Management Information Systems (HLIEMIS) that are meant to

- i. Store data related to different managerial and academic aspects of the institutions (student admissions, students' performance, curriculum, lectures, alumni, academic staff, students' social affairs, etc.),
- ii. Support administrative and managerial information flows, and
- iii. Provide institution management and various academic and non-academic departments with timely and reliable information.

The proposed system will be deployed in the form of a secured web site and will be served to the end users of the system through a web server. Actually, there will be two major parts of HEMIS: Intranet and Extranet which are platforms for restricted data supply and access and open data access. The restricted data supply and access platform will enable Higher Learning Institution Education administrators to provide data from respective institutions that feed into HEMIS application. On the other side, the open data access will be for public viewers interested in HEMIS data. The Intranet will be available only inside NCHE premise.

NCHE management body and officials will be the users of the Intranet. A data collection module, internal data entry module, a monitoring module, and an intelligent decision-support system will be embedded in the Intranet part. Authenticated NCHE users will log in to the Intranet by assigned user ID and password. The system will check the privilege level of the user and thus will allow a user to access the particular modules that he/she is authorized for viewing and manipulation.

Additionally, at national level, the HEMIS will be used as a system-wide planning, monitoring Project Final Report HEMIS – NCHE tool for decision makers while the Higher Learning Institution Education Management Information Systems continue to be used by various institutions according to their needs. The design of this application has been done for the System Developer to easily develop user-friendly, flexible, reliable and robust system. This report therefore outlines how the assignment has been carried out and provides recommendations on various aspects pertaining to the development, implementation and maintenance of the system. The report also complements the design specification document submitted.

During the assignment, a number of observations were made on current systems in the selected institutions of higher learning that were visited. The details of the observations made are as follows:

a. National Council for Higher Education (NCHE)

NCHE currently does not have computerized systems and processes in place to handle issues related to Higher Education Management Information System since it has just been established. The council uses a manual system in handling information related to higher education.

b. Ministry Of Education Science and Technology (MoEST)

MoEST has a standalone automated EMIS dependent on excel spread sheet for data collection. Annually, a questionnaire template is sent to each university/college to collect higher education information and when data capturing is done, the questionnaire is sent back to MoEST either through email or fax. Once MoEST receives the documents, data entry clerks capture the information into EMIS, Microsoft Access system. The system has predesigned analytical reports to help MoEST making informed decisions.

c. Problems or Challenges

The following are some of the challenges experienced by MoEST:

- Late submission of data from universities/colleges resulting in poor reporting and sometimes information becomes obsolete and outdated

- University/college personnel are sometimes incorporative leading to unavailability of data being submitted to MoEST
- Microsoft Access has limited capabilities on multi-user access resulting in allowing one user accessing the system at a time
- The system by design, is not meant to handle large volumes of data and MoEST normally keeps multiples databases to avoid system crashes and reporting becomes a problem as data has to be consolidated from multiple sources

The details outlined clearly shows that Ministry of Education, Science and Technology urgently needs a modern and reliable Education Management Information System.

3.4.1.4. Adopting a New Higher Education Overarching Act

At present, Malawi has four public universities, namely; University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources and the Malawi University of Science and Technology. Each of these universities was established by its own Act of Parliament in 1965, 1997, 2011 and 2013 respectively. The present arrangement of establishing each public university with its own Act has had its challenges. It has been observed that there is no uniformity in governance and management of these universities. In the appointment of the University Council, for example, the State President appoints only the Chairperson of the Mzuzu University Council; the Chairperson and two other persons for University of Malawi Council; and the Chairperson and four other persons for the Lilongwe University of Agriculture and Natural Resources and Malawi University of Science and Technology. As can be noted, there are indeed differences in the membership of the Council thereby compromising the independence and functions of the University Councils as employers.

For the public universities in Malawi to satisfy the overall mission and vision of education as articulated in NESP, there is need for an overarching Act of Parliament that can facilitate their efficiency, effectiveness and accountability. Additionally, this will make the new Act resonate with the current international trends in higher education in order to ensure that our public universities do not lag behind other institutions of higher learning in the SADC region, African continent and the world in

terms of satisfying global requirements. The system of having one overarching Act is already implemented in neighboring countries like South Africa, Tanzania, Kenya, Lesotho, and Zimbabwe.

The proposed overarching Higher Education Bill will ensure that all the present and future new public universities are governed by the same regulations and conditions of service in terms of appointments, dismissals, benefits and relatively comparable salaries. It will help University Councils to manage the university system effectively with all fairness in the context of fiscal austerity so that resources are efficiently utilized to meet the expectations of Government and the missions of the universities.

There will be consultations with key stakeholders such as representatives of the four public universities, representatives of private universities, Ministries of Education, Science and Technology; Justice and Constitutional Affairs; Industry and Trade, and some other central agencies such as Treasury, Department of Human Resource Management and Development; civil societies, faith community leaders, National Council for Higher Education and any key stakeholders. The process of drafting the Bill will be informed by lessons learnt from the respective public universities acts and overarching acts from other countries.

3.5. MoEST Support Services Reforms

3.5.1. Introduction

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

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

3.5.2. Decentralization of management functions

3.5.2.1. Primary and secondary teachers' pay roll

The Ministry has made notable achievements in the implementation of the decentralization policy. Among many devolved functions, primary and secondary school teachers are paid through the decentralized payroll. The education divisions are able to do data capturing and report generation. Appropriate equipment was procured but has not been installed in four education divisions. Despite the achievements, the implementation of the decentralized payroll system is facing a number of challenges.

- Personnel at decentral level has not been trained; as a result, they fail to resolve small issues arising from the process and all matters are referred back to the central level.
- There is no linkage between the central level HRMIS and the PPPI at decentral levels and updates are not linked to the decentralized system in the education division
- There is a policy conflict with the decentralization policy through the system that Ministry of Finance introduced concerning the electronic funds transfer. As a result, payment is still centralized at the Accountant General.

3.5.3. Teacher development and administrative services

Although the Ministry has made notable achievements in devolving its functions to the councils, teacher development administrative services are still centralized. The issue remains at central level because the Ministry of Local Government and Rural Development has not put appropriate structures at the council level. Appropriate Disciplinary and Appointment Committees (ADCs) comprising 16 sectors which handle disciplinary issues have not been institutionalized in the councils. The decentralization has also not cleared the position of Commissions that are attached to various Ministries such as the Teaching Service Commission, the Health Commission, The Local Government Commission and the Public Service Commission; that handle recruitment and in some cases disciplinary issues. This means that recruitment and disciplinary issues cannot be decentralized to councils unless the responsible ministry make changes.

3.5.4. Education Management Information System (EMIS)

The Education Management Information System (EMIS) is critical in informed decision-making and in education planning. The Ministry has made a lot of progress in this area. For a number of years the Ministry had a centralized EMIS system which required officers at central level to collect data country wide, and this proved very costly. In order to reduce costs and improve data quality, the Ministry (in 2007), started decentralizing EMIS to districts in phases and by 2010 all the 34 education districts had the District Education Management Information System (DEMIS). From 2014, the DEMIS was also decentralized further to zones and currently there are 130 zones out of the 447 zones representing 29% of the zones with Zonal Education Management Information System (ZEMIS). In order to ensure very good quality data the decentralization has reached the school level with the school record management system. Currently, there are 984 primary school implementing this innovation out of the 5,415 primary schools. It is expected that the decentralization will be completed in 2017.

3.5.5. Decentralized procurement of textbooks

Following the devolvement of education functions, the ministry intends to pilot the devolvement of procurement of textbooks at primary school level with assistance from UNICEF. 100 primary schools will be piloted country wide. To ensure proper implementation of the programme, the Ministry developed policy guidelines for management of teaching and learning materials which provide direction for the programme implementation. .

3.5.6. Teacher career path, promotions and recruitment

The human resource plays a major role in the delivery of services. There are a number of issues that contribute to job satisfaction and also retain teachers in the teaching profession. The absence of policy guidance in career path for teachers, contributes to loss of teachers to other professions. Career path for teachers remains unclear until to date. Not much is being done in this area and there is no progress at all.

Recruitment of teachers has been a challenge in the past two years and this has created a backlog of 19,500 primary school teachers and about 3,700 secondary school teachers who are not recruited. The Ministry is in process of recruiting the teachers in phases starting from 2015/16 financial year. Progress in this area has been stagnant.

In terms of teacher promotions, the ministry made significant progress. About 16,000 primary school teacher were promoted to various grades in the past three years. In 2012/13 FY, about 2,155 secondary school teachers were promoted followed by 1,368 secondary school teachers in 2013/14FY.

3.5.7. General delivery of Services

Most education services are dependent on the support services. About 80% of the enquiries involve support services in education. The Ministry launched the service charter whose aim is provide quality and better services to the clients. This shows that the Ministry is committed to improve service delivery to its employees and clients.

However, in the past years until present, the Ministry faces a number of challenges with its employees particularly teachers in terms of complaints and queries related to their jobs. Teachers have been lodging complaints to the Ombudsman for a number of job related issues. Analysis of the complaints showed that 70% of the complaints were on salary arrears, 30% dismissal, 5% on underpayment of retirement benefits (for teachers who retired when the retirement policy was at 55 years) and the remaining 5% on other various complaints. The teachers have also been presenting queries to the ministry in terms of being deleted from pay roll due to absenteeism and immorality issues. The complaints and queries are on the rise due to:

- Poor record keeping
- Ignorance on HR procedures when dealing with personnel
- Decisions made on cases without proper investigation and establishment of cause

3.5.8. Enhancing quality education through regular Inspection

3.5.8.1. Systematic and regular inspection of institutions

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

To ensure quality in schools the ministry recently (September, 2015) launched the education standards whose aim is to specify both minimum requirements and what constitutes effective practice in educational provision and practice, for use in evaluation at a number of levels and in a range of contexts.

In terms of school inspection, the ministry planned to inspect 1500 primary schools, 450 secondary schools and 11 teacher training colleges (TTCs) per annum. In 2014/15 FY, DIAS inspected 1000 primary schools, 400 secondary schools and 11 teacher training colleges. Representing 66.67%, 88.89% and 100% of primary schools, secondary schools and TTCs respectively. There is good progress in this area despite the resource constraints. In addition, the Ministry recruited inspectors to strengthen the inspectorate services.

ANNEX

4. SUMMARY OF OUTPUT TABLES

Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.1 Ensure 50% of Children Reach std. 4 Literacy & Numeracy	% of std.4-8 children with std.4 literacy	22%	35%	
	% std. 4-8 children with Std.4 numeracy	22%	35%	
	National Std.4 Basic Skills Test Implemented	N/A	Developed	DIAS still exploring on how best to institutionalize this test
	Average learning time for lower std	3 hours	4 hours	3 hours (DIAS still exploring on how to roll out on increasing the school day)
	Pupil textbook ratio	3.5:1	2:01	3.9 : 1
	% of schools with only school-based textbook procurement	0	10%	0% (Pilot on textbook procurement decentralization under way).
	Primary pupil: permanent classroom ratio (PCR)	124.1	98:01:00	109:1
	Number of Primary permanent classrooms constructed	1100	1500	3,853 (this for both public and private schools)
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.1 Ensure 50% of Children Reach std. 4 Literacy & Numeracy	Gender Parity Index (primary enrolment)	1.01	1.02	1.00
	Percentage of SNE learners enrolled	2.24%	2.40%	2.4%
	Enrolment of SNE learners (TOTAL)	93,656	114,348	115,284
	Number of pilot schools with ECD involved in cluster system	0	0	0
	% of Children Enrolled in std.1 with prior ECD experience	30%	34%	32%

1.2 Attain a Motivated, High-Performing Teaching Staff	Primary Enrolment in Public schools	4,149,364	4,725,531	4,714,910
	Net Enrolment Ratio (NER) Boys	86%	92%	101%
	Net Enrolment Ratio (NER) Girls	86%	92%	103%
	Gross Enrolment Ratio (GER)	116.50%	121.80%	132%
	Gross Enrolment Ratio (GER) Boys	119.00%	124.40%	134%
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.2 Attain a Motivated, High-Performing Teaching Staff	Primary enrolment: Private schools	39,313	38,954	80,286
	Primary enrolment: All schools	4,188,677	4,764,485	4,795,196
	Net Intake Rate (NIR)	85.00%	93.28%	95%
	Gross Intake Rate (GIR) Boys	206.30%	174.00%	210%
	Gross Intake Rate (GIR) Girls	209.00%	174.00%	212%
	Primary pupil qualified teacher ratio (PQTR): All schools	95:01:00	74:01:00	75:1
	Primary Qualified Teachers: All Schools	56,534	64,385	64,056
	Primary Qualified Teachers: All Schools (Males)	34,006	52,857	46,120
	Primary Qualified Teachers: All Schools (Females)	22,528	48,266	17,935
	Gender Parity Index (primary teachers)	0.66	0.91	0.72
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.2 Attain a Motivated, High-Performing Teaching Staff	New framework for Teacher Assessment and Promotion Implemented	N/A	Developed	Framework not developed yet.
	Average daily hours 'Time on Task' for lower std. Teachers	3 hours	4 hours	3hours
1.3 Increase Internal Efficiency of Primary	Primary transition rate (Total)	30.00%	35.10%	36%
	Dropout Rate Boys	8.57%	7.50%	10%

Education	Dropout Rate Girls	12.34%	10%	11%
	Repetition Rate Boys	25.00%	15%	21.5%
	Repetition Rate Girls	24.10%	14%	20.5%
	Survival rate to standard 5 (boys)	0.58	0.83	65%
	Survival rate to standard 5 (girls)	0.59	0.84	64%
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.3 Increase Internal Efficiency of Primary Education	Survival rate to standard 8 (boys)	0.41	0.41	35%
	Survival rate to standard 8 (girls)	0.35	0.33	29%
	Primary completion rate	0.5	0.56	51%
	PSLCE Pass rate (Male) (2011)	74.85%	82%	74.2%
	PSLCE Pass rate (Female) (2011)	61.76%	76%	59.9%
1.4 Improve Management through higher school funding	Percentage of education budget allocated to primary sub-sector	53%	60%	49%
	Recurrent unit cost per public primary school learner) (MK)	6,710	8,000	12,071
	PSIP Disbursed (MK)			5,523,000,000
	PSIP Absorption Rate	100%	100%	75%
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.4 Improve Management through higher school funding	% of school management committee (re) trained in finance and procurement	100%	50%	60%
1.2.1 Improve Access to Early Childhood Development	Number of CBCCs	8,933	10,733	
	ECD enrolment in CBCCs (TOTAL)	1,037,090	1,200,562	1,295,386
	ECD gross enrolment ratio (GER) for all pupils	106.00%	111.40%	77.4%
	ECD gross enrolment ratio (GER) for boys	114.30%	115.90%	76.3%
	ECD gross enrolment ratio (GER) for girls	97.70%	106.90%	78.6%

	ECD teachers in CBCCs (currently not state paid)	25,665	32,887	32,970
	Recurrent Unit cost per child in public ECD centre pupil (MK)	9,282	17,623	
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
1.3.1. Improve Access to Complementary Basic Education (CBE)	Number of CBE Centres in use	1,488	4,411	2,628
	Estimated numbers of out-of-school youth (TOTAL)	293,922	298,505	
	Estimated enrolment in CBE centres (TOTAL)	24,000	51,770	40,000
	Number of Govt. paid CBE facilitators	1,260	2,668	
1.4.1. Improve Access to Adult Literacy	NALP enrolment in adult literacy	121,551		
	CSO enrolment in adult literacy	194,481	140,711	
	Total enrolment in adult literacy	316,032	225,136	
	Number of Govt. paid adult literacy instructors under the NALP	8,000	365,847	
	Recurrent unit cost per adult literacy student (MK)	1 206	8,279	
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
2.1 Improve Access and Equity to Secondary Education	Transition rate (Total)	30.00%	35.10%	36%
	% of secondary schools with double shifting	0%	30%	3%
	Number of CDSSs upgraded	6	30	17
	% of Secondary Schools with Open and Distance Learning	11%	12%	12%
	Percentage of Private Secondary Schools	15.70%	26.10%	25%
	Secondary enrolment: Public schools	221,802	284,376	286,154
	Secondary enrolment: Private	38,262	111,673	71,879
Policy Reform	Indicator	2012	2014/15	

		Baseline	target	Actual
2.1 Improve Access and Equity to Secondary Education	Secondary enrolment: All schools	260,064	396,049	358,033
	Net Enrolment Ratio (NER)	29%	41.60%	16.6%
	Gross Enrolment Ratio (GER)	41%	64.40%	24.3%
	Percentage of SNE learners enrolled	1.12%	1.17%	1.3%
	Number of SNE learners enrolled	2,911	6,164	4,726
	Gender Parity Index (secondary enrolment) all schools	0.82	0.93	0.88
	Number of students who received Bursaries	0	12,000	12,511
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
2.1 Improve Access and Equity to Secondary Education	Percentage of female students who received bursaries	0	55.00%	83.6%
2.2 Improving Quality in Secondary Schooling	Total Student: Science Teacher Ratio	63:01:00	56:01:00	65:1
	Secondary teachers: All schools (Male: Female)	11,701	12,511	14,497
	Secondary classrooms: Govt. – supported schools only	4,218	6,764	
	Secondary student: classroom ratio (PCR): Govt.-supported schools	53:01:00	42:01:00	61:1
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
2.2 Improving Quality in Secondary Schooling	JCE Pass Rate (Male)	73.3%	89.30%	79.13%
	JCE Pass Rate (Female)	58.3%	83.3%	66.87%
	MSCE Pass Rate (Male)	54.9%	61%	61.26%
	MSCE Pass Rate (Female)	48.6%	53%	46.94%
2.3 Improving Secondary Management	% of Schools with School-Based Textbook Procurement	1%	60%	100%

	Per unit cost of a secondary student in public secondary schools (MK)	44,719	82,067	49,542
	Percentage of education budget allocated to secondary sub-sector	14%	17.60%	14%
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
3.1 Increasing the Quality of Primary Teacher Training	% of student teachers with +70 Score in Mathematics and English	10%	18%	
	Number of TTC for Primary for Primary School Teachers Constructed	0	1	2
	% of TTCs with outsourced catering, security, gardening & cleaning	16.70%	100%	100%
	Introducing a Teacher Education Management Information System (TEMIS)	N/A	Implemented	TEMIS not established yet
	Number of TTC tutors (All TTCs)	302	473	363
Policy Reform	Indicator	2012	2014/15	
		Baseline	target	Actual
Increasing the Quality of Primary Teacher Training	TTC IPTE students: tutor ratio (all colleges)	29.7:1	26.1:1	28:1
3.2 Improving Access to Primary & Secondary Teacher Training	Number of TTCs for secondary School Teachers Constructed	0	0	1
	IPTE enrolment in public colleges	7,953	10,746	19,109
	Gender Parity Index (public IPTE enrolment)	0.970	0.988	1.4
	Gender Parity Index (public ODL enrolment)	0.5	0.8	0.8
	IPTE enrolment in private College	1,026	1,579	1,057
	Total IPTE enrolment	8,979	12,325	19,109
	Total ODL enrolment in public	12,000	10,555	2,002

	TTCs			
	Per unit cost of Public TTC student (IPTE only) (MK)	615,050	819,891	919,313
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
3.3 Technical and Vocational Education	% of Secondary School graduates enrolled in TEVET	3%	4.00%	3.65%
	Total Technical College Enrolment	6,105	8,125	
	Public	5,014	6,614	
	Private	1,091	1,511	
	Gender Parity Index (Technical College)	0.54	0.82	
	Regular Enrolment Technical College	2,581	3,435	
	Public	1,602	2,105	
	Private	979	1,330	
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
4.1 Technical and Vocational Education	Parallel Enrolment Technical College	3,524	4,690	
	Public	3,412	4 509	
	Private	112	181	
	% of Student Enrolled in ODL	0.00%	6.0%	
	Number of Technical college lecturers: all colleges (Male)	133	198	
	Number of Technical college lecturers: all colleges (Female)	29	60	
	Technical college lecturers: all colleges (TOTAL)	162	221	

Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
Technical and Vocational Education	Technical college student: lecturer ratio: all colleges	28.5	25.3	30
	Per unit cost of Public Technical College student (MK)	491,077	814,135	980,000
3.4 Adopting a New 'Higher Education Act'	Higher Education Act Adopted and Implemented	N/A	Adopted	ACT was approved
3.5 Improving Access to Higher Education	Public university enrolment (Total)	10,948	13,601	
	Gender Parity Index (for enrolment in public university)	0.40	0.76	0.48
	Private university enrolment (TOTAL)	1,255	1 908	
Policy Reform	Indicator	2012	2014/15	
		Baseline	Target	Actual
	Total University Enrolment (Public & Private)	12,203	15,509	
	Number of University Graduates (TOTAL)	2,331	3,202	
	% of Students on Loan Scheme	42.80%	64.60%	
3.6 Improving Financial Resource Mobilization	Average self-generated funds as % of total funds	12%	22%	
	Percentage of tuition fees to total institutional revenue	10.00%	22.00%	
	Public university recurrent subsidy per student (MK)	1,382,764	2,164,563	1,338,369
5.4 Introducing Management Information System	Introducing a Higher Education Management Information System (HEMIS)	N/A	Developed	Not done



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